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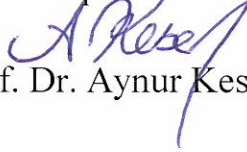
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE AND LITERATURE

*The Use of Novel in Creating the Independent Reader: A Study
on Personal Construct Theory and Reader-Response Approach*

M.A Thesis

Muhammed Metin Çameli

Supervisor



Asst. Prof. Dr. Aynur Kesen Mutlu

İstanbul, 2014

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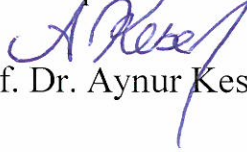
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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

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TABLE OF CONTENT

ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iv

CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY	1
1.2. THE PURPOSE AND THE SCOPE OF THE STUDY	5
1.3. THE STATEMENT OF THE PROBLEM.....	6
1.4. THE RESEARCH QUESTIONS	7
1.5. DEFINITION OF TERMS.....	8

CHAPTER 2

REVIEW OF LITERATURE

2.1. THE EMERGENCE AND DEFINITION OF THE NOVEL AS A GENRE	10
2.3. THE ORIGIN AND PARTICULARS OF READER RESPONSE THEORY	15
2.4. THE ORIGIN AND PARTICULARS OF PERSONAL CONSTRUCT THEORY	23
2.5. THE RELEVANCE OF READER RESPONSE AND PERSONAL CONSTRUCT THEORIES FOR THE PRESENT STUDY.....	30

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION.....	33
3.2. PARTICIPANTS	34
3.3. INSTRUMENTATION.....	34

CHAPTER 4

DATA ANALYSIS

4.1. INTRODUCTION.....	39
4.2. THE ANALYSIS OF THE ITEMS ELICITING STUDENTS' PREFERENCES AND ATTITUDES CONCERNING THE STUDY OF THE NOVEL AS A GENRE	40

4.2.1 Items eliciting students' attitudes towards reading novels in English (Items 1 and 2)	40
4.2.2 Items eliciting students' preferences with respect to age and translations of novels in English	41
4.2.3 Items eliciting students' underlying aims for reading novels in English	42
4.2.4 Items eliciting students' pace of reading English novels.....	45
4.2.5 Items eliciting students' preferences about reading novels in English with respect to the context of situation.....	46
4.2.6 Items eliciting students' reading methods in reading English novels	48
4.2.7 Items eliciting difficulties encountered in reading English novel	59
4.2.8 Items eliciting students' feelings on encountering difficulties while reading an English novel.....	60

CHAPTER 5

ANALYSIS OF LITERATURE SESSIONS

5.1. INTRODUCTION.....	63
5.2. THE ANALYSIS OF THE LITERATURE SESSIONS HELD IN ACCORDANCE WITH THE PURPOSE OF THE PRESENT STUDY	64
5.2.1 The first session elements eliciting students' approach to the question of Independent Reading	64
5.2.2 The second session elements eliciting students' perspectives about one of the major themes of Pride and Prejudice	66
5.2.4 The fourth session elements eliciting students' ideas about the role of women in the society in the way it was presented in Pride and Prejudice	72
5.2.5 The fifth session elements eliciting students' ideas about a comparative study of the society of the eighteenth century with that of the modern one from different aspects such as family and education depending on what they learn about this through the novel.....	74
5.2.6 The sixth session elements eliciting students' ideas about the psychological perspective with the help of which they can analyze the book, the psychological interpretation of the main components of the book.....	77
5.2.7 The seventh session elements eliciting students' ideas about the ending of the novel, basically, their ideas on an ideal ending for it or changing the ending provided by the author.....	79
5.2.8 The eighth session elements eliciting students' ideas about the progress they believe they have made as independent readers thanks to their participation in the sessions held.....	81

CHAPTER 6

CONCLUSION

6.1 INTRODUCTION.....	84
6.2 SUMMARY OF THE STUDY.....	85
6.3. CONCLUSION	85
6.4. IMPLICATIONS FOR LITERATURE EDUCATION	86

6.5. SUGGESTIONS FOR FURTHER RESEARCH.....	87
REFERENCES.....	88
APPENDICES.....	89
ÖZET.....	101
ABSTRACT.....	102

LIST OF TABLES

Table 4.1 Students' Attitudes towards Reading Novels in English	40
Table 4.2 Students' Ideas Regarding Their Success in Reading English Novels	41
Table 4.3 Students' Preferences about Novels.....	41
Table 4.4 Why Students Like Reading Novels in English	43
Table 4.5 The Pace and Number of Reading English Novels.....	45
Table 4.6 Students' Preferences about Reading English Novels With Respect to the Place of Reading	47
Table 4.7 Students Reading Strategies.....	48
Table 4.8 The Distribution of Reading Strategies Participants in this Study Always Employ	57
Table 4.9 Difficulties Students Have in Reading an English Novel.....	59
Table 4.10 Students' Feelings about Difficulties They Are Faced With While Reading/Analyzing an English Novel.....	61
Table 5.1 Students' opinions about the question of independent reading & reader.....	65
Table 5.2 Students' opinions about the ways in which the theme of marriage is studied...	67
Table 5.3 Students' opinions about the influence of personality traits upon characters' actions	69
Table 5.4 Students' opinions about the role of women in the eighteenth century as presented in the novel.....	72
Table 5.5 Students' opinions about the eighteenth century society projected in the novel and the modern society.....	74
Table 5.6 Students' opinions about the psychological- based study of the book and the inherent messages in the book related to this topic.....	77
Table 5.7 Students' opinions about the issue of changing the ending of the story	80
Table 5.8 Students' opinions about the progress they believe they have made as autonomous learners.....	81

CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Being one of the most important components of various literary studies, the question of teaching literature occupies an indisputably remarkable place in the minds of researchers concerned about the field of literature and its teaching. A large number of studies carried out by them for the effective ways in which literature should be presented manifest themselves in a direct correlation with analyses of specific genres like “novel”. The emergence of this combination of teaching literature and novel is, therefore, of great significance to a better exploration of the interaction between reader and work that makes it fairly necessary to elaborate on the act of reading, as well. Iser (Tompkins, 1980:55) stresses the crucial nature of the relationship between a text and its reader by touching on the dependency of the making of meaning in a work on its reader to introduce the peculiarity of the realization of meaning during the process of reading.

Amongst the other genres like short story or poem, the novel as a genre is the obvious medium for gaining an insight into the interaction referred, but it should also be noted that each genre has definitely its own way of exerting an influence on readers with its underlying messages and structures, in general. A short story does have the power to do this with its appealing side of involving fewer pages and sometimes more interesting and fun themes to advance within its narrative mode compared to a novel. When questioned about the preference for the types of literary genres to analyze, some students might prefer to study a short story in terms of the ease with which they concentrate on what goes on in the story along with an easier identification of its thematic meaning. Likewise, a poem could be regarded as unique in that it has the great potential of appealing to the emotions of its

readers with its distinct structure and symbolic elements. Apart from all these illustrations, reading a novel and the analysis of this process are of special importance to this study since each novel enables one to discover him/herself as an independent reader and judge of meaning that goes side by side with what this study aims to investigate.

The novel as a genre has precedence over the other ones for this study insofar as it is the genre that enables the readers to identify themselves easily with what is being narrated within it, and as such, it holds a mirror to their actual lives or experiences they have had as individuals. In other words, the careful readers of any novel are bound to realize the power they have as autonomous readers and interpreters with much more ease than supposed with the help of this genre, to a large extent. The likelihood of drawing a parallelism between a character and themselves or comparing the verisimilitude of the events around which the work circulates with those of the ones they witness in real life could be thought of as the part of the reason why this genre matches with the targeted success of this study so well. The usage of it may, therefore, promote an understanding of how to appreciate literature, may also make it simpler for individuals to have a mental exercise on the meaning to be elicited from what they read in a way which is directed towards developing themselves as the sole decision makers of the essence of what is being told in what they examine. The content, form, and types of messages sent by this genre along with the presence of the sense of liberty in its narrative mode can all said to be contribute to the increased popularity of it for many literary analyses as Robert clarifies,

Obviously, the novel owes its historical success to the enormous privileges literature and the material world have granted with equal generosity. The novel can do what it wants with literature; it can exploit to its own ends description, narrative, drama, commentary, monologue, and conversation; it can be either in turn or at once, fable, history, parable, romance, chronicle, story and epic. There are no proscriptions or restrictions to limit its choice of subject matter, setting, time or space (Robert, 2000:58).

It would be convenient to add to this comment that the novel does all of these with its handling with the subject of projecting reality, conditions of living, social or political atmosphere of its times, the state of the society with their emotions ,quite properly. As such, it deserves to be titled as one of the most remarkable subject of praise and examination for many literary achievements.

Applied to this study with all these characteristics peculiar to itself, the novel does nothing but merely functions as the backbone of illuminating the reader for the points to be clarified throughout the whole analysis. It apparently proves the validity of the credit that has been given to it for such a long time thanks to the element of reality and ample evidence to be collected in its essence that help to substantiate the fact that the novel as a genre is a tool of every avid reader to discover a secret part of themselves. It can also be said to have the power to enlighten people on the necessity of being aware that each person is capable of determining the ways in which the meaning, the theme of the novel is specified without feeling obliged to be dependent on anyone else. Thus, it is of paramount importance to the painstaking research in this analysis about the right path to be taken for feeling oneself as utterly decent independent readers that are able to retain from a novel class as expected of them.

Relevantly, the contentious issue of how to teach literature, basically with a constant need to seek innovative methods for presenting it on the part of many instructors and researchers, is highly relevant to another explanatory part of the study in accordance with its concern with finding out more proper ways of teaching a novel to a literature class. What many of the studies conducted about the question of teaching a literary work have all in common seems to be the fact that they all make many readers believe analyzing a novel or any other genre could be confined to a number of specific formulas, and this concept may be labeled as the fallacy of the people perceiving that way. As Moody puts it,

“literature had been very much based on what we should call comprehension work, memory, exact translation and paraphrase, and a

certain amount of analysis of character and motive....” However, aside from their linguistic contribution, literary texts also trigger personal improvement and development. When we read literature, we become involved in the reading process, we develop insights into different cultures, and we create personal meanings. Above all, we reflect both on the text and ourselves in relation to our experiences: consequently, we develop new insights into new events, characters, and settings (Moody in Kesen, 2002: 1).

It is, therefore, apparent that the methods to be employed for a more effective presentation of literature must incorporate other undiscovered elements that might engage the reader with the work more than supposed thereby enabling him/her to think more critically and to be more aware of the power he/she has as an independent learner, too. Relevant to this point, it is also possible to assert that contrary to what has always been considered to be true with regard to the teaching of literature or novel, the process of reading, particularly, independent reading serves the purpose of proving that any reader has the capacity to be a creator of meaning rather than being a passive learner or consumer in a literature classroom. As Kesen (2002: 14) stresses this with reference to Adler and Doren’s opinions, “Before the reader expresses his/her likes and dislikes s/he should have tried enough to appreciate the work. A reader cannot read or appreciate a novel by reading it passively. In order to achieve appreciation so as to achieve understanding, the reader must read actively. This being the case, it can be claimed that analysis of a novel in a literature class should be geared towards creating an atmosphere where students of distinct backgrounds and perceptions seize the chance of exchanging and respecting their ideas. It basically saves the teacher from the task of monitoring the class with the imposition of what he/she believes to be acceptable for the novel studied. As Rosenblatt puts it,

The teacher of literature, then, seeks to help specific human beings discover the satisfactions of literature. Teaching becomes a matter of improving the individual’s capacity to evoke meaning from the text by leading him to reflect self critically this process. The starting point for growth must be each individual’s effort to marshal his resources in relation to the printed

page. The teacher's task is to foster interactions- or more precisely, transactions- between individual readers and individual literary texts (Rosenblatt, 1995: 25, 26).

Going deeper into the particulars of a novel with the method based on making the students realize themselves as autonomous interpreters could also be directly associated with theories of Reader-Response and Personal Construct and thus, be theory-based, to a serious extent. Under the guidance of these theories, it becomes easier to demonstrate that the usage of novel in a classroom where the students strike any observer with their full engagement in the lesson as actively as possible inevitably fulfills the aim of creating independent readers.

1.2. THE PURPOSE AND THE SCOPE OF THE STUDY

The aim of this study is to analyze the perceptions of a group of English Language and Literature students on how to examine a novel, the specialty of this genre for them along with their perception of themselves as independent readers. In order to do this accordingly, theories of Reader-Response and Personal Construct are used as sorts of decisive elements that help to facilitate the task of assuring that an effective literature class can be conducted with its purification of itself from the conventional methods of familiarizing students with the cores of a close examination of a novel together with revealing the perceptions of the students as critics. Its another aim is also to see whether there might be a shift in the way the students think about how a good novel class should be and the way they make a critique of novels they read. This aim of the study is more about investigating the effects of analyzing the novel on the basis of students' individual differences, expectations and needs. In other words, these participants are expected to come to the conclusion that they can benefit from a literature class and retain more than possible from it as long as they are aware of the fact that the meaning is inherent in how they interpret any given work of literature as mere

independent meaning-makers. It is very important to emphasize that this study, indeed, presents both qualitative and quantitative evidence for the nature of learners' perceptions, beliefs, and feelings before and after the implementation of a process based on Reader Response and Personal Construct Theory.

1.3. THE STATEMENT OF THE PROBLEM

A thorough and useful analysis or usage of a novel in a literature class mainly depends on the extent to which students manage to interpret and criticize the work with the help of their social, cultural and linguistic background and of their own power as autonomous readers. That each student interprets a literary text in a way based on their past lives and experiences should be like a propelling force on the part of these students as each of them approaches the novel studied with their own set of expectations about its message. That way, they learn how to be able to distinguish their understanding of a novel's theme or other parts from that of the instructor thereby coming to realize the priority they have as independent meaning makers and readers. However, in many of the literature classrooms in which the ideal system of teaching a novel is merely seen as limited to the lecturing and critique of the teacher about the conveyance of the work studied, the failure to provide the students with the opportunity to look at that work more closely with less guidance by the teacher certainly comes to the surface. As Kesen (2002: 2) points out, "The study of literature requires the involvement of the reader to find out answers to specific questions within a strict textual analysis. Literature as a resource however reinforces personal involvement and emphasizes active participation and reflection on the part of the reader." It should be kept in mind that what the students of literature are really in need of is not a complete assistance to discover the depth of their reading, but as Probst clarifies about this matter in question, it should be a kind of effort put in making these students come to notice other equally necessary points,

Students need instead to learn that literary meaning is largely an individual engagement that it results from the creative effort of a reader working with a text, and the reader may work in various ways. Answering someone else's questions is only one way to work for meaning. Inferential reasoning is only one of many valuable strategies to apply to texts. The explicatory paper is only one of the suitable genres in which to write about literary experience. There are other productive ways of dealing with texts and readings and students need to know and appreciate them (Probst, 1994: 41).

The fact that each literature student reading any novel tends to interpret it by means of his/her perceptions about the world, the experiences he/she has gained, and the integration of all these into the meaning the student tries to elicit is exactly what makes the act of reading an efficient one. In this regard, uniting Reader-Response Theory with Personal Construct Theory to attain a better understanding of the explained method also contributes a lot to demonstrate the inefficient nature of any literature class with a teacher as the sole provider of the meaning of the literary work discussed.

1.4. THE RESEARCH QUESTIONS

The following questions constitute the research questions of the study:

1. What are the perceptions of English Language and Literature students about the ways in which a novel should be analyzed?
2. What are the perceptions of the students about themselves as independent readers of the novel?
3. What are the students' beliefs in regard to the role of the teacher in teaching of literature?
4. Is there any difference between students' beliefs about novel analysis before and after using an approach based on Reader Response and Personal Construct Theory?

5. Is there any difference between students' perceptions of themselves as independent readers before and after the implementation of the method based upon these Reader Response and Personal Construct theories above?

1.5. DEFINITION OF TERMS

Novel: A prose fiction in which the characters, plot and themes develop throughout the work. As a result it feels more substantial than either a Novella or Short Story. In addition, a novel must be sufficiently large to allow it to be published alone. It is often a fairly realistic literary form, and is written to hold the general reader's attention- this can already be seen in the work traditionally considered the first English Novel, Daniel Defoe's Robinson Crusoe (Auger, 2010).

Independent Reading: Independent reading can be generally defined as the process of reading during which the readers explore and realize the meaning of a text without guidance of an instructor. In broader terms, it is the usual act of reading itself which enables the readers to try to grasp the significance of a thematic meaning in work without interference and by means of their own strategies to be employed.

Reader Response Theory: This theory is commonly known to have emerged at the beginning of 1970's, but its real origin could be traced back to 1920's and 30's with the discussions of emotional response by I. A. Richardson, and works of D. W. Harding and Louise Rosenblatt. It mainly concerns itself with the fact that literary meaning is contained in the words on the page and the reader is bound to unlock further treasures within it and it emphasizes the crucial aspects of the interaction between a text and a reader for the concretization of meaning (In Tompkins, 1992 X).

Personal Construct Theory: It is the theory that George Kelly presented people in 1955 to make them aware of the presence of the ways in which they make sense of the world around them with their own

constructions in mind. He believes in the existence of specific ways of philosophies and constructions on the part of the humankind to understand and interpret what is going on around them or in other words, to comprehend all the worldly things that constantly bombard them throughout their lifespan (in Fransella, 1995, 42-43).

CHAPTER 2

2.1. THE EMERGENCE AND DEFINITION OF THE NOVEL AS A GENRE

The issue of how the genre “novel” came into being has invariably presented itself as the other object of attention for many distinguished figures in the history of literature. Despite the fact that it is not very easy to account for the real origin of this genre, its origin can be traced back to the eighteenth century in which it is known to have gained popularity with the emergence of a number of novels, titles of which were generally formed with full names of characters such as *Robinson Crusoe* and *Moll Flanders* by Daniel Defoe, *Tom Jones* by Henry Fielding, *Pamela* by Samuel Richardson. These writers help to claim that the novel manifested itself as a kind of genre that highly concerned itself with individualism, the experiences and doings of people, basically the human nature. That said, it is the genre through which the writers were able to communicate their opinions about the worldly things as they intended. Yet, the fact that specifying the ways in which how this genre came into existence is definitely difficult should not be overlooked at all as Brown points out,

The name “novel”, in any case, had different semantic values than from those it took on during the nineteenth and twentieth centuries as what I am going to call an “institution”. Inchoate and multiple, because, whatever their influence on the way “the novel” came to be thought of in the next two centuries, and there were a lot of variations and differences in such thinking, no one of them can be accepted as the “first” or originary novel. No one of them is sufficient to represent what later became known as “novel”, given not only the radical differences of narrative form, but also their radically different “addresses” and levels of social life they “represented”, in all senses of that term (Brown, 1997: 9)

Considering what Brown asserts about the question of giving an exact time for the first introduction of the genre to the readers, it would be

appropriate to say that the ideas about how people first met the novel underwent changes throughout centuries thereby making it less certain for researchers to come to a consensus on providing the humankind with accurate information for that.

Discussing the origin of the novel also calls into question the availability of a similar genre existing before itself and renders it possible for us to respond to the question of whether or not there was a similar genre before with the answer of “prose”. It is necessary to underline the fact that before readers started to read what we now call “novel”, they had types of prose written for conveying specific messages like a novel does. Prose is assumed to be quite popular with readers of all walks of life in the centuries preceding the eighteenth century, and to have a lot to do with projecting the specific and prevailing characteristics of the period during which they were written. However, the question to be found an answer to is whether or not it is suitable to call all prose as novel, only because it is quite complicated to go back to the social and literary context of those times with accounts of true content. In this regard, it could be assumed that every prose of the past is not likely to be counted as a novel, but what is certain about “prose” is that the novel as a genre includes the repetition of this word in the accounts presented with a view to informing people about the broad definitions of it.

Apart from highlighting the significance of giving information on the origin of the novel, another equally valuable part of this study is to define what a novel is in broader terms. Initially, it is right to start off saying that in the history of English Literature, this genre stands out as the one to which a vast majority of literary figures are said to have devoted their attention, especially, to its form and content to bring an explanation to a correct description of it. One of the major reasons why it has been an object of attention so far could be linked to the fact that it owes its fame to its placing the issue of tackling with human nature and relationships on top of other things within its framework. Giving a proper definition of the novel is, therefore, a challenging task to accomplish as Shroder mentions, “An adequate definition of the novel would, of course, have to be totally

comprehensive, exhaustive, and infallible. It would have to borrow at once from the history of literature, the study of external form, and the study of fictional matter of novels in general” (Shroder: 1963, 292) Hence, what might be said about the depiction of a novel in broader terms is that it is a written piece of work in prose with its components of meaning like its plot, theme or characters along with a specific message to be conveyed to the reader. When a careful reader sets about analyzing a novel, the reader is bound to feel the urge to question certain aspects of the real life that are generally tried to be investigated more closely within the content of the novel.

If a more difficult way of explaining what the novel is preferred with a more figurative language, likening it to a building with many windows, each of which opens to another aspect of humanity to be known, might also be possible for grasping the degree to which it is important in the realm of literature. A careful reader of any novel embarks on a journey that starts with an unawareness of what is likely to happen, but ends with a heightened consciousness about the things going on in the narrative. This arousal of awareness on the part of the reader should be paid much more attention to as it is sort of peculiar to this genre to take human doings and nature more seriously than other ones do. What constitutes the real meaning in a novel, basically, its characters, plot, and theme are also worthy of being mentioned as they could be defined as the parts that give a novel its real taste. These components listed play a leading role in the formation of any novel thereby making it a vehicle through which the readers put the pieces together to make sense of the world; to make the meaning it has a concrete one. Taking into account all these emphasized points, the origin and definition of the novel as a genre may be regarded as the first and foremost parts of this chapter in that knowing the particulars of that paves the way for an enhancement of the comprehension of the details of our study.

2.2. THE DEFINITION OF THE ACT OF INDEPENDENT READING AND THE RELEVANCE OF IT TO THE PRESENT STUDY

The process of reading, which is known to have occupied an important place in the field of literature for centuries, is not easy to define insofar as a proper description of it requires dwelling on many other elements it includes in its essence. The elements indicated might be the reader him/herself that studies a work, the text being studied or the relationship the reader builds between him/herself and the text as all of these are main components of what makes a reading a good reading, to a large extent. In other words, depending on the person who reads any written material in a certain context or the time in which any book by any writer of a period is examined, the definition of reading may actually vary from one individual to another. Yet, a general definition of the act of reading may be basically presented as the activity that takes place in the mind of a reader and comes to the fore with the participation or engagement with that person in his/her efforts to understand what is conveyed within. As Wallace stresses,

Reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand. In short, the way we perceive reading behavior is linked to different reader purposes which, in turn are linked to situational context and also to social expectations, for example what kind of reading behavior is expected in classrooms, families, or particular religious settings (Wallace, 1992:4)

In accordance with Wallace's idea, it can be asserted that the objective of the process of reading along with the definition to be provided are contingent on where, how, or when the activity of reading is done. Thus, the attempts to describe what reading is are likely to go on in the coming years in the sense that this process does not solely mean reading the lines in a text in a given duration. It means taking into consideration the constituents of the act of reading in order for a better comprehension of it on the side of the readers, too.

Related to the purpose of the present study, the definition of what reading is, or how independent reading should be defined is of special

significance only because understanding the essence of either of this activity accordingly is the key to grasp the cooperation between a reader and a text. What is striking to the reader at this point might be the usage of “independent reading” in the context, but, just like giving a generalized definition of the act of reading, independent reading can be considered as a kind of activity of reading without any guidance of anyone to derive a conclusion from a text. It is, indeed, an unguided reading process throughout which the reader feels free to analyze a piece of material with the help of his/her own ways of examining that. The emphasis here should be on the word “unguided” since the reader appears at stage as the mere decision- maker of the conveyances in a work. Thus, reading independently enables a reader to realize the power he/she has as an individual to decide on the meaning of a work and to interact better than before with the other readers while discussing the particulars of any chosen thing in the work they study. Analyzed with the help of this perspective, independent reading of literature is the backbone of the present study and it is the means through which this claim about the emergence of a better interaction on the side of the readers with their ability to get the meaning autonomously could be substantiated. Because, reading literature without any authority telling the reader how to read is exactly how it should be like if the study of meaning and interpretations of the readers are aimed to be centralized among the concerns of a research. As Rosenblatt says,

In the experience of literature, free of the demands that practical life makes for speedy, economical response and action, this capacity for flexibility should surely be exercised and enlarged. Fundamentally, the goal is the development of individuals who will function less as automatic bundles of habits and more as flexible, discriminating personalities. Our great heritage of literary experiences can be fully enjoyed and understood only by such personalities (Rosenblatt, 1995:100)

During the independent reading, the reader seizes the chance to have a mental activity over the things going on in a novel or a story, and the overwhelming sense of freedom on the part of the reader is what propels the

activity at that moment as an indispensable part of it. The reader that is quite aware of the ways in which the novel and the meaning studied take on reality becomes the visible product of the success of choosing independent reading as a way of making critique of literature.

Much of what independent reading contributes to the enhancement of a reader's perception of literature and its analysis can clearly be attributed to its providing the readers with the alternative to think on the given text with their own methods of studying it. The reader, who reads a text without dependence on an instructor especially, in literature classroom, is likely to benefit from the activity he/she participates in more than usual since studying literature entails freedom of thought and being able to express what a person has in mind about a theme freely. An independent reader should be the one that is capable of drawing an inference from what is being read in his/her own ways thereby proving the extent to which how important feeling free to decide on a theme of a novel or work is while making a critique of literature. It should be emphasized that a reading activity of literature that is done without dependence on a person is more likely to have a fruitful result on the part of the reader in order for that person to come to a conclusion on what the text analyzed literally conveys.

2.3. THE ORIGIN AND PARTICULARS OF READER RESPONSE THEORY

In the history of criticism of literature in regard to the relationship between a text and a reader, the role that a reader plays in a text's taking on a real meaning has invariably manifested itself at the center of a number of theories. Amongst these theories referred, Reader Response Theory could be regarded as one of the most influential and remarkable one thanks to the change it brought with itself to the world of criticism during the 1970's. What is meant by "change" is a drastic one as this theory concerns itself so highly with exploring the interaction between a text and a reader that it is geared

towards enhancing people's understanding of the nature of the activity of reading with the chance it gives them to share their ideas about it. As

Tompkins implies about the universal benefit of the usage of the theory together with its transformative nature for theorist using it,

There is an increasing effort on the part of reader-oriented critics to redefine the aims and methods of literary study. The change in theoretical assumptions forces a change in the kinds of moral claims critics can make for what they do. What began as a small shift of emphasis from the narrator implied by a literary work to the reader it implies ends by becoming an exchange of worldviews (Tompkins, 1980:10).

It can also be noted that considering the emphasis that it lays on the importance of "response" of any reader in an analysis of a literary work, the theory obviously seeks the underlying reasons why different readers of the same text respond differently to it. This is crucial in that finding an answer to that might unfold all the other undiscovered things about the activity of reading. In other words, what has firstly to be discovered is the fact that any reader thinking seriously about work functions as a decision-maker for the meaning inherent in it.

Another striking point about the close examination of this theory is definitely the viewpoints of many distinguished figures on the importance of it in the realm of literature. Being the object of attention for coming to a consensus about the indisputable fact that the meaning of a literary text resides in the reader's mind and how he/she conceives it to be functioning, the study of the theory paves the way for the clarification of any confusion about the formation of meaning on the side of the readers. At this point, it should be added that the real origin of this theory could be dated back to the times before 1970's since the issue of analyzing the activity of reading and readers' perceptions had always played a leading role with its contributions to the core of critical approaches to literature. Yet, the transformative quality that it had after its more obvious presence in the discussions about literature and reading with its enabling people to see the ways in which how readers in general accomplish their task of moulding themselves as independent

interpreters cannot be overlooked at all as Kesen (2006:190) points out, "With the change concerning the role of the reader, a new criticism in literature gained momentum. In the 1970's, there was a shift from the focus on the author to the reader. This theory; namely, Reader Response Theory, became popular as it shed light on how readers created meanings and interpreted the works."

One of the most important names that need to be analyzed firstly under the title of a critique of Reader Response Criticism is German critic "Wolfgang Iser" insofar as he draws attention with his special concentration on the response of a reader to a text. Centralizing around the question of examining the different attitudes of readers to literature, the contribution of his works to people fond of gaining a better insight into the reading process and readers' reception can never be denied. As Freund puts it likewise, "Iser's name is associated with the school Rezeptionsästhetik that has sprung up at the University of Konstanz in West Germany, whose focal interest, as its name indicates, is the aesthetics of literary reception. Within this framework, Iser's special concern is the reading process without which the aesthetics of reception cannot be described" (Freund, 1987:135).

Iser puts a lot of extra more effort into making it clear for all the readers from all walks of life that the particular ways through which they interpret a work are actually what make them who they are as readers. Underlining the significance of one's background, literature or experiences in life, Iser manages to turn readers into more conscious individuals of the power they have as independent meaning-makers with their newly gained experience of being able to see the things that they consider to be components of their perception of the process of reading. As Eagleton makes it explicit with the help of Iser's viewpoint,

The literary work forces the reader into a new critical awareness of his/her customary codes and expectations. The work interrogates and transforms the implicit beliefs we bring to it, disconfirms our routine habits and so forces us to acknowledge them for the first time for what they are

rather than merely reinforce our given perceptions (Eagleton in Kesen, 2006:191).

In his studies of the notion of response, the other notice worthy element is the way Iser divides a literary work into two as aesthetic and artistic since he regards this as the proper method of deciphering the code of readers' comprehending several distinct texts. It should be noted that this division referred serves the purpose of proving that the reader and author certainly share different roles in contributing to the value of a text of which meaning is to be discovered by them.

On top of that, Iser's interpretation of the mutual role readers and authors play does help to realize that there always exists many blanks to be filled in a literary work by the readers as they undoubtedly differ from one another in terms of their experiences, cultural and social background in their past lives. As Iser points out himself about the gaps to be filled in the act of interpretation by the readers,

These gaps have a different effect on the process of anticipation and retrospection, and thus on the "gestalt" of the virtual dimension, for they may be filled in different ways. For this reason, one text is potentially capable of several different realizations, and no reading can ever exhaust the full potential, for each individual reader will fill in the gaps in his own way, thereby excluding the various other possibilities; as he reads, he will make his own decision as to how the gap is to be filled (Iser in Tompkins, 1980:55).

Considering this assumption of his, it is right to add that Iser and Rosenblatt (the other pre-eminent figure in this field) seem to be in agreement with one another since they both highlight the changeability of the interpretations of a large number of different readers about the same given literary material to be analyzed.

Another outstanding figure that might be regarded as having precedence over many in terms of her illuminations regarding Reader Response Theory is Louise Rosenblatt in the realm of literature. The way she elaborates on the process of reading with her direct references to the

interaction between a text and a reader also makes it necessary to pay a certain amount of attention to since it would not be wrong to call her as the most important exponents of this theory. Rosenblatt names the interaction between texts and readers as “transaction” thereby managing to attract attention of the majority with her emphasis on the crucial role of a reader in order for a text to be interpreted accordingly. Rosenblatt stresses the fact that each reader is unique and has certainly peculiar ways of interpreting a work by means of his/her experiences in the past, social and cultural heritage as these are the decisive factors of the extent to which he/she can get from a work. As Rosenblatt clarifies this herself,

The reading of a particular work at a particular moment by a particular reader will be a highly complex process. Personal factors will inevitably affect the equation represented by book plus reader. His past experience and present preoccupations may actively condition his primary spontaneous response. In some cases, these things will conduce to a full and balanced reaction to the work. In other cases, they will limit or distort (Rosenblatt, 1995:75).

Thus, it is easy to demonstrate that the influence of these factors on the comprehension of a reader is undeniable for her and they might help to determine the ways in which the readers respond to a text rather differently than other readers.

The dimension Rosenblatt brings to the analysis of the process of reading makes it simple to reveal the implicit value that readers' contribution to a text has, to a large extent. The dissemination of Rosenblatt's ideas apparently mean that what must be counted as a prerequisite for a proper interpretation of a literary work is exactly accepting the reality that a text takes on its real meaning with its dependence on the individual who reads it. Being against the view that every text has an original meaning or fixed thematic message no matter who the interpreter is, she makes her presence known to the others as the person that breaks the ground with her assertion on the significance of the open-endedness of meaning-making on the side of interpreters. In her account, this basically stems from the fact that every

reader belongs to comparatively different background that has an unavoidable impact on the way they conceive literary works as Rosenblatt puts it,

The reader, drawing on past linguistic and life experience, links the signs on the page with certain words, certain concepts, certain sensuous experiences, certain images of things, people, actions, and scenes. The special meanings and, more particularly, the submerged associations that these words and images have for the individual reader will largely determine what the work communicates to him (Rosenblatt, 1995:30).

In this regard, what Rosenblatt attempts to achieve could also be considered as putting a delicate balance to the relationship between the reader and the text by not allowing any of them to go beyond their limits in terms of the place they each should occupy in the interpretations that aim to analyze well this issue in question. The method she seems to have adopted to tackle this question may, that's why, be seen as having a healing effect on the ones that do not hold that a person's past life, personality traits, cultural heritage are not as significant as Rosenblatt thinks them to be in getting the meaning from a work. Her approach to this matter of clarifying how to make a critique of literature better is a guideline for the people that have the intention of exploring the essence of the cooperation between themselves and a text on their way that is likely to direct them towards a more cultivated way of thinking on the activity reading itself.

The other distinguished critic of Reader Response Theory is Stanley Fish with the distinct way he perceives the notions of response and interpretation. The first remarkable thing that makes him special can be said to be the explanation that he brings to the question of what happens to the reader while concentrating on a work to derive its meaning. From his viewpoint, the meaning becomes explicit in accordance with what a reader imposes on a text where the meaning lies. In other words, his conception of a good interpretation of a work is reader-centered with regard to the importance that he gives to traces of the reader in the right path that leads to a proper analysis of literature. He contends that what underlies a good

critique of meaning in a text is undoubtedly related to the way the reader comments on it subjectively as Bleich asserts,

In this view, any literary judgment has to be understood as part of the critic's definable perspective. Thus, only two readers who agree that there will be such a thing as an extractable author's intention will perceive this intention. Authority for such a perception lies only in the influence of that interpretive community which claims that perspective, which is its accepted way of making a sense of what it reads. Aside from this community's choice of perspective, there is no authority for claiming the objectivity of the author's intention in the text. Thus, Fish shifts the standard of interpretation from illusory objectivities to communally declared awareness. This means that interpretations can be authorized by subjective resymbolization and intersubjective negotiation, and by nothing else (Bleich, 1980:151).

It is self-evident that the subjectivity and individuality in the interpretation of a work manifest themselves as the backbone of grasping the core of meaning-making process for him. The way a reader's mind works during the activity of reading is of great significance to Fish's account of what is interpretation and how people respond to a text, because each reader constructs the meaning by means of a process peculiar to themselves by putting objectivity aside.

Fish's argument against regarding a text as an object to study, and ignoring the significance of the element of objectivity for a decent interpretation of a text bears a resemblance to that of Iser since both of them stand out as the ones that advocate the validity of their perspectives upon the role the mental process of a reader plays in making sense of what is conveyed in a literary material. Both Fish and Stanley pay special attention to kind of stressing that the author does not have an authority over the reader in his/her decision about what the text he/she reads means since they hold that the reader should be considered as the sole authority to determine the ways in which meaning should be derived from the text being analyzed. In other words, the message that seems to be tried to be sent by these two distinguished figures on the crucial nature of personal viewpoints as the

driving force of each reader in order for the real meaning to come to the fore in a subjective interpretation of literary works should be seen nearly the same within the content of analyses concerned about reader-centered criticism of literature. As Tompkins indicates about the author's role in the reader's determining the meaning of a work while he summarizes Iser's perspective.

The author of the text may, of course, exert plenty of influence on the reader's imagination---he has the whole panoply of narrative techniques at his disposal but no author worth his salt will ever attempt to set the whole picture before his reader's eyes. If he does, he will very quickly lose his reader, for it is only by activating the reader's imagination that the author can hope to involve him and so realize the intentions of his text (Tompkins, 1980:57)

It is apparent that both Fish and Stanley come to a consensus on the reality that the author of a text should merely be conceived as the guide of the reader in his/her way that leads to the emergence of a prevailing subjectivity over objectivity in the formation of meaning out of a literary text.

After such a close analysis of the theory of Reader Response, the conclusion can be drawn that the ideas of the proponents of the theory contribute a lot to the present study with respect to its elaboration on the relationship between a text and a reader. A better understanding of the opinions of a number of distinguished literary figures such as Iser, Rosenblatt and Fish provides a framework for this study to function as a useful source in helping people see how readers create meaning out of a work independently. That said, the major role the implicit factors like a person's experiences in life play in that person's interpretation of literature is exposed really well to people that intend to discover more about the act of reading as a whole. The study of Reader Response Theory does also clarify how important it is to understand the power of any interpreter of literature in deciding the real constituents of meaning in a text.

2.4. THE ORIGIN AND PARTICULARS OF PERSONAL CONSTRUCT THEORY

A detailed examination of the particulars of Reader Response Theory makes it quite obvious to the reader that studying any literary material, especially the novel, means taking into consideration the readers' valuable contribution to it with the help of their background knowledge of literature, experiences in life or personal viewpoints on everything in the world. Relevant to this point, the study of the novel as a genre with a view to creating a productive reader, that said, the type of reader that is able produce the meaning in a work with his / her own means rather than being a consumer under the guidance of Reader Response Theory requires to elaborate on the illumination provided by George Kelly with the cores of his Personal Construct Theory about this same issue of comprehending the main characteristics of an autonomous reader. The leading role that the significant conveyance of this theory plays in enhancing people's understanding why distinct readers perceive the way how literature should be studied more distinctly than each other cannot be skipped in the content of this analysis. Personal Construct Theory, as the name carries with itself the word "construct" is inextricably intertwined with the notion of constructivism that relates the origin of the things in this world to people's ability of constructing in their minds how everything should operate in life together with their inevitable expectation of substantiating what they consider to be true with regard to their worldviews. Having based his major principles made explicit by this theory upon obviously the idea of constructivism, Kelly appears as a pre-eminent figure to be studied more deeply in this realm thanks to the ease with which many researchers are to feel themselves as capable of grasping that what Kelly tries to convey could really be applied to the nature of literary examination, as well. From Kelly's perspective, everyone in this world is like scientists who have their own opinions or constructs on every single thing or event they experienced or are likely to experience in the future as Fransella himself points out,

Kelly tried to encompass all aspects of human experiencing within his single theory of personal constructs. We are forms of motion. We are experiencing, living beings. We are our feelings, our thoughts, and our “unconscious processes.” He tried to build into his theory descriptions of everything we talk about as relating to being human- learning, motivation, emotions, and perceptions. His very strong feeling that the division of mind and body had done us all a disservice was by no means the generally accepted view (Fransella, 1995:51)

In this regard, it becomes fairly easy to see that every individual he refers to has a unique way of explaining why things are as they are in the world thereby confirming the inescapable reality of the inconsistencies among different interpreters of worldly events or even literary materials.

Kelly’s assumption that every human being has a specific method of construing or interpreting the essence of experiences in life is almost the same as the main message of Reader Response Theory in regard to the point about the fact that every single reader should also be expected to derive the meaning in a text comparatively different than one another. What is important to note is that this apparent cooperation between these two theories about the changeability of the perspectives of humankind with the theories’ references to distinct fields of life can be considered as one of the most crucial component of this study. What Kelly achieves to do through his theory that functions like an explanatory part of understanding how people develop themselves as independent decision-makers also enable individuals to see the extent to which studying this theory raises their awareness on the ways to identify themselves as producers of meaning in the field of literature.

The close resemblance between Personal Construct Theory and Reader Response Theory in terms of the importance they both give to the factors of individuality, subjectivity, or personal perception of the things in general in comprehending what constitutes the discrepancy among the interpretations of different people on the same event serves as an indicative of the futility of the attempts at expecting two different readers conceive a literary text in the same way, too. Kelly’s assumption that every human being

has a specific method of construing and interpreting the essence of experiences in life is almost the same as the main message of Reader Response Theory in regard to its point about the fact that every single reader also should be expected to derive the meaning in a text comparatively different than each other. At this point, what is important to note is that this apparent cooperation between the theories of Reader Response and Personal Construct about the changeability of the perspectives of humankind in general with the theories' references to distinct fields of life can be considered as one of the most crucial component of the present study. What Kelly achieves to do through his theory that functions like an explanatory part of understanding how people improve themselves as independent decision-makers also enable individuals to see the extent to which studying Personal Construct Theory raises their awareness on identifying the ways to produce meaning as autonomous interpreters in the field of literature.

It should be pinpointed that there is a close resemblance between Personal Construct Theory and Reader Response Theory in terms of the importance they both give to the facts of individuality, subjectivity or personal perception of the things in general. Being aware of this resemblance enables a researcher or a reader to understand what constitutes the discrepancy among the interpretations of different people on the same event and it serves as an indicative of the futility of the attempts at expecting two different readers conceive a literary material in the same way, as well. What becomes definitely explicit after having a closer look at the principles of Reader Response and Personal Construct theories is the necessity to be bound to be felt on the side of the people about receiving the messages of these theories so as to be better meaning-makers in life. On top of that, the emergence of a consensus upon the fact that everyone in the world is assumed to have a particular way of commenting on what goes around him/her helps individuals improve their perception of why they fall into disagreements about the analysis of the cores of a literary work or any simple matter they encounter in actual life itself.

The relationship between Personal Construct Theory's main messages and those of Reader Response Theory with their contribution to a better comprehension of the function of choosing the novel in creating an independent reader becomes much easier to see when Kelly's corollaries are studied accordingly. Kelly's corollaries that are made up of eleven in number with one Fundamental Postulate are significant part of the present study in that analyzing them closer certainly helps to reveal the underlying reasons behind the individuals' different perspectives upon the examination of a literary work. The first one to introduce in the content of the study is the Fundamental Postulate in regard to its elaboration on the psychological processes of the people along with the ways to determine the driving forces of those processes, as well. In Kelly's account, the act of anticipating or expecting things to come about in the way an individual wishes occupies a remarkable place with respect to the understanding what constitutes the essence of the processes to be undergone for a person, in the realm of psychology. As Monte and Sollod point out in their analysis of Kelly and his corollaries "A key word in Kelly's fundamental postulate is anticipates because it is the need for prediction that Kelly sees as fundamental" (Monte and Sollod 2002:537). Furthermore, Kelly gives utmost importance to stressing the major role a person's experiences or feelings play in shaping that person's mindset or way of looking at the world while maintaining that they are all directly related to the element of anticipation. For Kelly, everyone in this world exhibits behaviors that are in accordance with their anticipation about the types of events they believe they are likely to face with. That is to say, even people's ordinary actions in their daily lives are governed by their power of predicting about events that require them to act in the way they generally do. As Kesen highlights this,

By processes, Kelly means a person's experiences, thoughts, feelings, behaviors, and whatever might be left over. All these things are determined, not just by the reality out there, but by his/her efforts to anticipate the world, other people, and him/herself from moment to moment as well as day to day

and year to year. In other words, the way we behave is determined by the way we anticipate events (Kesen, 2006,196).

Thus, it is seen that prioritizing the study of human behavior over other aspects in his studies of psychology, Kelly does his best to substantiate his claim upon the inevitability of coming to terms with the reality of contrast every single individual poses to one another in terms of the way they think about anything in the universe.

The crucial nature of Kelly's fundamental postulate also manifests itself in the field of literature since what is proposed through it by Kelly can be applied to the content of a study on a literary experience and it enables a researcher to see the ways why readers do not think in the same way while interpreting a novel. By emphasizing the influence of a person's experiences and background knowledge on the mentality of that person, Kelly could be considered to be aiming to dispel the idea that it is right to believe that opinions of different people on the same thing given do not always vary as it does always vary for him.

Under the guidance of what Kelly suggests with fundamental postulate, it is fairly easy to prove the extent to which the postulate serves as a component of a literary study with its direct relevance to the particulars of the nature of reading and readers within this present study. Paying attention to Kelly's claims on the cooperation between a person's expectations and that person's behavior or actions shaped by those expectations functions like a great source to have a better insight into the reason of varying viewpoints readers on the same literary piece of work. That being said, like in their ordinary lives while individuals are expecting certain things to happen for a particular situation, they start to read a book within a fixed set of expectations in their minds that are parallel to their personality.

Hence, it is clear that Kelly's point about the necessity of keeping in mind the significance of the reality of expectation for the individuals for every event they believe will encounter is applicable to the case of the readers who get from a work totally in their own ways. In addition to this, it should also be noted that when individuals do realize that their anticipations or expectations

do not come true, they still keep on construing new hypotheses based on what they have seen as a part of their construing process, too.

The study of Kelly's corollaries with its relation to the objective of the present study makes it necessary to stress the importance of "Individuality Corollary" first. As it might be understood from the name of this corollary, it is highly concerned with the individual and the differences the individuals have compared to one another in terms of the ways they interpret any given situation. That said, the examination of Individuality corollary serves as a guide to see the extent to which every person in this world has a peculiar method of comprehending worldly things surrounding him/her.

Thus, it is self-evident that the presence of a mismatch between two different people's interpretations on the same subject is what makes those people special and object of attention in Kelly's account. What lies behind the specialty referred has its roots in the people's distinct background, knowledge about the world, and the experiences gained by them on several occasions. That everyone has a unique way of seizing the universe is directly related to the reason of this specialty explained above, and as such, having a better insight into how people conceive the world and the things around them necessitates an acknowledgement of this reason, to a serious extent. Moreover, a closer look at this corollary means coming to notice how relevant it is to any literary study upon the act of reading literature since what Kelly claims to be true about the nature of interpretation on the part of all the people goes side by side with the nature of literary interpretation on the part of all the readers. As Kesen (2006:197) points out likewise, "Individual differences are also revealed in the realm of literary experience. The nature of literary works and the process of reading literature explain how Kelly's Personal Construct Theory is in agreement with literary theory in regard to creating meanings and responding to a story, poem or a novel."

It is fairly easy to understand that what is believed to be conveyed in a literary work by a reader might pose a stark contrast to that of another reader, which counts as one of the most remarkable part of the present study

with regard to its purpose of detailing the characteristics of an autonomous reader.

Kelly's another contributory corollary to the content of this study is The Sociality Corollary with the importance it attaches to elaborating on the social role each individual plays. Its main concern can also be considered as clarifying the ways in which people interpret the things around them, in which they help one another to play their roles accordingly in the society.

Relevant to this, it should be noted that understanding sociality corollary goes side by side with perceiving the sharing of the roles among different individuals in a literature classroom. As this corollary stresses the formation of proper relationships in the society, the relationship of one reader to another could be better seized through what Kelly believes to be functional for developing an understanding of the ideas every single individual has in the world. That is to say, Kelly holds the view that everybody's conception of the universe, and everything within it, is an integral part of an overall analysis of the significance of the social role they have as independent individuals. Every single person's opinion on anything given is like a small bit that increases in number, and comes together with that of the other people in order for the emergence of an effective communication amongst them. Likewise, when the atmosphere in a literature classroom where people from distinct backgrounds unite and analyze the same text is taken into account, what is striking is the possible crashing views among these different readers in terms of how they think about the literary material studied. It is obviously because the readers inevitably adopt dissimilar techniques while trying to derive a meaning from the text, but it enables them to share their perspectives with one another thereby providing themselves with the chance to execute their tasks as independent meaning- makers. That being the case, it should be noted again that Kelly's personal construct is more than a theory which enlightens the humankind about the psychological aspects of the life since it basically gives the individuals the opportunity to adopt new viewpoints on the other aspects of the life like literature, as well. With its applicability to the field of literature in analyzing the interaction between a

text and a reader, the theory manifests itself as a kind of medium through which readers share on a common ground and understand the basic reasons behind the contrast they pose to one another in their interpretations of literature.

2.5. THE RELEVANCE OF READER RESPONSE AND PERSONAL CONSTRUCT THEORIES FOR THE PRESENT STUDY

After elaborating on the paramount importance of the emergence of the novel as a genre, another step is certainly to make the correlation between the theories indicated in the title and using the novel to create an independent reader explicit, to the last degree. The first striking point about the correlation alluded to most probably comes from the potential influence these two theories are to exert on people in general in terms of their applicability not only to the field of literature and teaching, but also to the other many aspects of life, as well. Before the provision of further information about functionality of these two theories in the next part, in detail, it is right to start off touching on Reader Response Theory in spite of the fact that it is kind of inseparable from Personal Construct Theory for the content of this study. The remarkable thing about the theory of Reader Response is that it opens a large number of new doors to the people fond of reading with a great deal of emphasis it lays on the interaction between a text and a reader that exactly underlies what makes it so special for the investigations of many critics. Functioning like a respond to the questions about the means through which a reader should pursue for comprehending the meaning of a text properly, it basically enables any reader to sort out the problem of how to elicit meaning from any text with the clarification it inherently has about the nature of a good interpretation and realization of what must come to the fore from the depths of a literary work. As Chase and Hynth tell about the positive influence of the application of this theory on literature students,

First, students become actively involved in reading when they understand that they have a role in determining meaning. Second, even

previously reluctant readers regard reading as a more pleasurable activity. Third, students develop a sense of their own “interpretive community” while becoming more aware of the perspectives of others. As they become more conscious of their own ideas, they become more understanding of ideas not their own. (Chase and Hynth, 1987:539, 540)

As it can be better understood, the theory might be likened to a guide of every reader in his/her journey of discovering him/herself as independent decision-makers of the meaning in a text.

The second significant theory for this study is Personal Construct Theory by George Kelly who stands out as the illuminator of humankind with his contribution to them for seeing the ways in which they perceive every single thing around them. In other words, he provides an alternative way with people to be aware of the fact that each one of them has distinct means of making sense of the worldly things just like their drawing a conclusion about the message of a novel rather differently than one another. Bringing a new dimension to the discussions circulating around people and their perception of the universe, the theory proves the extent to which it could achieve the end of manipulating humankind in order for them to add to their ability of explaining what constitutes their way of thinking about everything in the world. At this point, the very relatedness of the theory with its implicit conveyance to this study manifests itself as the other driving force to be stressed within its content. Because, with its clear emphasis on people’s own way constructing meaning from everything in life, it helps to apply this to the study of the activity of reading and also enables to reveal that each reader has separate constructions on the meaning to be derived from a literary work. As Fransella gives information on the core of Kelly’s approach,

For Kelly, each person reading a statement will have his or her own unique understanding of it. As the Individuality Corollary of the theory states, we all construe the world of events differently. We do, naturally, share some common ground; otherwise we could not communicate at all. But that common ground will never be one hundred percent. People participating in the same event will all see it differently (Fransella, 1995:43)

Taking into account the particulars of analyzing a novel and the gradual process it involves on the side of the readers, it is self-evident that a direct parallelism can be drawn between the main message of the theory and the message to be received by the students that are curious about why a novel cannot be interpreted in the same way as any other person does. That is to say, the integration of Personal Construct Theory into this study facilitates and enhances the students' understanding of the fact that every reader has to be differentiated from one another in regard to the methods they make use of to reach to the bottom of a novel as they look at the world from completely different windows. With the help of the theory, the reasons behind the inconsistencies of the interpretations of distinct readers about the novel they read are slowly revealed along with an accelerated pace of coming to notice that every autonomous learner has unique means of perceiving the essence of a literary work.

All these details included, the relationship between these two theories and the usage of the novel for the targeted success of the study is so obvious that they all ultimately meet on a common ground and kind of demonstrate one important point: the process of studying a novel is not necessarily made up of attempting to ingrain the very conventional methods of teaching a novel to the minds of the students by turning them into dependent and nearly incapable individuals of putting themselves across to the others.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

The main concern of this study is to investigate English language learners' perspectives about the analysis of the novel as a genre and about awareness of the power they have as autonomous readers to analyze it. The study is basically geared towards highlighting the significance of the act of independent reading with the usage of the novel the essence of which is based upon different responses of different readers of the same piece of work. In accordance with this purpose at work, it also serves the means through which the difficulties the participants are faced with while making a critique of a novel can be found out and the methods they employ can be specified. In addition to the details mentioned above, this study provides the opportunity for the participants to be able to see whether there emerges a shift in terms of their approaches to literary analysis after having been a part of the study with regular sessions.

Since the novel as a genre and the act of independent reading were two key elements of the study with the leading role they played in analyzing the viewpoints of different readers, a questionnaire in the form of a research design was used. The items utilized within the content of the questionnaire were selected in a way that made the opinions, difficulties, stratagems of the readers explicit, to a large extent. In other words, with the help of the questionnaire, it becomes fairly easy to assure that most readers largely differ from one another with respect to the ways in which they prefer to study a novel. Moreover, the items used can be considered as a sort of projector of the distinct attitudes, ideas or approaches of each different learner to the question of literary studies and close analysis of it.

3.2. PARTICIPANTS

The participants of this study were 10 English language learners enrolled at İstanbul Aydın University English Preparatory School. The departments of six of the participants were English Language and Literature; the departments of the four other students were English Teaching. The participants were enrolled in Upper-Intermediate level according to the classroom placement system at İstanbul Aydın University during the period when the discussion sessions as a part of the current study were held with them. Those participants had twenty-eight hours of language courses in a week, their ages varied between 18 and 25 and they were all female students. Their engagement with literature and their literary background differed from one another, however, what they shared in common was that they were very fond of literature as the individuals having spent much of their time by reading English novels independently.

3.3. INSTRUMENTATION

A questionnaire designed by the researcher to collect data was utilized as a significant constituent of the study. All participants of the study answered all the questions within the questionnaire which were written in Turkish to prevent any comprehension difficulty from coming to the fore on the side of the subjects. The centralized concern of the questionnaire was to find out learners' varying viewpoints upon the analysis of the novel as a genre along with the methods they have adopted for a better grasp of it. On top of that, the answers given by respondents shed light over the way they conceptualize the study of a novel, over their preferences for reading it, and the feelings they have on having difficulty in going deeper into the meaning hidden in a novel. The questionnaire, administered by the researcher, had

three sections: Items in Section 1 aimed to clarify the underlying reasons behind their choices of reading a novel with its inclusion of statements of preferences such as always, usually, sometimes, never. In the section, the task of the subjects was to choose the option that matched well with the idea they had in mind about the genre. Nonetheless, in Section 2 and 3, they were free to circle as many answers as possible to reflect their perspectives accordingly among the alternative options provided.

The Questionnaire: The first section consisted of 35 questions concerning learners' ideas about reading novels in English/American literature. The items within the section were mainly about searching for the attitudes of the learners' to literature, the methods employed by them, the reasons behind their preferences of studying this specific genre and different nature of their comprehension and analysis of it.

The second section of the questionnaire consisted of nine items that were related to finding out the major problems or difficulties the readers have in reading a novel. The questions in the section were designed to specify the causes of the lack of understanding of the readers who aim at studying a novel as a mere decision- maker of the conveyance of it.

Section 3 consisted of six items whose primary object of analysis was to elicit answers from the subjects about the difficulties they have while reading a novel. This last section of the questionnaire helps to be more certain about the types of problems that manifest themselves in the centre of learners' studies of literature.

The summary of the structure of the questionnaire can be provided as follows:

Section 1

A: The attitudes of the learners to reading a novel (Items1, 2, 17)

B: The preferences of the learners for reading a novel with respect to age, canonical /non- canonical texts (Items3, 6)

C: The purposes behind the learners' reading a novel (Items 7, 12)

D: The pace of the learners while reading a novel (Items 13, 14)

E: The context preference of the learners during their reading session (Items 15, 16)

F: The strategies adopted by the learners (Items 18, 35)

Section 2

Students' opinions about the reasons behind their failure of understanding a novel along with the reasons of the failure referred.

Section 3

Students' answers to the ways they react upon encountering obstacles to be overcome and to the feelings they have about this matter while reading. It is important to note that each item's aim in the questionnaire could be summarized as below:

Section 1

Items 1-2: Items in this group aimed to provide an answer for the question why readers prefer to read and study a novel, the items were also functional in evaluating the capability of the learners in analyzing a novel as independent readers. Item 17 served the purpose of clarifying whether there is a correlation between the reader's enthusiasm to keep on reading a work and the first page's impression on him/her or not.

Items 3-6: These items functioned as the tools by means of which the preferences about novels were elicited. The answers given to the items show if learners chose to study modern texts (item 3), canonical texts (item 4), non-canonical texts (item 5) or not. Item 6 also investigated whether translations of novels into learners' mother tongue were important for them.

Items 7- 8- 9-10-11-12: In this section, the concern of the items was to make sure why learners read novels. In this group of items, items 7 and 8 investigated whether students like reading English novels as they consider this activity as enjoyable to do. Item 9 aimed to elicit if students only read novels when novels are given as homework to do for them while item 10 was about revealing students' reflection on idea that novels can be read to confirm predictions readers have before reading it. Additionally, item 11 was

useful for learning about reading a novel's role in enhancing a learner's vocabulary knowledge. Finally, item 12 can be said to have been designed to gain insight into novels' contribution to a learner's being much more knowledgeable about other cultures presented within the context of the works.

Items 13-14: By means of these two items, learners' reading pace and the number of reading novels were determined which helped the researcher to be able to compare learners' pace of reading a novel with learners' pace of reading other kinds of genre, as well. The answers given to the items also played a leading role in finding out students' level of comprehension of the flow of events and conveyance of the novel being analyzed.

Items 15-16: These items' purpose was to investigate students' preferences as regards the context of situation while reading an English novel. The items served as the guidelines to determine whether learners prefer to read a novel at home (item 15) or like to discuss about the details of the novel having been studied with classmates in a group work (item 16). The participants' responses to the questions involved in the items can be considered as related to their need to accomplish the goal of seizing what lies behind a novel in terms of its message accordingly, that said, to learners' being able to comprehend a work in a suitable atmosphere.

Items 18-35: Items of this group were used to see the types of strategies learners use while reading an English novel. The items' purposes to clarify the methods employed by students for the analysis of a novel were not only limited to questioning participants' opinions and reasons for reading English novels, but also included questions about the strategies used for efficient reading (making predictions, highlighting unknown words, using translations ...)

Section 2

The aim of this section was to find out the difficulties learner say they encounter while reading English novels such as grammar structures, long descriptions, technique and style of writing. By means of the items in this

group, learners expressed what they consider as the factors that sort of hinder their improvement as independent novel critics.

Section 3

In this section, students' feelings on encountering obstacles to be overcome while reading were tried to be specified with the help of 7 items used. Items indicated aimed to elicit whether learners are generally afraid of not being able to understand the conveyance of the novel, different usage of cultural elements involved in the novel or feeling really too incompetent to grasp what lies behind an English novel in terms of its thematic meaning.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter functions as a presentation of the results of the questionnaire administered and the sessions held for the participants of the study. The data elicited from the group serve the purpose of comparing the answers and feedback of each student to find out whether there emerges a clash of viewpoints among the group about the specific things asked in the questionnaire and discussed in the sessions. The comparison is primarily dependent upon learning strategies and studying methods of the participants regarding subjects being at the center of the sessions referred. It can be said that students' opinions about the factors that mainly cause a failure in their understanding of an English novel become clearer by means of the questionnaire utilized. By specifying those factors implied, students might also seize the chance of expressing what they feel on encountering different kinds of difficulties while reading the novel. This being the case, the questionnaire provides the opportunity with the researcher to have an overall analysis of students' understanding and preferences for the reading process of an English novel. Likewise, the regular literature sessions can be said to have shed light over the uncertainty of determining the level of students' view of how to analyze a literary work with specific methods employed by those participants. In other words, with the help of the sessions, students were able to express what they had in mind about the subjects chosen to be discussed thereby being at the stage as the mere decision-maker or interpreter of the novel studied like a literary critic does.

4.2. THE ANALYSIS OF THE ITEMS ELICITING STUDENTS' PREFERENCES AND ATTITUDES CONCERNING THE STUDY OF THE NOVEL AS A GENRE

As indicated in the introduction, the analysis of the items makes it fairly easier to see what the participants think about reading a novel and studying it accordingly. Additionally, it facilitates the task of comparing and contrasting the varying viewpoints of them thereby rendering it possible to gain a deep insight into their attitudes and preferences as a whole.

4.2.1 Items eliciting students' attitudes towards reading novels in English (Items 1 and 2)

The first and the second items aimed to find out students' opinions about reading novels in English. The first item was used for revealing whether students liked reading English novels compared to the other genre.

	Novels in English							
	1		2		3		4	
	f	%	f	%	f	%	f	%
Item 1	5	50	4	40	1	10	-	-
Item 2	2	20	7	70	1	10	-	-

Table 4.1 Students' Attitudes towards Reading Novels in English

1: Always 2: Usually 3: Sometimes 4: Never

Considering the purpose and function of the item 1, the table above can be said to demonstrate that students like reading novels in English and they have an obvious interest in studying this specific genre. The frequency of students who said that they always enjoy reading novels is 50 percent and of students who said that they usually like it is 40 percent. The presentation of the results with the percentage given is an adequate evidence to prove that reading novels appeals to the students' interest. As for item 2 that aimed

to investigate whether students regard themselves as successful in reading novels, it can be claimed that students really find themselves good at reading this genre since the frequency of the students who claimed that they usually believe themselves to be good at reading novels is 70 percent.

Table 4.2 Students' Ideas Regarding Their Success in Reading English Novels

As table 4.2 shows, almost each student consider him/herself successful

	Reading Novels in English
Always	5
Usually	4
Sometimes	1
Never	-

(either always or usually) in reading a novel in English.

4.2.2 Items eliciting students' preferences with respect to age and translations of novels in English

Items 3-6 were used to investigate students' preferences about novels written in English. The presentation of the preferences can be analyzed with the help of the table below:

Table 4.3 Students' Preferences about Novels

Item	1		2		3		4	
	f	%	f	%	f	%	f	%
Reading 20th century novels more often than that of other periods	7	70	2	20	1	10	-	-
Reading translation of the novel into own mother tongue	-	-	2	20	7	70	1	10

1: Always 2: Usually 3: Sometimes 4: Never

Item 3 elicited preferences with respect to 20th century novels. The answers given to the item adequately proves the extent to which students are fond of reading modern period novels in English. The percentage of learners who said that they always read modern period novels is 70 thereby manifesting itself as a good sign of their being into the works of modern era. It becomes fairly easy to claim that the novels of the modern period appeal to their interests as readers. To add, the purpose of designing item 6 was to see if the students prefer to read translations of English novels or not and it helped to find out that students do not find it very necessary to make use of translations of English novels into their mother tongue. Results shown in table 4.3 reveals that 70 percent of learners sometimes prefer to read translations of a novel into their own mother tongue and as such, they either always or usually believe that reading the novel in English language is enough without translating it.

An Overview

When the data that are about students' attitudes towards reading novels in English are analyzed, it is seen that the majority of the students find themselves successful in reading novels and they derive much more pleasure from reading English novels than they do while reading or studying other genre. On top of that, after a close look at the results, it also becomes much easier to assert that students are clearly interested in reading modern period novels in English, however, translations of those works into their own mother tongue are not among their preferences for a better study of the novel. We can infer from this revelation about students' preferences for reading novels in English that they like to analyze novels, to a serious extent.

4.2.3 Items eliciting students' underlying aims for reading novels in English

Items of this group were designed to reveal why students prefer to read and analyze novels in English. With the help of the items, students can

be said to have seized the chance of expressing their real purposes behind choosing novel as the genre to read or study.

Table 4.4 Why Students Like Reading Novels in English

Item	1		2		3		4	
	f	%	f	%	f	%	f	%
Believing that novel is enjoyable to read	2	20	6	60	1	10	-	-
Reading to have fun and spend time better	4	40	5	50	1	10	-	-
Reading a novel when it is given as a homework to do	-	-	2	20	2	20	5	50
To confirm presuppositions before reading	1	10	-	-	3	30	6	60
To learn new words	5	50	5	50	-	-	-	-
To gain insight into new cultures	7	70	3	30	-	-	-	-

1: Always 2: Usually 3: Sometimes 4: Never

The results that can be seen by means of table 4.4 indicate that students have obviously differing purposes in reading English novels. It is plain to understand that students' set of expectations and objectives before going deeper into the hidden meaning of a novel considerably vary from one student to another. However, the table functions as a medium to notice that there are some points about which most students agree upon to a serious extent. To illustrate, item 7 aimed to elicit why students as individual readers prefer to read English novels which clearly demonstrates that majority of those learners like reading novels as they believe novels to be interesting and fun to read. Students' responses to that question present them as a group in which there were students that regard novel as an appealing genre to their interests in the sense that 60 percent of students directly expressed

that they usually read novels as the novels are enjoyable to read. Likewise, item 8 was designed to find out whether students read novels to spend time more effectively or not and the answers given to the item reveals that students consider reading a novel in English as a good way of making the most of their leisure. The frequency of respondents who said that they always spend time better by reading novels is 40 percent while the others who said that they usually read novels only because they have a good time in reading it is 50 percent as an indicative of the fact that the idea of seeing novel as a suitable pastime activity is common among students. Nonetheless, as another example, item 9 that was used to clarify if students only read novels when assigned to them or not can be taken into consideration with its varying results coming from students. It is necessary to note that 20 percent of students usually read novels when novels are assigned to them while 20 percent of other students sometimes do that way, but 50 percent of them never entertain such an idea in their minds. Considering all the other items with the purposes and results presented, it can be stressed that students' preferences and aims for studying a novel in English do not match with those of the other students in the group in that each student can be valued as an independent reader having different interpretive strategies to be employed in order to achieve the goal of getting the core message of a novel accordingly.

An Overview

On the basis of the data, what is striking about the results presented via table 4.4. is that students enjoy reading novels in English and students hold the view that novels are interesting to read and reading enables them to spend the free time they have much better. Students regard reading a novel in English as a good method to build their vocabulary thereby being able to speak in English more fluently later. On top of that, the fact that reading novels leads students to be more knowledgeable about a different culture with its customs becomes inevitable to accept since most students make it clear with their responses to item 12 which aimed to elicit that. It can also be

asserted that items in this group really served the purpose of investigating the major reasons why students like to read novels with the clear questions aiming to make certain underlying objectives of students in analyzing the novel as a genre in English.

4.2.4 Items eliciting students' pace of reading English novels

Items 13 and 14 were two important mediums through which it became easier to see how fast students are in reading an English novel. Item 13 aimed to compare students' pace of reading an English novel to that of reading other genre. Item 14 was about whether students are able to understand the whole novel at one sitting, namely by only reading it once. That said, those items can be considered as the effective tools that enabled the investigator to see and compare pace and number of reading novels in English on the side of the participants

Table 4.5 The Pace and Number of Reading English Novels

Item	1		2		3		4	
	f	%	f	%	f	%	f	%
Being able to read an English novel faster than other genres	2	20	5	50	3	30	-	-
Understanding the essence of a novel by reading it only once	1	10	7	70	1	10	-	-

1: Always 2: Usually 3: Sometimes 4: Never

The results of table 4.5. makes it easier to maintain that students do not have the same level of capability as regards their pace of reading an English novel. The percentage of students who said that they are usually able to read a novel more rapidly than other genres is 50 and it indicates that

the other 50 percent of students do not find themselves as good as the students in the same group. This might be dependent upon a number of crucial factors such as students' lack of enough English grammar knowledge, vocabulary and sentence structures. However, the analysis of results for item 14 revealed that students believe in their ability to be able to understand the flow of events or the gist of the work by reading the work only once as 70 percent of students said that they read novel once to understand what is going on within it. In this group, there might be some students who said that they can not read an English novel fast but understand it well and that can be linked to their slow reading pace with a trial of having a deeper insight into the novel studied.

An overview

It can be seen that there might be marked differences among students with respect to the pace and number of reading novels in English. When the results presented are analyzed with a careful eye, the point to be highlighted seems to be in connection with especially item 14 as most of the students claim themselves to be adept at reading and understanding the conveyance of a novel at one sitting. This can be considered as a good supporting fact to claim that students generally focus on novel keeping in mind that the novel as a genre with the events to unfold within it are captivating for them and students have the potential to read and finish getting the core of it only by reading once. Yet, the marked distinction referred among students in the group manifests itself in the response given to item 13 since while some students do not think that they are fast enough to read an English novel, the same students assert that they can read and understand the novel by reading it once. This apparent inconsistency might be in relation with their slow but intensive effort to comprehend the work in the way targeted as implied before.

4.2.5 Items eliciting students' preferences about reading novels in English with respect to the context of situation

Items 15 and 16 were designed to elicit answers from students regarding their preferences about the context in which they read English novels. Item 15 was used to understand whether students read an English novel in a silent place that is conducive to studying whereas item 16 was about searching for students' ideas about reading and analyzing a novel in a group discussion atmosphere.

Table 4.6 Students' Preferences about Reading English Novels With Respect to the Place of Reading

Item	1		2		3		4	
	f	%	f	%	f	%	f	%
Reading in a silent place	7	70	2	20	1	10	-	-
Reading an English novel with friends and discussing about it	-	-	2	20	8	80	-	-

1: Always 2: Usually 3: Sometimes 4: Never

As it can be understood from the table above, the frequency of students who believe that reading a novel in a silent place is better is comparatively higher than the others since 70 percent of students support this view. The reason behind this preference may be closely intertwined with the fact that reading without any noise around is bound to facilitate the task of retaining what students need to retain from reading a literary work. To add, the analysis of results for item 16 indicates that group discussion of a novel and reading the novel in such an atmosphere are the types of activities that students sometimes prefer to put into action while reading an English novel. As 80 percent of students said that they sometimes prefer to read and discuss a novel in a group, it should be noted that some of the students who always think reading alone is better according to the results of item 15 can

also be said to find group work useful depending on the situation though preference for item 15 is substantially higher.

4.2.6 Items eliciting students' reading methods in reading English novels

Items in this group aimed to investigate the methods employed by students to interpret an English novel. With the help of the items, students expressed the views they had concerning the types of interpretative strategies used by them in order to attain a better understanding of the novel.

Table 4.7 Students Reading Strategies

Item	1		2		3		4	
	f	%	f	%	f	%	f	%
Making prediction before the reading process	3	30	4	40	3	30	-	-
Predicting about the rest of a novel while reading	5	50	2	20	2	20	1	10
Underlining unknown words to expand vocabulary	2	20	5	50	3	30	-	-
Taking some notes while reading	2	20	1	10	2	20	5	50
Summarizing the novel having been read	-	-	-	-	1	10	9	90

Interpreting the conveyance of a novel	1	10	4	40	4	40	1	10
Making a different comment on the message of a novel at each time of reading	2	20	5	50	3	30	-	-
Identifying oneself with the characters in a novel	5	50	3	30	2	20	-	-
Thinking about own experiences for a better analysis	2	20	5	50	2	20	1	10
Reading without skipping any section	4	40	1	10	5	50	-	-
Using knowledge and realities of the world	-	-	1	10	6	60	3	30
Translating into mother tongue while reading	-	-	3	30	5	50	2	20
Discussing own ideas about a novel with classmates	-	-	-	-	7	70	3	30

Asking about the difficulties encountered to teachers	1	10	-	-	9	90	-	-
	1: Always	2: Usually	3: Sometimes		4: Never			

Making prediction before the reading process (item 18)

This item aimed to reveal whether students find making predictions before reading as a good method to have better insight into the novel being read. Results that can be seen through table 4.7. indicate that students' opinions about the efficiency of the method mentioned slightly differ from one another as the frequency of students' answers is an indicative of their varying degrees of preference for it. Given the frequency of students (30 percent) who said that they always make predictions before reading and the students who said that they sometimes predict preceding their reading activity (30 percent), it is self-evident that the ratio of students is equal but their frequency of making use of the method varies from one group to the other. However, the results obtained show that each respondent of this item likes the idea of having a mental exercise over the rest of the novel by predicting about it, but they all do not employ this strategy quite often or as often as the other respondents who said that they either always or usually do it.

Predicting about the rest of a novel while reading (item 19)

The results shown in table 4.7 reveal that half of the students are of the opinion that they can predict about the novel read while they are reading it thereby possibly being able to have an idea about what is likely to happen in the novel. 50 percent of students who said that they predict while reading help to assert with much more assurance that this method is considered far more effective by learners since their frequency of using this technique is

higher than the ones who said that they either usually (20 percent) or sometimes predict and read at the same time (20 percent).

Underlining unknown words to expand vocabulary (item 20)

The presentation of the results as regards item 20 reveals that the number of learners who usually underline unknown words while reading is higher than the students who either always or sometimes make use of the same method. Since 50 percent of students said that they usually highlight the words they have not studied before in a novel and 20 percent of other participants said that they always underline new words during the reading process, it can be asserted that this strategy is employed a lot by readers of a novel in English. The high frequency of students that believe in this method's importance as a part of analysis of a novel might be related to the activity's enhancement in learners' knowledge of using new English words actively.

Taking some notes while reading (item 21)

Item 21 was designed to understand whether learners prefer to take notes while reading an English novel. The results presented in table 4.7. help to see the frequency of students who believe this method to be useful during the reading process. As the table shows, 50 percent of respondents are of the opinion that they never need to take notes whereas 20 percent of students sometimes and other 20 percent of students always do it maybe thinking that taking notes is a necessary component of reading and understanding a novel unlike 50 percent of participants in the group. The obvious difference between the students who like taking notes and who do not is can be related to students' studying habits and view of the function of the strategies to be employed for a better comprehension of the novel read. Summarizing the novel having been read (item 22)

Item 22 helped to grasp better the frequency of students that are in favour of the opinion that summarizing is useful after reading an English novel. As the results shown through table 4.7. indicate, almost each student are against the idea of summarizing following the completion of reading a novel since 90 percent of students said that they never need to summarize the novel they have read. This statistically significant revelation about the learners' habit of never summarizing an English novel after reading it might be dependent upon participants' unwillingness to make use of this strategy or regarding it as a very classic and non-effective means of analyzing a literary English work. But, it should be noted that it is the only item to which 90 percent of students responded negatively by indicating that the method questioned via the item is the one students never need to employ after putting an end to their reading of a novel.

Interpreting the conveyance of a novel (item 23)

The purpose of item 23 was to find out what the students think about the need to interpret the message of a novel while or after reading the novel. The results displayed in table 4.7. indicate that the need to learn about the conveyance of an English novel is what many participants consider to be a significant one thanks to the frequency of students' answers. Since 40 percent of students said that they usually give importance to interpreting the message and other 40 percent said they sometimes prefer to dwell on the message to be sent in an English novel, it means that more than half of the learners like the to put into action the idea of interpreting the conveyance of the novel read with slightly varying degrees. However, only 10 percent of respondents do not find it necessary to make a comment about the message of a work which does not make the strategy of interpretation less important.

Making a different comment on the message of novel at each time of reading (item 24)

When we analyze the results for item 24 with the help of table 4.7, it is clearly seen that there is not even one student who said that he or she never thinks differently on reading the novel read for the second time. In this regard, the frequency of students who said that they either always (20 percent) or usually (50 percent) realize that they need to make a comparatively different comment about the conveyance of an English novel paves the way for the confirmation of the assertion that the first decision about the themes or messages of a work after reading it will possibly be changed upon second reading. Together with the respondents who said that they sometimes see a difference in their analysis of the conveyance of a novel (30 percent) after the second reading, more than half of the participants can be considered to come to a consensus about the necessity of assuring their decision about the message of a novel not immediately after finishing the work, but after analyzing the novel with a more careful eye following a better perusal of it.

Identifying oneself with the characters in a novel (item 25)

Item 25 was designed to see whether students feel an emotional attachment to the characters depicted within an English novel. The results displayed with respect to this item make their ideas about this fact totally explicit in the sense that more than half of the students can be considered as emotionally indulged in the story being read because 50 percent of students said that they always find themselves in a state which compels them to identify with the characters of a novel and 30 percent of students expressed that they usually feel the same thing. Having such a frequency of the answers of participants enables the researcher to be sure about the fact that there generally emerges an emotional bond between the novel characters and real life characters as readers which shows either the success of the authors compiling those masterpieces with their ability to reflect the verisimilitude of the novel or the readers' being quite skilful at drawing a

parallelism between themselves and the characters depending on those readers' background and experiences.

Thinking about own experiences for a better analysis (item 26)

The analysis of item 26 facilitated the task of revealing what students think about the importance of using own experiences in the study of an English novel. 70 percent of participants said that they either always (20 percent) or usually (50 percent) turn to the real life experiences they have had so as to understand a novel much better. This frequency of students in favor of the idea of making use of own experiences indicates that the vast majority of students as participants of this study consider their experiences as useful tools for getting the essence of the message of a novel. Indeed, students considering this idea to be quite a favourable one might stem from the fact that when students compare their experiences with those of the characters in the novel, this helps them to get to the bottom of the novel with much more ease than expected especially if the experiences referred are similar to the readers' own experiences functioning as guides in a more proper investigation of the particulars of the novel.

Reading without skipping any section (item 27)

This item was about finding out learners' preference about reading a whole novel without skipping any part of it. The results shown with the help of table 4.7 reveal that most students agree upon the idea that they should not skip any section of the novel they read. 40 percent of students said that they always pay attention to reading a novel completely while 50 percent of students said that they sometimes read a whole book which indicates that those students sometimes skip some parts in a novel when necessary. This statistical information about the frequency of students' responses leads to the conclusion that nearly half of learners consider reading the whole novel as significant to get the meaning of it although other 50 percent of students do

the same activity from time to time obviously depending on the importance of the part to be read for the participants.

Using knowledge and realities of the world (item 30)

The results of analysis for this item clearly shows that the frequency of students who said they (60 percent of participants) sometimes use knowledge of the world for the interpretation of a novel is considerably higher than the ones who usually do likewise (just 10 percent) or who never use this method (40 percent). This might partly be due to the fact that students as individual readers sometimes do not see much similarity between what is presented in the novel they read and their real life experiences thereby being not able to draw a lot of inferences from the novel concerning the linkage alluded. That students need to draw such a parallelism from time to time may be in connection with the events' bearing a possible resemblance to the events students have had in actual life and enable them to make a comparison between what is read and what has been experienced.

Translation into mother tongue while reading (item 32)

Item 32 was related to the investigation of whether students prefer to translate sentences in a novel into their own mother tongue so as to understand it better. The results displayed with the chart 4.7. indicate that 30 percent of students usually use this strategy and 50 percent of students sometimes do likewise which is an indicative of the fact that translation can be counted as an important method for readers. The frequency of students who said they either usually or sometimes need to translate sentences in the novel they read might stem from the need to comprehend what lies behind each sentence in the novel as part of the overall meaning of it on the side of those interpreters. Because, translating a sentence into own mother tongue for a student may boost his/her confidence to keep on reading and analyzing

the targeted work which may also include structurally complex sentences for the level of the reader in question.

Discussing own ideas about a novel with classmates (item 34)

The reason behind the design of this item was to understand whether students give importance to discussing what has been read in a novel with classmates around. With the help of the results shown in table 4.7, it is seen that there are no students who said that they either always or usually like to discuss a novel with a group and this presents the group discussion activity as not a very popular one among participants. However, the frequency of the same participants who said that they (70 percent) sometimes discuss the particulars of a novel in a group work reveals that students still regard the activity as a functional and effective one possibly depending on the atmosphere and their needs. It should be stressed that although students do not seem to be very interested in sharing what they think about the novel chosen with classmates with 70 percent of them sometimes doing it, this activity enables participants to be aware of their perspectives as autonomous readers and calls for mutual respect and understanding for one another's ideas during the analysis process.

Asking about the difficulties encountered to teachers (item 35)

This item tried to elicit if students ask about the difficulties they have in analyzing a novel especially to their teachers to have a better grasp of the novel they study. The frequency of respondents with 90 percent of them believing that they sometimes need to ask about difficulties indicates that students mostly prefer to decide about the answers to the question of how to surmount the obstacles that get in the way of a better study a novel and of why they have the problems while reading a novel. This might be considered a positive fact on the side of students for they can turn into more conscious individuals of the power they have as decision-makers for the problems

during the reading process and it may end up with students' being better readers.

Table 4.8 The Distribution of Reading Strategies Participants in this Study Always Employ

Item	Participants
Making prediction before the reading process	30 percent
Predicting about the rest of a novel while reading	50 percent
Underlining unknown words to expand vocabulary	20 percent
Taking some notes while reading	20 percent
Summarizing the novel having been read	-
Interpreting the conveyance of a novel	10 percent
Making a different comment on the message of a novel at each time of reading	20 percent
Identifying oneself with the characters in a novel	50 percent
Thinking about own experiences for a better analysis	20 percent
Reading without skipping any section	40 percent
Using knowledge and realities of the world	-
Translating into mother tongue while reading	-
Discussing own ideas about a novel with classmates	-
Asking about the difficulties encountered to teachers	10 percent

When we compare the percentages of participants as regards their response to items stated with “always” option, it is seen that participants predict about a novel while reading, identify themselves with the characters and read without skipping any section more often than they employ other methods compared to the other ones stated in the chart. It must be highlighted that the items such as taking some notes, underlining unknown words are what they prefer to do while reading, but they do not do such activities as often as they either predict about a novel or identify themselves with a character. This might have, of course, underlying reasons, that said, students’ less preference for translation or high preference for predicting during reading which means students adopt comparatively different techniques with varying frequencies in the interpretation of a novel.

An Overview

Reading strategies employed by students as independent readers display significant differences with respect to students’ frequency of using the techniques stated and the very techniques themselves as their vehicles of getting deeper into the novel they read. It can be claimed that depending on their background of literature classes or reading literature, students prefer to make use of distinct methods than one another. To illustrate, while some participants said that they never used real life knowledge (item 30) for the analysis of a novel, other participants in the same group (60 percent) said that they sometimes utilize from the indicated method and what is really important to note here is that this varying degrees of preferences for the items used in the study like item 30 can certainly be applied to each specific item, as well. To be more specific, it is necessary to point out that the frequency of respondents for the item questioned reveal sometimes huge sometimes slight differences to one another and the changeability of their viewpoints about the efficiency of the strategies asked along with students competence in making use of some methods might be closely related to their experiences in regard to what they learnt about literature before.

4.2.7 Items eliciting difficulties encountered in reading English novel

Items within this group tried to elicit the problems or difficulties students have in reading an English novel which becomes harder to understand on the part of those participants. Participants had nine options to choose in the group stated and the ones they chose as the difficulties that caused them to fail to understand a novel properly were specified by the investigator.

Table 4.9 Difficulties Students Have in Reading an English Novel

Item	Yes		No	
	f	%	f	%
Unknown words	10	100	-	-
High number of grammatically complex structures	2	20	8	80
Lack of details about the characters in a novel	-	-	10	100
Too long descriptions	4	40	6	60
Usage of figures of speech	9	90	1	10
Influence of cultural elements upon the conveyance of a novel	3	30	7	70
Concepts within a novel's theme	-	-	10	100
References among paragraphs	-	-	10	100
Style of writing	1	10	9	90

Considering the results displayed in table 4.9. ,it can be claimed that the elements that are believed to be the most important ones in terms of the role they play in causing students to fail to comprehend a novel accordingly are unknown words and figures of speech in a novel. The chart clearly demonstrates that 100 percent of participants agree upon the idea that seeing many unknown words in a novel inhibits their understanding of it to a serious extent and 90 percent of learners maintain that they are not able to comprehend what a figure of speech like simile stands for in a work thereby resulting in the emergence of a confusion about the message of the novel on the side of those readers. However, what is striking about the presentation of the results through the chart is that there are three elements about which participants think that those elements never get in the way of their understanding of a novel. Those elements are lack of details about a character, concepts within a novel's theme and references among paragraphs which are regarded as playing no role in a reader's comprehension of the deeper meaning behind a novel. 100 percent of all respondents said that they never pay attention to dwelling on the contribution of those items to the enhancement of their understanding of the novel they study as readers which might be contingent upon the literary background the learners have as distinct individuals. Indeed, it is not a surprising fact to see that the participants of this study largely differ from one another in terms of what they believe to be true concerning the role an element plays in their getting the core of a work since learners possibly come from relatively different backgrounds that cause them to look at a situation or to interpret a novel by looking at it from a different window shaped by a different educational past.

4.2.8 Items eliciting students' feelings on encountering difficulties while reading an English novel

Items of this group were instrumental in finding out the feelings students have when they are faced with problems during the reading process of an English novel. By choosing among the six options provided, students

were able to determine the feelings by which they are generally overwhelmed while reading or making a critique of a novel they are asked to read or read on their own.

Table 4.10 Students' Feelings about Difficulties They Are Faced With While Reading/Analyzing an English Novel

Item	Yes		No	
	f	%	f	%
Feeling worried	4	40	6	60
Feeling reluctant	7	70	3	30
Being less motivated	4	40	6	60
Feeling incapable of understanding	5	50	5	50
Being more motivated	1	10	9	90
Feeling extremely challenged	4	40	6	60

The presentation of the results by means of the table above this way reveals that the feeling that many learners have when they are challenged by a novel is the reluctance to go on reading since 70 percent of learners said that they feel unwilling to continue to analyze a work on such occasions. The other one which is common among the participants of this study is the feeling that makes them see themselves as being incapable of getting what is behind a literary work, that said, feeling sort of insufficient to analyze a novel as required. On top of that, except for only one participant who said that she is becoming more motivated after facing problems while analyzing a novel, 90 percent of respondents come to a consensus about the idea that difficulties encountered totally make them feel less motivated than they are. It is important to note that the chart serves as the guideline by means of which

we can see the feelings students generally have and consider to be the feelings that lead them in certain ways when students are face to face with some problems like the ones presented in part 4.7 in this study.

An overview

When we have a closer look at the results shown in table 4.9 and 4.10 with respect to the factors learners consider to be the causes of the lack of understanding they have about the message of an English novel along with the feelings learners have on such an occasion, it is self-evident that students differ in their analysis of what brings about a failure in a full comprehension of a novel and in their feelings they believe they are overwhelmed by while reading the novel chosen. What can be inferred from the presentation of the analyses of the results via the charts stated is that students sometimes take into consideration dissimilar factors that lead to the emergence of apparent clashes in regard to the perspectives they have as individual critics of a novel and as such they are under the influence of different feelings or sometimes the same feeling with differing levels of intensity in interpreting a novel. On the other hand, the cooperation and agreement among the respondents within the same group about the influence of some items especially the ones involved in chart 4.9 should not be overlooked in the sense that it confirms the validity of the view that different readers may also be thinking the same regarding the significance they attach to the role of a factor in the analysis of a novel. All the things reconsidered, sections 4.7 and 4.8 with the tables mentioned provide adequate data to the researcher to compare the way learners think about and determine the factors they believe to be causes of their being less successful in studying a novel coupled with the feelings under the influence of which learners feel themselves obliged to read the rest of the novel being read at that moment.

CHAPTER 5

ANALYSIS OF LITERATURE SESSIONS

5.1 INTRODUCTION

In correspondence with the purpose of this study that incorporates Reader Response and Personal Construct Theories within its content, eight regular literature sessions were held with regular participants of high level of English language knowledge to observe those learners' view of literary examination of a novel in English. During the sessions indicated, random subjects which were basically about finding out participants' distinct literary perspectives about the study of the novel chosen were discussed on a weekly basis. In other words, the regular sessions, in which each response of each participant was considered to be of utmost importance as regards the literary value of this study, paved the way for the emergence of a certainty over the idea of how to evaluate a literary work from the standpoint of a reader in relation to the target of this analysis. More importantly, it should be noted that the literary medium through which the observation referred was made is the novel "Pride and Prejudice" by Jane Austen who was highly commended by the readers of her period whose social atmosphere was appropriately presented in Austen novels with the help of the author's acute sense of her surroundings. Participants of the sessions were asked to read specified pages of the novel for each discussion and each of them contributed to the overall analysis of this part of the study to be illustrated with the charts in the following sections accordingly. Furthermore, at the end of each session, participants wrote a response paper that was a good projector of their own reflection upon the particular details elaborated during the sessions thereby facilitating the task of showing the varying degrees of their literary analysis understanding on the part of the researcher. With their attendance and contribution to the sessions, the participants served as the

guidelines that helped to clarify the issue of comprehending how much difference there is among the ideas of different readers about the same piece of literary work studied with a critical eye.

5.2 THE ANALYSIS OF THE LITERATURE SESSIONS HELD IN ACCORDANCE WITH THE PURPOSE OF THE PRESENT STUDY

A thorough examination of the literature sessions held can be considered as the backbone of the present study in that it is the section in which the perspectives and distinct attitudes of all the participants can be comprehended better as illustrated with the help of tables below in detail.

5.2.1 The first session elements eliciting students' approach to the question of Independent Reading

The first session, which can be called as the introductory session of literature, involved elements about the idea of independent reading and reader functioning as the backbone of the first discussion held. Different aspects of the idea of independent reading, in order for the researcher to be more certain about the changeability of literary perspectives of students, manifested themselves as the crucial part of the group discussion monitored.

Table 5.1 Students' opinions about the question of independent reading & reader

Literature Session One		
The Definition of Independent Reader	f	%
Reading without any help	5	50
Identifying themes and messages of the book independently	7	70
The need to specify one's own methods while analyzing a novel	8	80
Note- taking and reading between the lines in search of a deeper meaning	3	30
Using own experiences and background to interpret a novel	4	40
Seeing independent reading as a more beneficial way of examining a novel	6	60

The results presented with the help of the chart above makes it really clear that students obviously differ from one another in terms of what they think about the question of what independent reading is, however it is seen that the number of students, who consider independent reading as a totally autonomous and useful means of getting the core of a work, is high. The chart indicates that students say they are aware of the fact that they need to choose their own ways to have a deeper insight into a novel's thematic conveyance (80 percent of students) either by using their own experience and background during the process (40 percent) or by their ability of reading between the lines (30 percent of respondents). But, what is remarkable here is the fact that only 50 percent of participants hold the view that independent reading requires no help from anyone even though the activity has almost invariably been viewed as the reading process without any guidance. Indeed, the chart's presentation about their ideas concerning independent reading

proves the extent to which they see it as a personal study of a novel. Moreover, when we look at response paper 1 that was submitted by each student after the first session, some sentences or ideas of students about the first discussion can be used as an evidence of their agreement on the definition of independent reading.

A sample quotation from the response paper 1 about what independent reading means for a student is as follows:

“Independent reading is the act of reading which just depends on reader’s own ideas about a b Another sample quotation from the response paper 1 about what independent reading means for a student is as follows:

“Independent reading is reading a book without anyone’s force or criticizing it without assistance.”

This being shown, this illustrative segment of this study renders it possible for the researcher to realize that the question of independent reading can be described as the act of reading that is contingent on a reader’s own decision to study a novel with some specific ways in order to get the message of that novel with a clear understanding of its themes.

5.2.2 The second session elements eliciting students’ perspectives about one of the major themes of *Pride and Prejudice*

In the second session, the theme of marriage was chosen to be elaborated on so as to make a comparison among students in the discussion group. The fundamental aim of the discussion was closely intertwined with a comparison between the idea of marriage reflected in the eighteenth century and the idea of marriage shown to be prevalent in the modern period. That is to say, students were asked to discuss the ways in which they thought the concept of marriage was studied within *Pride and Prejudice* and to give their opinions about the similarities and differences between how people thought about marriage in the past as was reflected in the book and how they consider it to be nowadays. Thus, the elements to be shown in the chart

below were components of the analytical discussion that was held during the second week.

Table 5.2 Students' opinions about the ways in which the theme of marriage is studied

Literature Session Two		
The Concept of Marriage studied in Pride and Prejudice (comparing students' ideas about it with those of the others in the group)	f	%
The similarity of the study of the theme of marriage between the 18th and 21st century	6	60
The attitude of the characters within the novel to the idea of marriage in terms of their being similar to that of the characters in the modern period	4	40
The dominant role of a family as the judge of good matches for their children	5	50
The different presentation of the idea of marriage in the novel compared to the one presented in modern novels today	4	40

The results shown in table 4.12 reveal that the theme of marriage which has generally been regarded as the most obvious and major theme of Pride and Prejudice means comparatively different things to the participants of this study. Discussing about the idea of marriage from many angles was instrumental in seeing that respondents have differing perspectives on how marriage is presented in the stated novel. To illustrate, one of the significant issues at stake during the session 1 was to compare and contrast students' views upon whether the presentation of marriage in Pride and Prejudice is similar to the presentation that can be seen in any modern novel today. 60 percent of students said that what characters in the novel as sort of representatives of real life people of the past think about the essence of

marriage with the author's projection of the ideas of those characters with their actions throughout the novel is not different at all than that of the characters in any modern work today. This might be believed to indicate that the study of marriage in a novel has not undergone any changes for the students referred. The rest of the students, 40 percent of them, said that the ways in which the concept of marriage was studied and is studied today do not bear striking resemblances to one another especially considering the thematic messages of a novel like *Pride and Prejudice*. The responses of students submitted after session 2 help to substantiate the claims different students within the same group have about the place "marriage" occupies in this novel from their perspective.

A sample quotation from the response paper 2 showing a student's idea on comparing the study of marriage in *Pride and Prejudice* with that of a modern work is as follows:

"After our second session about this novel, I believe that the theme of marriage studied here is similar to the one that is studied in a modern novel because parents still play a leading role in deciding about good matches for their children like this novel revealed."

Another sample quotation from the response paper 2 showing a student's (who disagrees with the student above) idea on comparing the study of marriage in *Pride and Prejudice* with that of a modern work is as follows:

"In the light of the characters' attitude to marriage in *Pride and Prejudice*, I can say that the matter of marriage being a part of a contemporary novel is rather different. Because, pursuing a career and improving oneself more are among the primary concerns of women today."

It is clear that session 2 created an atmosphere in which students in the debate were able to put forward distinct ideas regarding the subject of marriage even though the frequency of students who see no difference between past and today's works in terms of the study of marriage is higher than the ones who think the opposite way.

5.2.3 The third session elements eliciting students' ideas about the factor of personality of the characters with its influence on their actions being at the center of the novel and the characters' level of awareness of this fact

The third session's objective was to determine the extent to which students believe a character's personality traits exert an influence upon his/her decisions as an individual and to find out the degree of characters' self-awareness of the situation indicated. As an integral part of this discussion, two major figures of the novel "Darcy and Elizabeth" were chosen to be analyzed under the title of studying one's characteristic features' impact on the actions that person take in real life with the contribution of participants' slightly clashing views upon the matter. During this session, students put into words what they believed to be true concerning the significance of the reflection of characteristics of the individuals in the novel with the help of their attitudes that either caused their downfall or victory in the end. The chart below incorporates the elements that were thought a lot about by students during the session and then written in detail on their response papers.

Table 5.3 Students' opinions about the influence of personality traits upon characters' actions

Literature Session Three		
The influence of characters' personality traits upon their actions together with their level of self-awareness of this fact	f	%
Elizabeth and Darcy were immensely governed by their emotions and their personalities were the key elements for all the good and bad things they were shown to have done.	6	60
Personality does not seem to play a leading role in determining what should be done in life on the part of either Darcy or Elizabeth	4	40

All the characters in Pride and Prejudice are totally self-aware of the influence of their characteristics on their experiences and actions	7	70
Self-awareness or reflection of personality through actions on the part of characters in this novel are not striking concerns of the work	3	30

The results displayed in the table above reveal students' own viewpoints regarding the element of personality with its influence on characters in the novel. As the chart indicates, the discussion of personalities of Elizabeth and Darcy around whom the main events circulate in the novel along with trying to determine whether they were self-aware of that or not lead to the emergence of an apparent disagreement among participants of this study. It is seen that while 60 percent of students said that those two figures were highly under the influence of their characteristic features, 40 percent of students believed that the role of personality on actions seems to be little or no concern of the people in the novel which has to do with the fact that there is still a tendency of thinking in favor of the former idea mentioned here compared to the latter on the side of participants. Given what students assert to be significant about this issue on the response papers given by them, the ideas below can be used as supporting facts.

A sample quotation from the response paper 3 showing a student's idea about the impact of characters' personality traits upon their actions is as follows:

"Notably, the feelings and characteristics of individuals in this novel are at the center of its plot."

Another sample quotation from the response paper 3 showing a student's idea about the impact of characters' personality traits upon their actions is as follows:

“It is clear that Darcy is arrogant and Elizabeth has prejudice which caused them to act in specific ways.”

Considering the claims of students who believe that what makes the characters behave as they did can be said to be the personality factor in this novel with the help of the quotations above, it should also be noted that the majority of students as reflected via the chart think the same way. Furthermore, as to the discussion about the self-awareness of the characters of either their misdeeds or good actions whose reason is considered to be their personalities, the high number of students who said that the characters are self-conscious of what causes them to behave as they do should not be overlooked since 70 percent of students support this view.

Nonetheless, 30 percent of students said that the characters were obviously not cognizant of the real reason of their actions projected to reader throughout the novel.

A sample quotation from the response paper 3 showing a student's idea (a student belonging to 30 percent group) about the self-awareness of characters of the influence of their personalities upon their life is as follows:

“Darcy and Elizabeth do not know the fact that they are governed by their personalities that cause them to create a negative image in the minds of some readers.”

With respect to session 3, it is crystal-clear that students took sides while discussing about the subject in question thereby providing the chance with the researcher to be convinced about the fact that different readers of the same novel might sometimes fall into arguments with one another which possibly lies behind what principally incorporates the act of criticism.

5.2.4 The fourth session elements eliciting students' ideas about the role of women in the society in the way it was presented in *Pride and Prejudice*

The underlying purpose of this session was to find out participants' opinions concerning the role women played in the eighteenth century during which the novel was written and to compare participants' way of thinking about this issue from different aspects. Students were allotted enough time to discuss broadly the position of women at those times compared to males and as such to make a comparison between past and today in terms of how they view the treatment meted out the women in general. Therefore, session 4 can be considered as having served the very purpose of determining what has changed in respondents' minds about women rights, women's role in society, women's importance for their family. The elements seen below are the components of this discussion which enabled the investigator to achieve the goal stated here.

Table 5.4 Students' opinions about the role of women in the eighteenth century as presented in the novel

Literature Session Three		
The role of the women in the society of eighteenth century and comparing it to that of today	f	%
Women presented as superior to male and taking place in social events	3	30
Women's position in the eighteenth century which bears a resemblance to their position today	4	40

When we analyze the results shown in table 4.14, it is fairly easy to realize that students believe women were depicted in a way that is geared towards making the reader accept that women were subjugated to male power during that time. Only 30 percent of participants agreed with the idea

that women stand out as dominant figures on reading this novel which indicates the high number of other students (70 percent of them) that are obviously against this view. To add, as for the similarity between that period and today with respect to the position of women, 60 percent of readers said there is apparently no similarity at stake in that regard. This tendency to believe that women figures in *Pride and Prejudice* were shown to be under the pressure of male authority might be partly because of the novel's centralizing the theme of marriage within its thematic content. That is to say, the reader meets a number of female characters that regard the marriage itself as nearly one of the most fundamental principles of life by being in pursuit of wealthy males. The quotations from student response papers can also be supportive of the prediction mentioned above as one of them follows as below:

“In the eighteenth century, money seems to be an important concern of people, and families influenced their daughters to get married to rich men and women could not take part in social organizations a lot or they did not prefer to pursue a career to have a higher rank in society.”

Taking into account such a way of interpreting the situation of women of that time which matches with that of the majority as participants of this study, it is not difficult to maintain that readers' ideas about the role of women have not undergone drastic changes a lot. Students' comparison of what they commented about the position of women as presented in the novel with what they believe it to be nowadays seem to be compatible with one another with the exception of 30 or 40 percent of respondents especially thinking more differently about this issue in question.

5.2.5 The fifth session elements eliciting students' ideas about a comparative study of the society of the eighteenth century with that of the modern one from different aspects such as family and education depending on what they learn about this through the novel

The centralized concern of session 5 was to analyze students' opinions about the similarities and differences between the 18th century and modern period by basing this comparison upon what they learn about eighteenth century society from *Pride and Prejudice* and using their present knowledge for sharing their views about the modern times. Relevant to this, a variety of aspects of the life in the eighteenth century such as education, family structure and social atmosphere in general were discussed in order for the participants to compare the stated subject above accordingly.

Table 5.5 Students' opinions about the eighteenth century society projected in the novel and the modern society

Literature Session Five		
Comparing eighteenth century society as projected in the novel with the modern society based on readers' ideas about this with their literary background	f	%
Family structure and orientation are nearly the same as today.	2	20
Education occupied a significant place in people's having a better lifestyle at that time as it does today	7	70
Money was believed to have an utmost importance for people to lead the life they desired just as it is believed to be so nowadays.	8	80

The display of results with the table above as regards the comparison stated reveals that participants found out certain differences between past

and today by basing their detection about this on the knowledge they got by reading *Pride and Prejudice*. The chart functions as an illustrative segment of this particular part of the study since it shows the specified topics discussed under the title of a comparative study as indicated with the statistical data it provides. The initial element chosen to be a topic of debate was family bonds or structure and the study of that in the novel with a following comparison of it because of which the high number of learners who think that family structure of eighteenth century evidently poses a contrast to that of today. However, what should be stressed about students' views of family bonds which they considered to be true according to what they inferred after reading the novel is that 80 percent of participants said that family structure is not the same as today since they think that it was better before. Exemplary sentences of students from the response papers they submitted will cast a light on this issue as required.

A sample quotation from the response paper 5 about respondents' idea of how family structure was in the 18th century is as follows:

"I think that family relationships were stronger at those times. Parents always thought about the welfare of their children and they were not indifferent to the needs of them, too."

Another sample quotation illustrating the idea of a student about the same subject is as below:

"I believe there was a strong attachment between children and parents and even the mother's looking after rich husbands for their daughters should not necessarily be interpreted as something very wrong as it may show how much she cared about them."

It might be surprising to see that the majority of the participants of this study consider the attitude of the parents to their children, especially about the issue of marriage as sort of an ideal one even though what has been thought about this matter is likely to prove to be the opposite of this from time to time in the history of the criticism of this novel. That said, too much pressure of the mothers of that period upon their daughters so as to get them

marry to wealthy men may be criticized, but students seem not to have such a perspective about it.

Moreover another significant object of attention during the discussion was to make a critique of the issue of how materialistic people were in the past and are now thereby attempting to determine the extent to which people prioritized the money as the backbone of their life. As the chart shows, 80 percent of students said that they understood money was as important as it is today since they believed they could say this based on their analysis of some specific sections of the book. Just like the consensus among the participants regarding the dissimilar nature of family atmosphere of 18th century to that of today, they also had many ideas in common as to the subject of money and the importance it occupied as the driving force of life both during those times and the period in which they live.

A sample quotation from the response paper 5 about respondents' ideas of how much they believed money was significant at that period along with the modern period do serve as adequate evidences of the agreement they had as independent interpreters as it follows:

“In this session, we compared the society of the past and present in terms of how they perceived the issue of the importance of money in life, and I believe the perception about it is almost the same. They want wealthy husbands for their daughters and they attach greater value to money than other elements.”

Taking into account all the responses of the participants upon all the parts of the session, it can be said that the session created an atmosphere in which they realized the fact that they also shared the same views about the matter being discussed as autonomous commenters of the question. As the chart of the session also demonstrates, during the session, the participants seized the chance of getting to know one another as independent readers possibly more than they did during the other ones in that their agreements and disagreements on the subjects at the center of the discussion bear clear resemblances to each other to a serious extent.

5.2.6 The sixth session elements eliciting students' ideas about the psychological perspective with the help of which they can analyze the book, the psychological interpretation of the main components of the book

The main objective lying behind holding this session was to see the varying opinions of the participants as regards the issue of clarifying to what extent they can claim that the book enables them to draw a parallelism between literary and psychological concerns of the book. That said, the question was to make it clear whether independent examination of the book served the purpose of seeing that the study of human psychology is also the other part to be detailed in the overall analysis of the present study. By expressing their perspectives upon points pertaining to the study of psychology and also in accordance with the main objective of the present study, the participants aimed to shed a light on the matter of how important it was to examine the book under the guidance of some psychological approaches or the ways they considered to be effective so as to make the psychological messages the book conveys known to the other readers.

Table 5.6 Students' opinions about the psychological- based study of the book and the inherent messages in the book related to this topic

Literature Session Six		
A psychological study of the book with students' approaches to the issue	f	%
The attitude of Darcy and Elizabeth toward people around them is an obvious clue for the readers to hold human psychology is a propelling force behind people's actions and a closer observation of the other characters support the view, too.	9	90

The outcome of the session held with a view to studying the extent of the role the element of psychology played in orienting the main characters'

behaviours within the novel is quite serviceable in proving that almost all of the participants (90 percent of them) come to a consensus about the significant place psychology occupies among the points to be elaborated in the present study. By weighing upon the fact that the mindsets of Darcy and Elizabeth, who especially stand out from the crowd as the leading figures in the work, are shaped by some psychological patterns urging them to act in the way they do almost till the end of the story, the participants in the session agree on the view that the characters' being overwhelmed by their strong emotions and their being governed by the force those emotions exerts on the nature of their actions can be the main reason why they as independent commenters might prefer to analyze the book from a psychological perspective, too. Relevant to this reason given by the participants, it is fairly necessary to point out that what they have tried to achieve was indeed the need they felt to make the leading role human psychology as a powerful drive played more understandable for one another with the help of their distinct perspectives.

A sample quotation from the response paper 6 about one of the respondents' idea as regards the human psychology as an essential motive behind human acts is as follows:

"In my opinion, their psychology affects people in the book. For example, Darcy was a prejudiced boy at the beginning of the story, however, later this changed. We may think that prejudice is bad emotion, but it proves to be the opposite in the case of Darcy as it helps him to make better decisions in the very end, because by getting rid of his prejudice shaped by a psychological motive, he changed his attitude to the others."

It is seen that the student holds Darcy presents himself as a good example for clarifying the extent to which the characters' behaviours are formed in a direct relationship with their psychological states thereby rendering it possible for the participants to dwell on the matter.

When all the others' responds and comments are reconsidered as the chart also displays clearly, they meet on a common ground regarding the

importance of analyzing the book from a psychological point of view. The consensus is that the changeable human behaviour and nature just like in the situation Darcy and Elizabeth are inextricably intertwined with the role human psychology has in shaping them. What may be regarded as a terrible obstacle to people's making proper decisions in life like the prejudice of Darcy can later manifest itself as a useful means of finding the true way of conduct when the character has changed his/her mind easily influenced by some psychological aspects. Based on what has been experienced by the individual, the role of psychology may, of course, vary and lead him/her to a different ending, however, its undeniable share of influence on any person's life in any situation turns out to be the main cause of importance attached to the elaboration on it as in the present study through *Pride and Prejudice*.

5.2.7 The seventh session elements eliciting students' ideas about the ending of the novel, basically, their ideas on an ideal ending for it or changing the ending provided by the author

The purpose of the seventh session was to find out what students believed the ideal ending should be for *Pride and Prejudice* and the session served as an essential one in which they got the opportunity to accentuate their opinions about the subject of discussion as independent learners just before the final session. This being the case, having read and analyzed the whole book before the eighth session which was to be a thorough examination of how they made a progress as autonomous interpreters, the ideas the participants had in their minds concerning an appropriate ending for the story apart from the one already presented by Jane Austen certainly add a weight to the essence of the sessions held.

Table 5.7 Students' opinions about the issue of changing the ending of the story

Literature Session Seven		
Participants' ideas about the ending of the story, their preferences for changing or not changing the one given by the author	f	%
I would not change the ending provided by the since it definitely matches the one I have on my mind.	5	50
I would provide the readers with a more tragic ending since the flow of the events up until the the end necessitates that.	3	30
The ending of the story is already good, however I would prefer to end the story with a much happier one preceded by a comparatively different series of actions.	2	20

The varying ideas of the participants about the ending of the story as illustrated above in the chart can be regarded as a means of seeing that half of the participants (50 percent) think the same as the author does about the final stage of the story. 50 percent of the students agree with the opinion that the ending of *Pride & Prejudice* is already how it should be like and well-organized. To add, 20 percent of them are content with the presentation of the ending, but they say they would expect a better one. However, 30 percent of the students think that the happy ending given in the end could be rewritten in a way that makes the reader feel a little bit sadder about what happened. All in all, the ideas in favour of the style of the ending presented by the author outnumber those that are against and the perceptions slightly change as regards the issue in question.

5.2.8 The eighth session elements eliciting students' ideas about the progress they believe they have made as independent readers thanks to their participation in the sessions held

The eighth session as the final one is of paramount importance not only to the literature sessions' analysis of the present study but also to the whole study in accordance with its main objective, as well. It basically owes its specialty to the responses of the participants to the questions posed or their comments upon the topics discussed thereby being a vehicle for determining the extent to which they were able to benefit from the sessions held and contribute to their development as autonomous decision-makers. That said, the participants' individual responses and viewpoints concerning the major points tried to be emphasized during the last session make it fairly easier to understand their changing perceptions about the examination of a literary work. Having created the atmosphere in which students had the chance to study carefully what was analyzed starting from the first session to the last one, session 8 can be said to have the potential to leave its mark upon the present analysis and to be worthy of being called as the backbone of it, too.

Table 5.8 Students' opinions about the progress they believe they have made as autonomous learners

Literature Session Eighth		
The Overall Analysis of All the Major Points Discussed and A Self-Evaluation of the Progress Made as Independent Learners	f	%
Before I started taking a part in the sessions held, I used to believe that a thorough analysis of a work meant merely studying it with the help of the teacher perspectives.	8	80
Literature sessions helped me to be convinced about the fact that discussing ideas about a literary work with other participants has a direct influence upon increasing a learner's self-esteem both for himself and for the others thereby respecting each other's varying ideas.	8	80

Now, I have the idea that examination of a literary incorporates many parts and renders it possible for learners to do an independent study when necessary. It does not necessitate a teacher-based evaluation of what is true or what is wrong about the particulars of a book.	7	70
Carrying out a study with the contribution of each session to me as an independent learner enabled me to be sure about the power I have as a decision-maker of the essence of a literary work being analyzed.	9	90

The results above presented with the help of the discussion and questions in the last session demonstrate the fact that the participants agree with the view that the sessions held played a significant role in shaping their characteristics as independent readers of a novel. Their satisfaction with their parts in the discussions is self-evident from their response to the questions and from their feedback since 80 percent of them believes that what they thought before starting to analyze *Pride and Prejudice* and what they think after the final session pose a contrast to one another. In other words, most of them had the presupposition that embarking on the task of examining a literary work by basing the interpretation about the essence of it on what they consider to be crucial may not be an ideal way to come to a consensus, however 8 students out of 10 changed their perspective as regards the ideal analysis of a work thanks to the literature sessions held.

A sample quotation from the response paper 8 about one of the respondents' idea as regards the benefit of all the sessions for her to develop herself as independent reader can be shown as an adequate evidence in that it represents the other 70 percent thinking the same way as she does:

“Before all those sessions, I thought that I just need to be teacher-oriented in order to criticize a book accordingly. However, when I start to read a book today, I am fully aware of the fact that I have the power to decide on the message of the book as an independent reader.”

It is seen that the present study has a really positive influence on the participants almost all of them believe in themselves and the power they are sure they have as independent learners.

Another sample quotation from the response paper 8 helps to support what has been given above:

“Reader interpretations depend on their imagination, I have realized that they must stick to their comments as readers. Thanks to this group work, my ideas about how to study a novel have changed a lot. From now on, I pay attention to the importance of what I believe to be true in the analysis of a work more than I did before.”

Considering all the responses of the participants they gave to the questions posed and their final opinions after the last session, they all expressed their happiness and the positive ideas they had about the function of all the sessions held for them to be better at examining a literary work with the power they have gained as autonomous learners

CHAPTER VI

CONCLUSION

6.1 INTRODUCTION

The teaching of literature, particularly teaching of the novel as a genre, has been the object of attention for many researchers in the realm of literary studies for a very long time. Considering these studies referred, it is significant to note that most of them have aimed to define and analyze how an ideal presentation or teaching of literary genres should be like for teachers at universities. It can be said that studying literature must not be associated with the utilization of teaching techniques that are merely teacher-centred ones. A proper way of retaining from a literature class on the part of learners depends much more on the viewpoints of them as independent decision-makers. Rather than aiming to teach learners how to analyze a novel with the help of specific methods all the time, the instructors should create an environment in which autonomous learners find the chance to discuss about the work as they wish or share their perspectives with one another accordingly.

Under the guidance of these views, this study investigated the perceptions of a group of English language learners about how to examine a novel through eight sessions having been held regularly. To add, the study was directed towards clarifying whether there have been any changes in the way the learners think about the subject after attending the sessions referred. The responses the participants wrote following each session were analyzed carefully and presented with the help of tables that helped to base what has been asserted to be true regarding the aim of the present study upon illustrations, as well.

6.2 SUMMARY OF THE STUDY

As it can be clearly understood from the explanations made in the introduction, the study mostly focused on the perspectives of the participants as independent readers in order to come to a conclusion about the matter of teaching literature to English language students. That said,

the contribution of the participants to the study with their opinions about the theme or topic discussed in each session held weekly-basis was of paramount importance to specifying the particulars of how to teach a novel to learners and to create independent learners as it were. In accordance with the purpose of the study stated, the participants were asked to read specific sections from the novel "Pride and Prejudice" and discuss the topics chosen from the book by paying utmost attention to each other's views concerning the topic and respecting what has been claimed to be true about what each one of them says during the discussion. Having seized the chance to express their viewpoints which have sometimes clashed and sometimes matched with one another, the learners fully realized the power they have as independent meaning-makers of a literary piece of work. The responses they wrote about each session held and the statistical analysis of the points with which they either agreed or disagreed certainly paved the way for the conduct of a study reflecting data-based facts, as well. The collaboration among the participants of the present study was also another element which facilitated the task of administrating the study accordingly to a serious extent.

6.3. CONCLUSION

The number of the students participating in the study was ten, thus the results cannot be generalized. The results of the present study may be an initiative for other studies concerned with the same issue with more participants.

Considering the findings of the data analysis, it must also be emphasized that they helped to gain a much better insight into the varying perspectives of distinct learners as regards the issue of creating independent readers with the usage of the novel as a genre.

All the things reanalyzed, the participants who helped with their utmost to conduct the study, to have a mental exercise on the questions posed, to prove their ability as independent learners were the ones contributing to the administration and success of the present study to a serious extent.

6.4 IMPLICATIONS FOR LITERATURE EDUCATION

The data collected and the overall analysis of the present study help a lot to convey certain messages to English literature instructors. The most important one of these messages indicated is certainly about the ideal presentation of a literary genre in the classroom. That being said, literature instructors should be really aware of the fact that adopting a single method does not work as planned in teaching the particulars of a literary work, instead what should be used as a more effective way of enabling the students to retain from a literature class as they should is directly linked to giving them the chance to express their views. It must be stressed that the prerequisite for a literature class' being beneficial to students is necessarily determined by the way the lesson is conducted. The atmosphere in which the literary work such as a novel or poem is examined should provide the chance with the learners to discuss the details of the work as they wish thereby coming to realize the right they have in specifying the theme, the plot or the essence of the work being studied. Conducting an independent study or a study with a little guidance by the instructor when necessary push the learners to come to terms with the fact that they can be the meaning-makers of any work analysed and can realize the power they have in determining the real conveyances of the literary work as independent learners.

6.5. SUGGESTIONS FOR FURTHER RESEARCH

There are a number of clear limitations in this study. First of all, the number of the students participating in the study can be certainly increased so that the study can produce more general results. What is more, asking literature instructors' opinions and holding some sessions with them as done with the students could be better for further research. In other words, when both the teachers and learners are a part of the study, generalizing the results can be definitely easier.

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APPENDICES

1) What is an independent reader? Leyla ŞERDAR
 An independent reader can be defined as a reader who evaluates a novel or reading without considering other readers' opinions. Also an independent reader is not under influence of other readers. I think being an independent reader has pros and cons, first of all as an independent reader you can freely evaluate reading. As a disadvantage you may not have ~~the~~ ^{chance} to discuss the novel.

2) I prefer being an independent reader, because every novel leaves different emotions or feelings on readers and displays different aspects.

2nd session

8-April-2013

Ecem YAKICI
A-10

In this session, we focused on marriages. We compared marriages according to past and in these days. We discussed whether there are any similarities in the past's marriages or in the present's marriages. At the same time we talked about the characters' main features which are very outstanding for readers. Especially Elizabeth's and Mr. Darsey's characteristic features very important for us. Then we talked about family concept and some alterations about this concept. Thanks to this session, we compared families in terms of past and nowadays. Actually we have some alteration in family concept but something is main for family members. Especially for mothers and fathers.

3rd Session

15-April-2013

ECEM YAKICI
A-10

In this session we discussed Elizabeth and Mr. Darcy's main emotions and characteristic features. Love and hatred are important theme and these direct to book's progress. Also we talked about reflexion of personality. Actually, Mr. Darcy is very arrogant and Elizabeth has prejudice against everyone especially for Mr. Darcy. But they don't realize their personalities. Generally people don't realize their negative features but as something changes, they can eradicate their negative characteristics. Because love can remove all negative thoughts.

Session 4

25 April 2013

Rein ALTUN

Today we talked about influences other people on us and which character we want to be...

I learned that in this discussion, I should think lots of ways while I am reading the book. It affects our mind in two ways. I agree or not, we are examining them in deeply. For example; why did this character do like that? ~~should~~ should he/she have behaved like that? And his/her behaviors was right? Moreover, we learned that there are any influences of us when we decide sth, should we take other people's opinion? And also How do Parents dominate on their children? In Family, which character more dominate, women or men? We learned all things today and it changed my mind in a different way.

Session 4

Göğürhan ÜZTÜRK M

After the fourth session, we talked about women's role in the 18th century, influence on somebody and which character do we want to be and what will we do in a particular situation.

I think that there is a gap between how women should be and where they are really in. In the story, I find women so plain because men have the power and money so the education, but the women lack the education and the perception of needing an education. In this story, money is a need of marriage like today, but for me it is more important to marry to someone you love.

Finally, I'd like to be in Elizabeth's position and treat Darcy more open and less prejudiced.

Fifth Session02/05/2013

Thursday

We talked about society at that time. We thought that family bonds were more stronger today. Children were living with their parents, but today children may live apart from their family. Also we talked about education. I thought that girls had no education chance because I didn't read anything about girl's education. We chose Elizabeth as a character. If I were, I wouldn't marry to Darcy after his insulting words. even if I loved him very much.

Merve DEMIREAS

A-8



Leyla SERDAR
110-C

Sixty Session

In this session we talked about three topics which were adding a new theme to the book, our ideal ending, and whether or not the book is related to the psychology.

To begin with, I think the theme of inheritance can be added to the book. When we consider Mr. Wickham's behaviours such as aiming to get married to Mr. Darcy's sister ^{for inheritance} or getting money for every occasion from Mr. Darcy due to the fact that he has legacy from Mr. Darcy's father. This gives ~~us~~ us an idea how people can behave when ~~inheritance~~ inheritance is matter. ~~As to my~~ As to my ideal ending, I think Elizabeth and Mr. Darcy shouldn't get married. Instead, they should get married to different persons in order to understand each other's value. Because generally people realize the true importance of things when they lose it. Lastly, it can be said that the book is related to the psychology. First, everything that in connection with the people also related to the psychology. If we look at the characters like Mr. Darcy, Mr. Bingley's sister etc. we can see the ^{now} superior psychology plays part in the book.

Burcu SÖKMEZ

21.05.2013A-10
~~10~~

When we were told that we would come together for this novel, at first, I thought it would not be useful and it would be boring, but the title of the book drew my attention.

During the sessions, we learned how to analyse a novel. We searched for a remarkable issue in the book, and after we had found, we expressed our opinions of those issues. To honestly speak, these sessions were all like what I would do, as well. It's the same way I would be using.

In my opinion, themes in book are relative to each person. We understood seeing events from different aspects. We also analyzed the characters one by one.

The book focuses on the external pressure in 1700s. People were not able to take actions by their own.

From the beginning to the end, I gained things which shaped the way of my thinking. At first, I was in doubt that how can analysing a book make me gain the insights of events. However, as we got further in book or had more sessions, I really figured out that it was actually helpful for me to how to examine a book. It did change my thoughts of reading a novel. Finally, I have realized the importance of this project in which I was having a role. It was a good experience for me.

Pelin ALTUN A-10 ~~Pelin~~

21.05.2013

When I first met with our teacher and other students who joined meeting for discuss book, I thought it would be boring. But it didn't happen like that. Because book wasn't boring and bad. It attracted me. Its topic related with young generation, in my opinion.

We have done many things so far. For example, we divided book partly. One week we talked about marriage, one week we talked about characters in the book. In my opinion, it should be like that, also. Thanks to this, we can memorize everything much easier. And it is permanent. Moreover, we should have done more things. Such as; we could change the characters. I mean if we put Darcy instead of Elizabeth, what would he do?

18. century, in the book, it shows us reality of the marriage. It is more real and more reliable. Also, it gives us a message that we shouldn't be prejudice.

When I read a book, I was just dealing with main characters and I didn't deal with any other aspects. For example, when I read pride and prejudice, I just paid attention Darcy and Elizabeth, I ignored other people and more important thing I didn't care about social life which those times it was very valuable. But now, I am thinking everything and every part when I read a book. It changed my mind after these meetings. I understood that there were lots of things in addition to love----

8. Session

21-05-2013

Ecem Yanici A-10

Actually, when we met with book because of analyzing, I thought it was very boring. Because I hadn't read English novel. Also I had prejudice to classical books.

We discussed about some aspects in this book, for example; we talked about human's features, social and economical situation in 18th century, family's life, relationship between lovers. I think these are important for me to analyzing. Almostly, we talked about everything as an independent reader. Because, if I read this book at home, I wouldn't pay attention as much as we did.

As an independent reader, everyone thinks different ways. For example; theme is changeable person to person or characters importance is changeable.

The most important point in this book; nothing is hindrance for us if we want something very much.

As an independent reader, I thought just plot is important for me in the first session, but as we read and analyzed this novel, I started to think some aspects forms the novel. I mean social, economical life, characters forms the plot. We can say social, cultural, economical life affect the characters behaviors. Thanks to this novel and these session it won't be hard to read classical novels. At the same time I'm a literature student so these sessions were experiences for me before department. Also we organized every week teacher and other friends I think it is cooperation and I enjoyed to discuss with my friends and teacher.

I will read books with more attention.

I- Aşağıdaki soruları İngiliz/Amerikan Edebiyatında yer alan ROMANLARI göz önünde bulundurarak cevaplandırınız.

1 Her zaman **2 Genellikle** **3 Bazen (Ara sıra)** **4**
Hiçbir zaman

1. En çok roman okumaktan zevk alırım. 1 2 3 4
2. Roman okumakta ve anlamakta başarılı olduğumu söyleyebilirim. . 1
2 3 4
3. Modern dönemde yazılan romanları dili daha kolay olduğu için daha fazla okurum.
. 1 2 3 4
4. Ünlü yazarların romanlarını okumak tercihimdir. . 1 2 3 4
5. Çok ünlü olmayan yazarların romanlarını okumak ünlü olanlarinkine kıyasla daha çok dikkatimi çeker. . 1 2 3 4
6. İngilizce romanların ana dildeki çevirilerini de okurum. . 1 2 3
4
7. Romanları yalnızca ilgimi çektiği için okumayı tercih ederim. . 1 2
3 4
8. Roman okumayı vaktimi iyi değerlendirmek adına yaptığım bir aktivite olarak görmekteyim. . 1 2 3 4
9. Ödev olarak verildiği zaman roman okumayı tercih ederim. .
1 2 3 4
10. Romanı okumaya başlamadan önce yaptığım tahminlerin doğruluğunu test etmek adına roman okurum. .
1 2 3 4
11. Roman okumayı İngilizce kelime bilgimi ilerleten faydalı bir aktivite olarak görmekteyim. .
1 2 3 4
12. Roman okuyarak farklı kültür ve düşünce tarzları hakkında bilgi edinebilirim. .

1 2 3 4

13. Romanı diğer türlere göre çok daha hızlı okuyup anlayabilirim. .

1 2 3 4

14. Bir kere okumam romanı anlamak için yeterlidir. .

1 2 3 4

15. Romanı sakın bir ortamda okuduğum zaman oldukça iyi anlarım. .

1 2 3 4

16. Romanı arkadaşlarımla grup olarak bir tartışma ortamı içerisinde okuyup yorumlamak anlamamı kolaylaştırır. .

1 2 3 4

17. Romanı ancak ilk paragrafı ilgimi çekiyorsa okurum. .

1 2 3 4

18. Romanı okumadan başlığını ve içerisinde resimler var ise onları kullanarak okumadan önce fikir sahibi olmaya çalışırım.

1 2 3 4

19. Romanı okurken duraksayıp romanın geri kalanı hakkında düşünürüm. .

1 2 3 4

20. Romanı okurken anlamını bilmediğim kelimelerin altını çizerim. .

1 2 3 4

21. Romanı okurken sayfanın kenarına küçük notlar alırım. .

1 2 3 4

22. Okuduğum romanın özetini mutlaka çıkarırım. .

1 2 3 4

23. Romanı bitirdikten sonra romanın vermek istediği mesaj ve bu mesajı vermekte yazarın ne kadar başarılı olduğu konusunda bir analiz yaparım.

1 2 3 4

24. Aynı romanı başka bir zaman tekrar okuduğumda farklı bir şekilde yorumladığımı fark ederim. .

1 2 3 4

25. Romanı okurken içerisindeki karakterler ile kendimi özdeşleştirerek neler hissettiklerini anlamaya çalışırım. .

1 2 3 4

26. Romanın başlığını okuduktan sonra eğer var ise o başlıkla ilgili olan deneyimimi anımsarım. .

1 2 3 4

27. Romanın her bölümünü atlamadan eşit önem vererek okurum. .

1 2 3 4

28. Bilmediğim kelimelerin anlamını hemen sözlükten araştırırım. .

1 2 3 4

29. Roman içerisinde paragraflar arası anlam uyumuna önem vererek bir paragrafı anlamaz isem bir önceki paragrafa dönerek ikisini birlikte tekrar okurum. .

1 2 3 4

30. Romandaki olay ile gerçek dünya arasındaki olaylar arasında pek bir bağlantı olduğunu düşünmem. .

1 2 3 4

31. Romanı okurken olayın geçtiği yer ve zamanı hayal etmeye çalışırım. .

1 2 3 4

32. Romanı okurken her cümleyi Türkçeye çeviririm. .

1 2 3 4

33. Romanı okumadan önce yazarı ve yazıldığı dönem hakkında bilgi edinmeye çalışırım. .

1 2 3 4

34. Romanla ilgili fikirlerimi sınıf içerisinde arkadaşlarımla paylaşmaya önem veririm. .

1 2 3 4

35. Romanda anlamadığım kısımları öğretmenime ve arkadaşlarıma sormaya özen gösteririm. .

1 2 3 4

II. İngilizce yazılmış romanları anlamamanıza neden olan etkenler nelerdir? (Birden fazla seçenek işaretlenebilir.)

- a. Anlamını bilmediğim kelimelerin çokluğu
- b. Dilbilgisi kurallarına uymayan yapıların fazlalığı
- c. Romandaki karakterlerle ilgili fazla detaya girilmemesi
- d. Romanda uzun tanımlamalara yer verilmesi
- e. Söz sanatlarının (metaphor-simile-irony) fazlalığı
- f. Kültürel öğelerin romanın anlamını çok etkiler biçimde ön planda oluşu
- g. Romanın konusu ve konu içerisindeki kavramlar
- h. Paragraflar arası göndermeler ve uyum
- ı. Romanın yazım tekniği

Diğer:

III. İngilizce yazılmış romanları okurken zorlandığınızda ne hissedersiniz?

- a. Okuyacağım romanda yazarın vermek istediği mesajı anlayamamak beni endişelendirir.
- b. Romanda verilmek istenen mesajı ya da olayların akışını anlayamadığım zaman okuma isteğim azalır.
- c. Anlamını bilmediğim kelimelerin fazlalığı ya da yapıca bilmediğim dilbilgisi konularının romanda yer alması okuma isteğimi azaltır.
- d. Romala ilgili çıkarım yapamadığım zaman kendimi yetersiz hissederim.
- e. Okurken beni zorlayan ve analiz yapma gücümü arttıran romanlar okuma isteğimi artırır.
- f. Romanda yer alan ve bana yabancı olan kültürel öğeler romandaki mesajı kavrayamama sebep olur.

ÖZET

Çameli Metin Muhammed, Bağımsız Bir Okuyucu Oluşturmada Roman Türünün Kullanımı (İncelenmesi): Kişisel Kurgu Teorisi ve Okur Merkezli Eleştiri Üzerine Bir Çalışma, Yüksek Lisans Tezi, İstanbul, 2014

Dilin öğretimi ve buna ilişkin araştırmacılar tarafından değinilen önemli noktaların bulunduğu çalışmalar daima oldukça merkezi bir noktada yer alırken edebiyat öğretimi daha iyi bir analiz adına üzerinde daha fazla çalışma yapılması gereken bir alan olarak kendini göstermektedir. Bu nedenle, edebiyat öğretimi üzerine yapılan niteliksel çalışma sayısında açıkça bir artışa gerek duyulduğunu belirtmek önemlidir. Bu doğrultuda, bu çalışma öğrencilere bir roman incelemesinde onların bağımsız birer okuyucu olarak elde bulundurdukları yorum gücünü fark etmelerini sağlamakla birlikte, roman analizi adına yapılan edebiyat dersinde öğrenci algılarının önemine dikkat çekmektedir. Ayrıca bu çalışma seçilen romanın incelendiği edebiyat oturumlarından sonra öğrencilerin kendilerini bağımsız birer okuyucu olarak ne noktada gördüklerini araştırmakta ve öğrencilerin birbirinden farklı ya da birbirine benzeyen dünya görüşlerini ve fikirlerini paylaşmalarına imkân sağlamaktadır.

Bu çalışmaya, İstanbul Aydın Üniversitesi Hazırlık Okulu C Grubu Upper-Intermediate seviyede İngilizce bilgisine sahip 10 öğrenci katılmıştır. Bilgiler, düzenlenen oturumlar, öğrencilere verilen anket ve öğrencilerin her oturum sonrası yazdığı metinler dikkate alınarak, toplanmıştır.

Elde edilen verinin incelenmesi öğrencilerin seçilen romanın analizi adına sundukları farklı fikirlerini ve dünyaya bakış açılarını ortaya koymuştur.

Anahtar Kelimeler:

Roman, Bağımsız Okuma, Okur Merkezli Eleştiri, Kişisel Kurgu Teorisi

ABSTRACT

Çameli Metin Muhammed, The Usage of Novel in Creating an Independent Learner: A Study on Personal Construct Theory and Reader Response Approach, Master of Arts, İstanbul, 2014

The teaching of language and related studies conducted by the researchers having concentrated on the significant points of the issue have invariably occupied a remarkable place while the teaching of literature manifests itself as the field upon which many more researches should be done for a better comprehension of it. Thus, it is right to emphasize that there has been an obvious need of increase in the amount of qualitative research on the teaching of literature. Relevant to that, the present study aims to focus on the importance of perceptions of students upon the examination of a novel in a literature class in accordance with the purpose of making them realize the power they have as independent learners. In addition, the study investigates whether there is a difference in their perceptions of themselves as independent learners following the literature sessions held as a vital part of the present study. It also paves the way for the realization of the similarities they bear and the contrasts they pose to each other with their contribution of the present study as the sole decision-makers of the meaning of the novel analyzed during the process.

The study of consists of 10 English Language Learners of Upper Intermediate Level İstanbul Aydın University, Prep School. The data were collected with the sessions held, the multiple-choice questionnaire and the response papers they submitted after each literature session.

The study of the data collected exhibited varying perceptions of the learners upon the analysis of the novel chosen and reflected the different

ways in which they think about the world.

KEY WORDS:

1. Novel
2. Independent Reading
3. Reader Response Theory
4. Personal Construct Theory