
GAZİ ÜNİVERSİTESİ
Gazi
1926

INVESTIGATING THE EFFECTS OF COOPERATIVE LEARNING TECHNIQUES ON EFL LEARNERS' READING COMPREHENSION AND AUTONOMY USING CHILDREN'S LITERATURE

Shafag Iskandarova

M.A. THESIS

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING PROGRAM

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

JUNE, 2024

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren altı (6) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Shafag

Soyadı : Iskandarova

Bölümü : İngiliz Dili Eğitimi

İmza :

Teslim tarihi :

TEZİN

İngilizce Adı: Investigating the Effects of Cooperative Learning Techniques on EFL Learners' Reading Comprehension and Autonomy Using Children's Literature

Türkçe Adı: İşbirlikli Öğrenme Tekniklerinin Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Okuduğunu Anlama ve Özerkliğine Etkilerinin Çocuk Edebiyatı Kullanarak Araştırılması

ETİK İLKELERE UYGUNLUK BEYANI

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

Yazar Adı Soyadı: Shafag Iskandarova

İmza:

JÜRİ ONAY SAYFASI

Shafag ISKANDAROVA tarafından hazırlanan "Investigating the Effects of Cooperative Learning Techniques on EFL Learners' Reading Comprehension and Autonomy Using Children's Literature" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi Yabancı Diller Eğitimi Ana Bilim dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Semra Saraçoğlu

(İngiliz Dili Eğitimi Bilim Dalı, Gazi Üniversitesi) .....

Üye: Prof. Dr. Gülsev Pakkan

(İngiliz Dili Eğitimi Bilim Dalı, TED Üniversitesi) .....

Üye: Doç. Dr. Müzeyyen Nazlı Güngör

(İngiliz Dili Eğitimi Bilim Dalı, Gazi Üniversitesi) .....

Tez Savunma Tarih 09/05/2024

Bu tezin Yabancı Dilller Eğitimi Ana Bilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Şaban ÇETİN

Eğitim Bilimleri Enstitüsü Müdürü ….....……

To the Memory of My Beloved Mother

ACKNOWLEDGEMENTS

Writing this thesis has been a challenging yet amazing experience. I would like to express my gratitude to a few people who helped me go through this process more easily.

First and foremost, I would like to extend my heartfelt appreciation to my supervisor Prof. Dr. Semra SARAÇOĞLU for her invaluable feedback, endless support, great understanding, and patience. This thesis would not be possible to complete without her guidance and effort. I would also like to thank my jury members Prof. Dr. Gülsev PAKKAN and Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR for their helpful comments and contribution. Furthermore, I want to offer my special thanks to each and every one of my instructors at Gazi University throughout the M.A. program.

I sincerely thank Prof. Dr. Kemal Sinan ÖZMEN and Prof. Dr. Cem BALÇIKANLI for their inspiring courses. Their classes helped me learn how to create academic work and shaped my path to becoming a teacher and lifelong learner.

I am forever thankful to my parents for their immense love, encouragement, and sacrifice for my education. I cannot express enough how lucky I am to be raised and loved by them. In addition, I thank all my family members for always believing in me.

My profound gratitude goes to my beloved husband for always being there for me, and encouraging me. This thesis would not be achievable without his unwavering support and understanding. I am forever grateful to be loved by him and to have him by my side. I am

sending my love to my four-year-old son whose precious time I have taken throughout this thesis. Thank you for making my life more meaningful.

İŞBİRLİKLİ ÖĞRENME TEKNİKLERİNİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN OKUDUĞUNU ANLAMA VE ÖZERKLİĞİNE ETKİLERİNİN ÇOCUK EDEBİYATI KULLANARAK ARAŞTIRILMASI

Yüksek Lisans Tezi

Shafag Iskandarova

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Haziran 2024

ÖZ

Bu çalışma, işbirlikli öğrenme tekniklerinin özel okulda yabancı dil olarak İngilizce öğrenen öğrencilerin okuduğunu anlama ve özerkliği üzerindeki etkilerini belirlemek ve öğrencilerin özerklik gelişimleriyle ilgili işbirlikli öğrenme etkinliklerine ilişkin algılarını ortaya çıkarmak için tasarlanmıştır. Bu yarı deneysel çalışmada hem nicel hem de nitel araştırma yöntemleri kullanılmıştır. Nicel verileri toplamak için Öğrenci Özerkliği Anketi ve ön ve son okuduğunu anlama testleri kullanılmış, nitel verileri elde etmek için ise yansımalardan yararlanılmıştır. Deney ve kontrol gruplarında 17 altıncı sınıf öğrencisi bulunmaktadır (n=34). Öğrenciler altı hafta boyunca edebiyat temelli işbirlikli öğrenme etkinliklerini kullanarak eğitim almışlardır. Bulgular, deney grubunun okuma öncesi ve sonrası test puanlarında istatistiksel olarak anlamlı bir fark olduğunu, kontrol grubunun puanlarında ise

istatistiksel olarak anlamlı bir fark olmadığını ortaya koymuştur. Çalışma, öğrenci özerkliği bağımlı değişkeninde kontrol ve deney grupları arasında istatistiksel olarak anlamlı farklılıklar ortaya koymasa da, deney grubunda öğrencilerin özerkliklerinin bir dereceye kadar geliştiğini göstermiştir. Yansımaların analizi, öğrencilerin işbirlikli öğrenme etkinliklerine ilişkin olumlu algılara sahip olduğunu ortaya koymuştur. Çalışma, yabancı dil olarak İngilizce öğrenen öğrencilerin okuduğunu anlama ve özerkliğinin, çocuk edebiyatından özgün edebi metinlerle hazırlanan işbirlikli öğrenme etkinlikleriyle geliştirilebileceğini önermektedir.

Anahtar Kelimeler : İşbirlikli öğrenme, okuduğunu anlama, öğrenci özerkliği, çocuk edebiyatı
Sayfa Adedi : 122 sayfa
Danışman : Prof. Dr. Semra SARAÇOĞLU

INVESTIGATING THE EFFECTS OF COOPERATIVE LEARNING TECHNIQUES ON EFL LEARNERS' READING COMPREHENSION AND AUTONOMY USING CHILDREN'S LITERATURE

M.S. Thesis

Shafag Iskandarova
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
June 2024

ABSTRACT

This study was designed to determine the effects of cooperative learning techniques on private school EFL learners' reading comprehension and autonomy and to find out the learners' perceptions of cooperative learning activities related to their autonomy development. Both quantitative and qualitative research methods were adopted in this quasi-experimental study. The Learner Autonomy Questionnaire and pre- and post-reading comprehension tests were employed to gather quantitative data, and reflections were utilized to obtain qualitative data. There were 17 sixth-grade students in both experimental and control groups (N=34). Students received instruction over six weeks utilizing literature-based cooperative learning activities. The findings revealed that there was a statistically significant difference in the experimental group's pre- and post-reading test scores, whereas the control group's scores were not statistically significant. Although the study did not yield statistically significant differences between the control and the experimental groups on the dependent variable of learner autonomy, it indicated that in the experimental group, learners' autonomy improved to some extent. The analysis of the reflections revealed that learners had positive perceptions of cooperative learning activities. The study suggested that EFL

learners' reading comprehension and autonomy can be enhanced through cooperative learning activities prepared with authentic literary texts from children's literature to some level.

Key Words : Cooperative learning, reading comprehension, learner autonomy, children's literature
Page Number : 122 pages
Supervisor : Prof. Dr. Semra SARAÇOĞLU

TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU.....i

ETİK İLKELERE UYGUNLUK BEYANI.....ii

JURİ ONAY SAYFASI.....iii

ACKNOWLEDGEMENTS.....v

ÖZ.....vii

ABSTRACT.....ix

TABLE OF CONTENTS.....xi

LIST OF TABLES.....xv

LIST OF FIGURES.....xvii

LIST OF ABBREVIATIONS.....xviii

CHAPTER I. 1

INTRODUCTION 1

1.1. Statement of the Problem 2

1.2. Aim of the Study 3

1.3. Research Questions 4

1.4. Significance of the Study 4

1.5. Assumptions 5

1.6. Limitations of the Study.....5

1.7. Definition of the Terms.....5

CHAPTER II. 7

REVIEW OF LITERATURE 7

2.1. Sociocultural Theory.....7

2.2. Cooperative Learning.....9

2.2.1. Basic Principles of Cooperative Learning.....10

2.2.2. Benefits of Cooperative Learning.....12

2.2.3. Cooperative Learning Activities.....14

2.3. Reading.....16

2.3.1. The Role of Reading in EFL.....17

2.3.2. Reading Comprehension.....18

2.3.3. Reading Comprehension Strategies.....20

2.4. Cooperative Learning and Reading.....21

2.5. Learner Autonomy.....23

2.5.1. Characteristics of Autonomous Learners.....25

2.5.2. The Role of Learner Autonomy in EFL.....27

2.6. Cooperative Learning and Learner Autonomy.....28

2.7. Learners' Perceptions of Cooperative Learning Activities.....30

2.8. The Use of Literature in EFL.....32

2.8.1. Children's Literature.....33

CHAPTER III.....35

METHODOLOGY.....35

3.1. Research Design 35

3.2. Sample of the Study 36

3.3. Data Collection Tools.....36

3.4. Data Collection Procedure.....38

3.4.1. Lesson Plans Based on Cooperative Learning Techniques.....38

3.5. Data Analysis.....54

CHAPTER IV.....56

FINDINGS.....56

4.1. Findings Related to the First Research Question.....56

4.1.1. Analysis of the Pre-test Reading Comprehension Scores of the Experimental Group and the Control Group.....57

4.1.2. Analysis of the Post-test Reading Comprehension Scores of the Experimental Group.....57

4.1.3. Analysis of the Post-test Reading Comprehension Scores of the Control Group.....59

4.2. Findings Related to the Second Research Question.....60

4.2.1. Analysis of the Pre-test Learner Autonomy Questionnaire of the Experimental and the Control Group.....60

4.2.2. Analysis of the Post-test Learner Autonomy Questionnaire of the Experimental and the Control Group.....62

4.2.3. Statistical Analysis of Pre-test and Post-test Scores of the Groups.....64

4.3. Findings Related to the Third Research Question.....66

4.3.1. Analysis of the Learner Reflections.....66

4.4. Findings Related to the Fourth Research Question.....68

CHAPTER V.....70

DISCUSSION.....70

5.1. Discussion.....70

CHAPTER VI.....75

CONCLUSION.....75

6.1. Summary of the Study.....75

6.2. Conclusion.....77

6.3. Implications.....78

6.4. Suggestions.....79

REFERENCES.....81

APPENDICES.....92

APPENDIX 1. Learner Autonomy Questionnaire.....93

APPENDIX 2. Reading Comprehension Pre-Test.....95

APPENDIX 3. Reading Comprehension Post-Test.....97

APPENDIX 4. Reflection.....99

APPENDIX 5. Permission to Use the Learner Autonomy Questionnaire.....100

APPENDIX 6. Permission to Collect the Data.....101

LIST OF TABLES

Table 1. *Normality Test for Pre-and Post-Reading Comprehension Tests* 56

Table 2. *Pre-test Reading Comprehension Scores of the Experimental Group and the Control Group*…….……...57

Table 3. *Post-test Reading Comprehension Scores of the Experimental Group*…….……58

Table 4. *Statistical Analysis of the Pre and Post-test Reading Comprehension Scores of the Experimental Group (Paired Samples T-test)*……...58

Table 5. *Post-test Reading Comprehension Scores of the Control Group*……..……..59

Table 6. *Statistical Analysis of the Pre and Post-test Reading Comprehension Scores of the Control Group (Paired Samples T-test)*……59

Table 7. *Pre-test Learner Autonomy Questionnaire Scores of the Experimental Group and the Control Group*…….…61

Table 8. *Independent Sample T-test Results Related to The Differences Between the Experimental and Control Groups' Pre-test Scores*…….……...……62

Table 9. *Post-test Learner Autonomy Questionnaire Scores of the Experimental Group and the Control Group*…….……63

Table 10. *Independent Sample T-test Results Related to The Differences Between the Experimental and Control Groups' Post-test Scores*……...……64

Table 11. *Paired Samples T-test (Control Group)* ……64

Table 12. *Paired Samples T-test (Experimental Group)* ……...……64

Table 13. *Paired Samples T-test Scores of Each Item (Experimental group)*……..….65

Table 14. *Learner Autonomy Questionnaire*……93

LIST OF FIGURES

Figure 1. City and country.....41

Figure 2. Story map.....41

Figure 3. Checklist for the learning together technique.....43

Figure 4. Chapter summary graphic organizer.....45

Figure 5. A list of words or names from the chapters.....46

Figure 6. Words to describe *Willy Wonka*.....47

Figure 7. Illustrations from *The Man in the Moon*.....49

Figure 8. Role cards for reciprocal teaching.....52

Figure 9. Reciprocal teaching worksheet.....52

Figure 10. Illustrations from *The Four Skillful Brothers*.....53

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
CL	Cooperative Learning
SCT	Sociocultural Theory
ZPD	Zone of Proximal Development
L2	Second Language
TL	Target Language
STAD	Student Team Achievement Divisions
GI	Group Investigation
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

Over the last few years, with the changing needs of the world, there have been many innovations in all walks of education. Likewise, language teaching has faced countless changes in terms of methods, approaches, and techniques, along with the roles of teachers and students. There has been a significant shift from teacher-centered approaches to learner-centered approaches. This paradigm shift has placed learners and their needs at the center of education. Instead of being merely passive recipients, learners have been encouraged to take control of their learning.

Learner autonomy has been an important aspect of learner-centered approaches. Autonomous language learning creates 'the conditions in which learning proceeds by negotiation, interaction, and problem-solving, rather than by telling and showing' (Little, 1991, p.48). That kind of learning does not happen automatically, especially when students' past learning experiences are dominated by teacher-led activities (Thomson, 1998). Learners need to experience a different perspective in learning in which they take the initiative. Little (1991) suggests that language learning is a social process and requires interaction. In foreign language contexts where the target language is not used as a medium of communication, cooperative learning techniques are among the best options to increase the amount of

interaction between learners. Through these activities, learners might feel responsible to take initiative and interact with others.

Johnson & Johnson (1989) define cooperative learning (CL) as 'the instructional use of small groups so that students work together to maximize everyone's learning' (p.2). Within cooperative learning groups, students discuss the material to be learned with one another, help one another to understand it, and encourage one another to work hard (Johnson & Johnson, 2017, p.483). The theoretical basis for cooperative learning can be the Vygotskian sociocultural perspective on learning. Interdependence is seen as a necessary, initial stage in learning (Palfreyman, 2018, p.59). Firstly, a learner can engage in activities through interaction with others. With this scaffolding, the learner gradually becomes able to engage in the activity more autonomously (Lantolf, 2013, as cited in Palfreyman, 2018).

1.1. Statement of the Problem

In teaching and learning foreign languages in places where the target language is not spoken, how to increase the amount and variety of target language interaction among learners is one of the biggest challenges. Additionally, as Little (1991) puts it, the major goal of second or foreign language teaching is to enable learners to use the target language as a medium of communication (p.27). Implementing cooperative learning techniques would create an opportunity to interact in the target language.

According to Little (1999), the most successful learners are those who develop the highest degree of autonomy and use their knowledge and skills outside the immediate context. This is based on 'an intimate relationship between learner autonomy and effective learning' (Dafei, 2007, p.3). Dafei (2007) suggests that learners' English proficiency is significantly and positively related to their learner autonomy. The more autonomous a learner becomes, the more likely s/he achieves high language proficiency. In the same vein, reading skills can be fostered by autonomy. Reading is a purposeful process that involves various skills,

strategies, and background knowledge to produce comprehension. Many students learning a foreign language experience some degree of frustration when they attempt to comprehend foreign language texts due to the demanding nature of the skill (Sellers, 2000). Implementing cooperative learning activities might establish a positive climate for reading, in which learners discuss, share their ideas, and support each other. On the other hand, having a role in a group, and taking responsibility might enhance their autonomy level and encourage them to perform better.

Both cooperative learning and learner autonomy are among the most researched areas in foreign language teaching. However, a limited number of studies have examined the effect of cooperative activities on learner autonomy. The interaction between the two has not been investigated empirically. Therefore, the current study aims to explore the effects of cooperative learning techniques on learner autonomy.

A large body of research has attempted to promote reading comprehension skills through cooperative learning techniques. Nonetheless, in Turkish EFL contexts, such kind of empirical studies are scarce (Barış, 2017; Berzener & Deneme, 2021; Dilek, 2010). Besides, these empirical research studies have mostly used coursebook reading texts with cooperative learning activities. The current study aims to use literary texts from children's literature in reading lessons. Incorporating cooperative learning techniques with authentic reading texts might provide better results to promote reading comprehension as well as learner autonomy.

1.2. Aim of the Study

The present study aims to investigate the effects of cooperative learning techniques on private school students' reading comprehension. The second objective of the study is to explore the impact of cooperative learning activities on learner autonomy. Furthermore, this study aims to find out the students' perceptions of cooperative learning activities in relation to their autonomy development. To reach these aims, literary texts are used in this study.

1.3. Research questions

This study aims to find answers to these questions:

1) To what extent does the implementation of cooperative learning techniques affect EFL learners' reading comprehension skills?
2) How do cooperative learning techniques affect EFL learners' autonomy?
3) What are the students' perceptions of cooperative learning activities in relation to their autonomy development?
4) Is there any difference in learners' reading comprehension and autonomy in terms of using children's literature?

1.4. Significance of the Study

Language learning, as Thomson (1996, p.78) states, is 'a lifelong endeavor'. Thus, it is important to help students become aware of the value of autonomous learning so that they get into the habit of learning outside the classroom and continue it after completing their formal studies. It is especially significant for learners' reading skills. Because they need reading skills to acquire knowledge and new information not just in foreign language learning, but in every aspect of their lives. Implementing cooperative learning techniques in the classroom might help learners be aware of their responsibilities, raise their autonomy level, and encourage them to be good readers.

Many studies have attempted to investigate the effects of cooperative learning on reading comprehension. However, very little attention has been paid to the effects of cooperative learning on learner autonomy. This study might be of interest as it attempts to associate cooperative learning techniques with reading for the sake of enhancing learner autonomy. In addition, the current study aims to use authentic reading materials with cooperative learning activities. This can make the learning process more engaging for students.

1.5. Assumptions

The study uses reading comprehension tests, a questionnaire, and reflections in the data collection process. It is assumed that all the participants took the tests seriously, and completed them properly. It is also presumed that students were honest in their answers to the questionnaire items. Last but not the least, it is assumed that learners reflected their true feelings, opinions, and experiences.

1.6. Limitations of the Study

The main limitation of the study stems from the number of participants and context. The research is limited to 34 participants who are students of a private school in Ankara. So, the results cannot be generalized to all universes concerned. In order to have more generalizable results, further studies can be conducted with more participants and in different contexts.

1.7. Definitions of the Terms

Cooperation: According to Johnson & Johnson (1989), cooperation is working together to accomplish shared goals (p.2).

Cooperative learning: Johnson & Johnson (1989) define cooperative learning as 'the instructional use of small groups so that students work together to maximize everyone's learning' (p.2).

Learner autonomy: Holec (1981) defines learner autonomy as 'the ability to take charge of one's learning (p.3).

Reading comprehension: It is the ability to read text, process it, and understand its meaning.

Children's literature: 'Children's literature is good quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages,

through prose and poetry, fiction and nonfiction' (Lynch-Brown & Tomlinson, 1999, p.2). It refers to the materials written to be read by children and young people, published by children's publishers, and stocked and shelved in the children's and/or young adult sections of libraries and bookshops (Reynolds, 2011, p.1).

CHAPTER II

REVIEW OF LITERATURE

This chapter aims to define the key terms and focus on the previous studies regarding cooperative learning and its impact on reading comprehension and learner autonomy. Then, some studies on the learners' perceptions of cooperative learning techniques will be presented. Lastly, the role of children's literature in language teaching will be discussed.

2.1. Sociocultural Theory

The sociocultural theory (SCT) builds on Vygotsky's psychological theory of human consciousness. As a theory of human mental activity, SCT provides valuable insights into language acquisition and usage beyond the first language (Lantolf, 2011). The core principle of the sociocultural theory is that 'all specifically human psychological processes (so-called higher mental processes) are mediated by psychological tools such as language, signs, and symbols' (Karpov & Hayward, 1998, p. 27). According to Lantolf and Thorne (2006), mediation is 'the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate - i.e. gain voluntary control over and transform - the material world or their own and each other's social and mental activity' (p. 79). Mediation enables learners to complete tasks that their current language resources are unable to

adequately complete through the use of 'tools' (Ellis, 2015). The main way that learning is mediated is through social interaction (Ellis, 2015). As Lantolf (2011) states, 'mediation is realized through social, largely communicative interaction' (p. 37). Children internalize the knowledge and skills experienced during interactions with other children and adults and eventually use the knowledge and skills to guide and direct their own behavior (Doolittle, 1995). In other words, social interactions between those with less and those with greater experience are at the core of the zone of proximal development.

The zone of proximal development (ZPD) which is the fundamental construct in Vygotsky's sociocultural theory is 'the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978, p.86). Establishing the zone of proximal development is a crucial aspect of learning. As Vygotsky (1978) puts it 'learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers' (p. 90). Once absorbed, these procedures become a component of the child's independent developmental accomplishment. In the same vain, Holzman (2018) states that 'ZPDs are created through joint, cooperative activity in children's daily life' (p. 44)

Vygotsky's insights regarding the importance of the zone of proximal development in cognitive development provide significant support for incorporating cooperative learning practices into educational settings (Doolittle, 1995). On the other hand, according to Kagan (2009), many cooperative learning techniques offer precisely the type of mediation that enhances the zone of proximal development. Kagan (2009) explains this link between the two. Since they have a strong desire to assist their teammates, students adapt their input to meet their teammates' needs and educate them in their Zone of Proximal Development. Similarly, Slavin (1987) suggests that children who work cooperatively in groups tend to operate inside each other's zones of proximal development, adopting actions that are more

developed than what they might do on their own. This is why collaborative activities among children foster progress.

2.2. Cooperative Learning

Cooperative learning has been defined in various ways. Cooperation means working together to accomplish shared goals (Johnson & Johnson, 1989, p.2). Cooperative learning refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance (Slavin, 1980). Within cooperative learning groups, students discuss the material to be learned with one another, help one another to understand it, and encourage one another to work hard (Johnson & Johnson, 2017, p.483). Following directions from the teacher, students are divided into small groups. Then, they work through the assignment until all group members understand and complete it.

The term cooperative learning generally describes 'instructional techniques or grouping structures in which students are divided into heterogeneous groups to complete instructional activities' (Marr, 1997, p.7). Cohen (1994) defines cooperative learning as 'students working together in a group small enough that everyone can participate on a collective task that has been clearly assigned' (p.3). Additionally, students are supposed to complete their assignments without the teacher's direct and immediate supervision.

Dörnyei (1997) has pointed out three key components that make a learning approach 'cooperative' (p. 483). First, for the majority of the class period, students work in small groups of three to six people. Second, the way that learning is organized encourages group members to make sure that their peers have grasped the material or met the learning objective. This results in the process of cooperation that involves a variety of techniques. Third, in a cooperative learning class, assessing and rewarding group accomplishments takes on equal significance to assessing and rewarding individual accomplishments.

In the lifetime learning and socialization process, it is crucial to provide students with the chance to teach and be taught by their peers, to communicate what they have learned, and to hear the opinions of their peers (Wood, 1987). Despite the competitive situation, in which individuals can achieve their goals only if others are not accomplishing their goals, in a cooperative learning environment, individuals seek outcomes that are beneficial to all (Johnson, Johnson & Holubec, 1994; Wood, 1987).

It is a common belief that having students work together cooperatively is a powerful way for them to learn and has positive effects on the classroom climate. As Fathman and Kessler (1993) state, the most evident characteristic of cooperative learning is 'the different patterning of communication and the increased amount of interaction that occurs in the classroom' (p.131). Cooperative learning makes the learning process more active as students discuss tasks with one another and give feedback (Stevens, 2003). Students provide elaborative explanations that give them a deeper understanding of what has been taught.

Cooperative learning has become an increasingly important concept in language learning and teaching in recent years. It is among 'the most extensively evaluated alternatives to traditional instruction in use today' (Slavin, 1991, p.75). In order to improve the efficacy of language teaching and learning, communicative approaches to teaching second/ foreign languages can successfully incorporate the principles and features of cooperative learning.

(Fathman & Kessler, 1993)

2.2.1. Basic Principles of Cooperative Learning

Not all group works are necessarily cooperative. Simply placing students in groups and expecting them to work together will not necessarily promote achievement (Johnson & Johnson, 1989). In group work, one or a few students may complete all of the work while the others may simply sit passively, do little work, or fail to attend courses; however, in a cooperative learning group, every student makes a distinctive contribution to the group's

success. Every member has a distinct role, and all those roles combine to form the finished product. As Johnson & Johnson (1989) state to be cooperative, to reach the full potential of the group, five essential elements need to be taken into consideration: positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing.

The first and most important element is positive interdependence. All cooperative learning methods share the idea that students work together to learn, and are responsible for their teammates' learning as well as their own. Positive interdependence exists when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds.

Individual and group accountability is the second essential element. Each group member must be accountable for contributing his or her share of the work. Individual accountability is achieved when the performance of each student is assessed and the results are used to define who needs more assistance, support, and encouragement in completing the task.

Promotive interaction which is the third component of cooperative learning occurs when members share resources and help, support, encourage, and praise each other's efforts to learn.

The fourth essential element of cooperative learning is teaching students the required interpersonal and small-group skills. In cooperative learning groups, students are required to work on the material and also to learn the interpersonal and small group skills required to function as part of a group.

The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals. Groups need to evaluate which actions are helpful and unhelpful and make decisions about which behaviors to continue or change.

2.2.2. Benefits of Cooperative Learning

Johnson and Johnson (1985) highlight the advantages of cooperative learning. Some instances include the following:

- Cooperative learning experiences tend to promote higher motivation to learn, especially intrinsic motivation. Students who are encouraged by their classmates are more motivated than students who compete against them. When working in cooperative environments, students become more intrinsically motivated and focus less on external rewards and more on the achievement of the group.
- Cooperative learning experiences tend to produce more positive attitudes toward the instructional experiences and the instructors.
- Cooperative learning is associated with increased self-esteem and healthier self-evaluation processes.
- Cooperative learning experiences increase students' views of other students' concern for their learning progress and willingness to help. Students consider their friends as more caring and supportive than before.
- Cooperative learning encourages acceptance of differences. Grouping students who would not normally interact leads to reduced prejudices and increased understanding and tolerance of others' differences.

Aside from these overall benefits, cooperative learning provides advantages relevant to foreign language teaching. The main goals of today's foreign language education are oral proficiency and communication. Since the majority of students rarely or never have the chance to communicate with native English speakers beyond the classroom, 'the challenge for L2 teachers is threefold: to maximize speaking time within the classroom walls, to foster an atmosphere of mutual tolerance, collaboration, and respect among students, and to provide a friendly, stress-free environment' (Szostek, 1994, p. 252). CL is gaining popularity

in a wide range of language learning classes, owing to its ability to improve the overall climate of the classroom and to provide learners with supportive and increased opportunities to use the language (Zhou, 2012). Cooperative language learning creates much more opportunities for learners to communicate in a foreign language. It provides a relaxed learning environment, where students may talk to each other, ask questions, and get clarification on problems. Learners can practice their responses in small groups before being asked to present them in front of the entire class, which may reduce their anxiety and fear of failure. More practice and feedback from group members may lead to higher student motivation and participation in language learning. Students in cooperatively structured classes are in control of organizing their own learning, that is, there is considerable learner autonomy (Dörnyei, 1997). Since cooperative learning emphasizes individual accountability which places responsibility on each of the group members, it may help students become more autonomous and self-controlled. Moreover, assigning a role to each student has the effect of assigning competence to each student, which can improve self-esteem for low-status learners (Oxford, 1997).

As Kagan (1995) states language learning is determined by a complex interaction of a number of critical input, output, and context variables. Cooperative learning has a dramatic positive impact on almost all of the variables critical to language acquisition (Kagan, 1995, p.2). According to Kagan, students in cooperative groups are more inclined to speak up and feel supported for several reasons: 1) ‘They are more frequently asked questions; 2) They need to communicate to accomplish the cooperative learning projects; 3) Peers are far more supportive than in the traditional classroom because they are all on the same side; 4) Cooperative learning structures demand speech; 5) Students are taught to praise and encourage each other; and 6) Students are made interdependent so they need to know what the others know’ (p.4).

2.2.3. Cooperative Learning Activities

There are many different forms of cooperative learning, but all of them involve having students in small groups to help one another learn academic material. Some of the most extensively investigated and applied strategies are the following: The Group Investigation Method (Sharan & Sharan, 1992), Jigsaw (Aronson, 1978), Learning Together (Johnson & Johnson, 1994), Student Team Learning (Slavin, 1983), and the Structural Approach (Kagan, 1989).

Following techniques are used in this study: Learning Together, Jigsaw I, Jigsaw II, and Reciprocal teaching. These techniques are selected as they are the most appropriate ones to implement in reading classes using literary texts.

Learning Together model of cooperative learning was developed by Johnson & Johnson (1994). The five cooperative learning principles indicated above serve as the framework for how this approach arranges instruction. The Learning Together model differs from other CL methods primarily in that it is less prescriptive and discrete, meaning that it does not use particular procedures for lesson planning (Ghaith, 2003). The objective of this method is to underline the value of team-building activities and regular discussions within groups about how well members work cooperatively. Students work on an assignment in heterogeneous groups of 4 or 5. Each student has a different role (summarizer, recorder, encourager, observer). The roles can be changed and different roles can be assigned. The groups receive praise and rewards based on the group work. The teacher's role is to monitor and intervene when a group is struggling. Preferably, at the end of the lesson, every student completes the checklist 'How well did I do in helping our group?'. Then, each group discusses the questions on the worksheet 'How Well Did Our Group Do?' (Ghaith, 2003).

The jigsaw learning technique is a remarkably efficient way to learn the material. More importantly, it encourages listening, engagement, and empathy by giving each member of the group an essential role to play in the activity (Aronson, 2000). The Jigsaw strategy was

invented and developed by Aronson (1978) and his students at the University of Texas and the University of California. There are some steps to be followed while implementing this strategy. Firstly, students are divided into groups of 4 or 5 based on the class size. One student from each group is appointed as a leader. The lesson material is divided into 4 or 5 sections. Each student is assigned one segment of the material that they read and become familiar with. Then, students having the same segments form 'expert groups' where they discuss the main points of their segments and go through the presentations they will make to their groups. After that, they go back to their 'home groups' and present their segments to their group one by one. Teacher observes the groups and intervenes in case students face problems during the discussion. At the end of the session, teacher gives a quiz on the material to make students realize that the session is not just for fun.

Jigsaw II was developed by Slavin (1980) as a modification of the original Jigsaw. Unlike Jigsaw I, in Jigsaw II all students read the common material first. Then, they are given different topics or segments of the material. Students with the same topics meet in expert groups to discuss them and become experts. Later, they return to their home groups to teach their teammates what they have learned. The team members take a quiz individually and the quiz scores are used to form team scores. This method is most appropriate for teaching materials in a narrative form such as a chapter, story, biography, or descriptive material (Gaith & El-Malak, 2004).

Reciprocal teaching is one of the most successfully implemented cooperative learning practices developed by Palicsar and Brown (1984). It is a reading comprehension methodology, in which a group of students applies four reading strategies (questioning, clarifying, summarizing, and predicting) to co-construct the meaning of a written text (Tarcihi & Pinto, 2016). In the implementation of this technique, teacher first models the strategies and helps learners guide the group discussions using them. Students are divided into groups of 4 and assigned the reading material. Then each student is given a role based on the above-mentioned comprehension strategies (Questioner, Clarifier, Summarizer, and

Predictor). Summarizer highlights the key points in the reading material. Questioner generates questions about unclear parts or vocabulary. Clarifier addresses the unclear parts and the questions posed. Predictor combines the prior knowledge and new knowledge from the text to offer predictions related to the direction of the text or the author's intent. Throughout the process, the teacher's role is to guide and foster students' ability to use the four strategies successfully.

2.3. Reading

As the basis for the majority of their future academic pursuits, learning to read is considered to be one of the most significant things children accomplish in primary school (Stevens, Slavin & Farnish, 1991). Children spend a significant amount of time reading and learning information presented in a text throughout their education.

Reading has been defined in different ways. In simplest terms, reading is getting meaning from a text (Nuttall, 1996). Widdowson (1979) regards reading 'as an interaction between writer and reader mediated through the text' (p.174). Goodman (1988) defines reading as 'a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs' (p.12). Reading is 'the process of receiving and interpreting information encoded in language form via the medium of print' (Urquhart & Weir, 1998, p.22). According to Koda (2007), 'reading builds on oral language competence and learning to read uniformly requires making links between a language and its writing system' (p.1).

Reading is commonly referred to as a passive or receptive skill, but if we analyze the abilities that come into play in fluent direct reading with an understanding of meaning, it becomes evident that readers are far from passive throughout this activity (Rivers, 1981). Grellet (1981) characterizes reading as an active skill as well since it requires guessing, predicting, checking, and asking oneself questions.

Grabe (1991) has described reading as rapid, purposeful, interactive, comprehending, flexible, and gradually developing. Fluent reading is fast, and the reader must keep up the information flow at a pace that allows them to draw connections and conclusions that are essential to understanding. Reading is purposeful; the reader has a reason for reading, whether it is for amusement, information, research, or other reasons. Reading is interactive; the reader utilizes both the printed page's content and information from prior knowledge. Comprehending is what reading is all about; when someone reads, they usually look for understanding. Reading is flexible; to read efficiently, the reader utilizes a range of strategies such as altering the reading speed, skimming ahead, taking titles into account, headings, graphics, and text structural information, and expecting information to come. Lastly, reading develops gradually; a reader does not become fluent abruptly. Rather, consistent effort over time and steady progress lead to competent reading.

People read for different reasons. Rivers & Temperley (1978) make the point: 'reading activities, from the beginning, should have some purpose and we should concentrate on the normal purposes of reading' (p. 187). They list the following purposes: to get information; to respond to curiosity about a topic; to follow instructions to perform a task; for pleasure, amusement, and personal enjoyment; to keep in touch with friends and colleagues; to know what is happening in the world; and to find out when and where things are.

The goals of the reading lesson should be to increase students' capacity for purposeful reading, help them adopt a variety of reading styles that are essential for effectively interacting with authentic texts, and help them acquire critical awareness (Hedge, 2000).

2.3.1. The Role of Reading in EFL

Reading has been the most emphasized skill in traditional foreign language instruction and even today it is the pillar of foreign language teaching in many countries (Susser & Rob, 1990). In classes where language learning is the primary goal, reading widely holds

significant value because it is a very effective way to increase our command of the language (Nuttall, 1996). Clearly, reading is the most important activity in any language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language (Rivers, 1981, p.259). In many countries, students study foreign languages without speaking with native speakers, however, have access to literature, newspapers, and scientific publications written in the language. Through that, they can gain a better understanding of the culture of the language's speakers, their ways of thinking, their modern lifestyles, and their contributions to a variety of creative and intellectual endeavors.

Harmer (2007, p.99) has stated reasons why encouraging students to read English texts is important. First and foremost, a lot of students wish to read English language materials either for their careers, study purposes, or simply for pleasure. Reading is beneficial for language acquisition. Students improve as they read more as long as they grasp what they are reading. Reading also improves students' vocabulary, spelling, and writing skills. Additionally, reading texts provide excellent examples of English writing. Students can be encouraged to concentrate on vocabulary, grammar, or punctuation. Reading material can also be used to illustrate how we put sentences, paragraphs, and entire texts together. This gives students excellent models for their own work. Finally, engaging reading texts can present intriguing subjects, spark discussion, elicit creative answers, and serve as an opportunity for engaging well-rounded lessons.

2.3.2. Reading comprehension

It is essential to distinguish two activities which are both called 'reading' (Rivers, 1981). Standing up in class and enunciating the sounds on the script may be considered 'reading'. While 'reading' may be understandable to the listener, the reader may not get much meaning from what is being said. Students should be taught to draw meaning from word combinations

in a text at a suitable speed, without necessarily vocalizing what they read. This is known as 'reading for comprehension' by Rivers (1981, p.261).

Chastain (1976) states that 'the ability to read for comprehension is the most important component of 'knowing' a second language' (p.326). Reading for comprehension is the primary means of learning more about the language and its people, and reading is essential for improving other language abilities and expanding one's knowledge.

When reading a written text, the reader initially understands its general meaning, then breaks it down into smaller chunks of specific information, and lastly gains a level of knowledge in the second language (Chastain, 1976).

Reading comprehension is 'the act of understanding and interpreting the information within a text' (Shanahan, 2005, p. 28). Comprehension is concerned with the formation of meaning more than passive remembering. As Koda (2005) states 'comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known' (p.4). The ability to understand texts is based not only on the reader's linguistic knowledge, but also on his or her general knowledge of the world and the extent to which that knowledge is activated during the mental process of reading (Carrell, 1983). According to Durkin (1989), 'comprehending is an interactive process in which the reader's knowledge of the world interacts with the message conveyed directly and indirectly by the text' (p.10). Three requirements for comprehending have been suggested by Durkin (1989, p.7). Comprehending calls for the ability to identify an author's words and to understand their meanings in a given context. Comprehending also depends on the ability to go beyond an author's words by inferring what they imply. Comprehending also requires readers to use what they know that is relevant in order to add more to the message than an author's words communicate.

2.3.3. Reading comprehension strategies

Reading strategies are the mental operations involved when readers approach a text effectively and make sense of what they read (Barnett, 1988, p.150). Strategies for reading comprehension demonstrate how readers approach tasks, what textual clues they pay attention to, how they interpret what they read, and what they do when they do not comprehend (Block, 1986).

Barnett (1988) divides reading strategies into two categories: 1) text level; and 2) word level. According to his definitions, text-level strategies are those related to the reading passage as a whole or to large parts of the passage; they include considering background knowledge, predicting, using titles and illustrations to understand, reading with a purpose, skimming, and scanning. Word-level strategies involve, for example, using context to guess word meanings, identifying the grammatical category of words, following reference words, and recognizing meanings through word families and formation.

Block (1986) categorizes reading strategies into two levels: general comprehension and local linguistic strategies. General comprehension strategies indicate a general understanding of the text. They involve 'anticipating content, recognizing text structure, integrating information, questioning information in the text, interpreting the text, using general knowledge and associations, commenting on behavior or process, monitoring comprehension, correcting behavior and reacting to the texts.' Local strategies, on the other hand, deal with specific linguistic units. 'Paraphrasing, rereading, questioning the meaning of a word, clauses or sentences and solving vocabulary problems' are considered local strategies (Block, 1986, pp. 472-473).

Grabe (2009) has listed the strategies providing the strongest support for reading comprehension; summarizing, forming questions, answering questions and elaborative interrogation, activating prior knowledge, monitoring comprehension, using text-structure awareness, using visual graphics and graphic organizers, and inferencing.

2.4. Cooperative Learning and Reading

Reading instruction programs that incorporate cooperative learning activities have been found to develop students' reading ability effectively as these activities provide students with a supportive environment in which they can learn how to interpret text collaboratively (Law, 2008; Law, 2010; Stevens, 2003; Stevens, Slavin, & Farnish, 1991).

Ghaith & El-Malak (2004) examined the effect of the cooperative Jigsaw II method on improving literal and higher-order reading comprehension in EFL. The findings revealed a significant difference in favor of the experimental group on the dependent variable of higher-order reading comprehension. It is suggested that students' interaction in small cooperative groups to summarize, elaborate, and report information to their peers, promotes the subskills involved in interpretive and critical comprehension.

Law (2010) investigated the effects of cooperative learning on enhancing fifth graders' achievement goals, autonomous motivation, and reading proficiency. The findings of the study indicated that students' higher-order reading performance could be enhanced through cooperative learning activities with teachers' scaffolding. The study also provided evidence that students involved in cooperative learning activities with teachers' scaffolding outperform students who receive teachers' instruction with a whole-class approach. Students in the jigsaw group obtained significantly higher scores than students in the control group in the reading comprehension tests that examined students' higher-order reading ability. Students in the jigsaw group also performed better on understanding the story than the control group.

Hollingsworth, Sherman & Zaugra (2007) found that using cooperative learning as a method of teaching is a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. Additionally, they observed an increase in students' enthusiasm and motivation toward reading.

Jalilifar (2009) investigated the impact of Student Team Achievement Divisions (STAD) and Group Investigation (GI) techniques of Cooperative Learning on students' EFL reading comprehension achievement. The results revealed that STAD is a more effective technique than GI in improving EFL reading comprehension.

Marzban & Alinejad (2013) found a strong positive effect of cooperative learning on Iranian pre-intermediate EFL learners' reading ability. They suggested that cooperative learning techniques help students to have more self-esteem and less anxiety when they take part in class activities and encourage them to be more active participants in the learning process.

Ghaith (2003) affirmed that the Learning Together CL model is more effective than traditional instruction in improving the EFL reading achievement of Lebanese high school students. He suggested that reading achievement in L2 can be improved through small-group cooperative interaction among peers in a supportive and stress-reduced environment.

Dilek (2010) found that cooperative learning activities contributed positively to EFL learners' success in reading classes. Learners were in favor of cooperative learning and they thought that working in cooperative groups was better than working alone. Additionally, cooperative learning techniques increased learners' self-esteem.

Barış (2017) implemented the jigsaw technique in the preparatory class. The findings of the study indicated that the jigsaw technique had a positive effect on the learners' reading motivation and attitudes toward reading.

Research studies mentioned above have mostly incorporated cooperative learning techniques into coursebook texts. The current study uses authentic literary texts in cooperative lessons.

2.5. Learner Autonomy

Various definitions of the term 'autonomy' have been suggested. The most cited definition belongs to Holec (1981) which is 'the ability to take charge of one's learning' (p.3). Dam (1990) characterizes learner autonomy as 'a readiness to take charge of one's own learning in the service of one's needs and purposes' (p. 17). This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person (Dam, 1990). Little (1991) defines autonomy as a 'capacity for detachment, critical reflection, decision making, and independent action' (p. 4). Dickenson (1995) sees autonomy as 'an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning' (p.167).

Little (1990, p.7) has pointed out five misconceptions about learner autonomy:

1) Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher.
2) In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners proceed with things as best they can.
3) On the other hand, autonomy is not something that teachers do to learners; that is, it is not another teaching method.
4) Autonomy is not a single, easily described behaviour.
5) Autonomy is not a steady state achieved by learners. The fact is that 'autonomy is likely to be hard-won and its permanence cannot be guaranteed, and the learner who displays a high degree of autonomy in one area may be non-autonomous in another' (Little, 1991, p. 4).

Autonomy, defined as the capacity to behave independently, is the aim of all developmental learning. Regardless of whether we concentrate specifically on the process of acquiring a

first language or more broadly on socialization and acculturation, it is evident that development is not complete until the person is able to function as an independent member of the community that they are a part of (Little, 1999). So, autonomy is not only a desired outcome of developmental learning; it is also an essential component of the process.

A common theme in justifications for autonomy, especially in general education but also in language learning, is that autonomous learners become more highly motivated and that leads to better, more effective work (Dickenson, 1995). Furthermore, the importance of learner autonomy is sometimes explained in terms of a positive relation between present and future learning (Little, 1995). Learners who accept responsibility for their learning are more likely to meet their learning objectives, and if they do, they are more likely to keep a positive attitude toward learning in the future.

Various versions of learner autonomy have been suggested. Littlewood (1999) has made a distinction between 'proactive' and 'reactive' autonomy. Proactive autonomy 'affirms individuality and sets up directions which they have partially created', while reactive autonomy, 'does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal' (Littlewood, 1999, p.75). Littlewood defines reactive autonomy as learners taking the initiative to learn vocabulary, practice previous exam papers, and form study groups to accomplish assignments. Benson (2011) described this kind of autonomy as 'involving control over learning management and cognitive processing, without control over learning content' (p.63).

Benson (1997) differentiates between three versions of learner autonomy in language learning: 'technical', 'psychological', and 'political'. In the 'technical' version of learner autonomy, the concept is defined simply 'as the act of learning a language outside the framework of an educational institution and without the intervention of a teacher'. Autonomy refers to situations in which learners need to take charge of their own learning

and the challenge is to provide learners with the necessary skills and techniques to handle such situations. 'Psychological' version defines autonomy as 'a capacity - a construct of attitudes and abilities - which allows learners to take more responsibility for their own learning'. Autonomy development is understood as an internal personal change that can benefit from situational autonomy without relying on it. Finally, 'political' versions of learner autonomy characterize it as 'control over the processes and content of learning'. In political version, the primary concern is how to establish the conditions necessary for learners to take charge of their own learning as well as the institutional setting in which it occurs (Benson, 1997, p. 19).

2.5.1. Characteristics of Autonomous Learners

In formal educational contexts, the most successful learners are autonomous (Little, 1999). That is, according to Little (1999), they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, how they are learning, and with what degree of success; and their learning is fully integrated with the rest of what they are.

Hedge (2000) notes some key characteristics of a learner who can take responsibility for learning: an ability to define one's own objectives; awareness of how to use language materials effectively; careful organization of time for learning, and active development of learning strategies. The descriptions of good language learners that have been developed from research studies align with many of these characteristics.

An autonomous learner is an active participant in the social processes of learning, but also an active interpreter of new information in terms of what she/he already knows (Dam, 1990). Additionally, autonomous learner tends to integrate whatever he or she learns in the formal context of the classroom with what he or she has already become as a result of developmental and experiential learning (Little, 1995).

Little, Dam & Legenhausen (2017) suggest three interdependent roles played by learners in the autonomy classroom. They are (1) communicators, ‘continuously using and gradually developing their communicative skills in the target language (TL)’; (2) experimenters with language, ‘gradually developing an explicit analytical knowledge of the TL system and an awareness of the cultural conventions and social constraints that shape its use’; and (3) intentional learners, ‘gradually developing an explicit awareness of affective and metacognitive aspects of language learning’ (Little, Dam & Legenhausen, 2017, p.2). There are numerous ways in which these roles can interact with one another. Throughout all phases, the selection of educational tasks is inevitably limited by the degree of the students' advanced knowledge, defined in relation to the three roles.

In the autonomy classroom, students increasingly take responsibility for their own learning: setting targets, making choices, making decisions, monitoring progress, and evaluating outcomes. As they practice and become more autonomous, learners participate in target language interaction with their classmates and their teacher and eventually become proficient in the target language (Little, Dam & Legenhausen, 2017).

Good students consistently are characterized as being motivated and active, and as playing a major role in planning and using the learning resources available to them as they go about acquiring new knowledge and skills deliberately and efficiently (Wang & Peverly, 1986). Research results point to a close relationship between students’ achievement in the classroom and their ability to study independently. They also emphasize the active role that students play in their learning processes when they successfully acquire, retain, and apply knowledge and skills to new learning.

Littlewood (1996) defines an autonomous person as ‘one who has an independent capacity to make and carry out the choices that govern his or her actions’ (p. 428). According to Littlewood (1996), ability and willingness are the two primary components that determine this capacity. Thus, even while someone is capable of making independent decisions, they

might not feel willing to do so. On the other hand, someone might be ready to make their own decisions yet lack the required skills to do so. These two components are closely linked. Therefore, when asked to work independently, students are more likely to feel confident if they have the necessary information and skills; additionally, when students feel more confident, they are more likely to be able to utilize their knowledge and skills to perform efficiently.

2.5.2. The Role of Learner Autonomy in EFL

Encouraging students to become more autonomous in their learning has emerged as a major subject in language teaching theory and practice. There are two ideas on learner autonomy that have influenced recent thinking on language teaching methodology: first, that greater autonomy is a legitimate goal of language education, and secondly, that autonomous learning is more or less equivalent to effective learning (Benson, 1997). The concept of autonomy frequently elicits intense responses (Benson, 2011). To its critics, ‘autonomy is an idealistic goal, and its promotion is a distraction from the real business of teaching and learning languages’. To its advocates, ‘autonomy is a precondition for effective learning’ (Benson, 2011, p. 1). When students achieve autonomy, they not only improve their language skills, but also become more responsible and critical members of their communities.

Communicative approaches acknowledge that teaching merely by telling and showing is insufficient; we also need to set up the settings so that students can learn by doing, or communicating. Therefore, a basic prerequisite of the communicative classroom is that it should be able to support a broad range of discourse forms so that students can experience learning in as many different discourse roles as possible (Little, 1990). Of course, this type of flexibility comes naturally from the practice of genuine learner-centeredness.

The principal goal of second and foreign language teaching has always been to enable learners to use the language in question as a medium of communication. In order to be

effective communicators in the target language community, learners must possess the independence, self-reliance, and self-confidence necessary to fulfill the diverse social, psychological, and discourse roles that are assigned to them (Little, 1991). It depends on their attaining a significant degree of autonomy as language users. In order to maintain this autonomy, 'they must be aware of the social requirements of the different situations in which they are called upon to use the target language; sensitive to the varying psychological relations they will have with the different persons with whom they must communicate; and capable equally of taking initiatives and responding to the initiatives of others' (Little, 1991, p. 27).

No matter how skilled a teacher is, students will struggle to learn a language unless they make an effort to study outside of the classroom as well. This is because there is not enough time in a classroom for kids to acquire everything they need to since language is too complex and varied. To compensate for the limits of classroom time and to boost the chances for successful language learning and acquisition, students need to be encouraged to develop their own learning strategies so that as far as possible, they become autonomous learners (Harmer, 2007).

2.6. Cooperative Learning and Learner Autonomy

Due to its social nature, autonomy can be fostered by implementing cooperative learning techniques. An individual learner in a group may develop autonomy by initiating activities, reflecting on individual and group activity and progress, making decisions and contributing to group decisions; and managing his/her own motivation and that of the group (Palfreyman, 2018). In such situations, manifestations of autonomy that emerge from interactions with the group context can be observed.

Thomson (1998) points out that there is an interplay between cooperative learning and learner autonomy. Cooperative learning skills, such as identifying problems, initiating help-

seeking, and negotiating are directly related to autonomous learning. Cooperative learning experiences, in contrast with teacher-centered learning experiences, foster autonomous learning, while skills of autonomous learning support successful participation in cooperative learning activities.

Reinders (2010) posits that 'autonomy develops gradually and is a mindset that calls for certain skills' (p.51). To acquire these skills learners need support. Teachers can provide this support by asking them to work together in teams or pairs.

As Little (1991) states, 'because we are social beings our independence is always balanced by dependence; our essential condition is one of interdependence' (p. 5). Interaction with others generates the necessity for communication and provides input for learners; the learner's effort to meet these needs in the target language promotes learning over time.

Despite the current consensus in the field that autonomy best describes the capacity to control or take charge of one's learning, the phrase 'autonomous learning' is still frequently used to describe the situation of studying without the direct presence of a teacher, particularly in the literature on learning beyond the classroom (Benson, 2011). In order to develop a capacity to take control of their learning, learners need to be freed from the direction and control of others. At the same time, learners studying languages in isolation from teachers and other learners, would not necessarily develop this capacity (Benson, 2011).

Autonomy can be defined as a willingness and ability to make up one's mind about what is right or wrong, independent of external authority, but it does not mean individualism and a neglect of the social context (Kohonen, 1992, p. 18). Personal decisions are necessarily made with respect to social and moral norms, traditions, and expectations. Autonomy thus includes the notion of interdependence, that is, being responsible for one's conduct in the social context: being able to cooperate with others and solve conflicts in constructive ways.

A crucial element in the development of autonomous learning is being more conscious of one's own learning and comprehending the procedures involved. Reflecting on learning

experiences and sharing them with others in cooperative groups might enhance one's awareness of learning (Kohonen, 1992).

According to Murray (2014), autonomy is considered as 'a construct developing through interdependence and collaboration in the social setting of the language classroom' (p.6). He suggests that in classroom settings, getting assistance from more competent and knowledgeable peers allows learners to function independently, consequently making them more autonomous.

Eneau & Develotte (2012) investigated the autonomy of adult learners working collaboratively in an online learning environment. The findings of the study emphasized the importance of group work in online settings, as it fosters individual autonomy while allowing students to discover their place in connection to others.

Liu, Huang & Xu (2018) examined the effects of individual and group work on learner autonomy and emotion in digital storytelling. The results of the study indicated that students working in groups cooperatively showed greater language learning autonomy than those working individually. They suggested that the cooperative digital storytelling task creates an interdependent language learning environment where students could guide each other in accordance with their assigned roles.

Although cooperative learning as a way to promote learner autonomy has been suggested by many authors, this claim has not been supported empirically, especially in Turkish EFL contexts. Therefore, this study might be a valuable contribution to foreign language teaching.

2.7. Learners' Perceptions of Cooperative Learning Activities

Research in the foreign language classroom indicates that cooperative learning is potentially beneficial for students in several ways. However, students' attitudes may influence the implementation and success of cooperative learning in foreign language classrooms.

Unlike traditional teaching, CL is more likely to improve students' positive attitudes towards EFL learning, which may facilitate students' interest and intrinsic motivation to learn (Ning & Hornby, 2013). This might be attributed to the ability of CL to create a supportive and non-threatening learning atmosphere, in which students find it fun and enjoyable to learn and thus are intrinsically motivated to achieve goals.

Ghaith (2001) investigated middle school learners' perceptions of their STAD cooperative experience. The results revealed that learners are generally positive about using STAD cooperative learning technique. In the study, high achievers reported that they have contributed to the learning of others more than low achievers. On the other hand, low achievers perceived that they were more comfortable working in small groups.

A study by Shahamat (2014) revealed fifth graders' positive perceptions of cooperative learning. The results suggested that students liked being in a group since they could share their responsibilities and finish the given tasks faster. Participants perceived group work to be effective because they could ask each other questions whenever there was a need for clarification and they could also come up with different ideas on a given topic.

Er & Aksu Ataç (2014) found that most students prefer studying in cooperative learning environments rather than working individually. The students believed that cooperative learning environments develop positive relationships among classmates. Through developing good relationships and supporting each other, cooperative learning might increase school success and create a positive attitude towards school and courses.

Studies mostly report positive perceptions of cooperative learning. The results of these studies can be employed to investigate students' perceptions of cooperative learning techniques in relation to their autonomy. This might be useful in increasing learners' autonomous skills.

2.8. The Use of Literature in EFL

Literature is the artistic use of words to explain the human condition (Saraçoğlu, 2016, p.7). As an authentic material, literature is believed to contribute to students' learning in EFL contexts (Collie & Slater, 1987; Ghosn, 2002; Hismanoğlu, 2005; Paran, 2008; Khatib & Rahimi, 2012; Saraçoğlu, 2016;). Literature can provide a basis for extending language usage. It can be useful in developing linguistic knowledge and to the extent that students enjoy reading literature, it may increase their motivation to interact with a text, and thus ultimately increase their reading proficiency (Mckay, 1986). Literary texts are not only useful in the development of reading skills but they can also be used for oral or written work and encourage learners to become more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master (Gilroy & Parkinson, 1996, p. 215). Moreover, literature makes learners feel more motivated and contributes to their personal growth, inference-making, and critical-thinking abilities (Saraçoğlu, 2022). According to Collie and Slater (1987, p.3), there are four main reasons to use literature in the classroom: 'valuable authentic material, cultural enrichment, language enrichment, and personal involvement'. Literature offers a bountiful and extremely varied body of written authentic material. In reading literary texts, students cope with language intended for native speakers and thus, they gain additional familiarity with different uses of written language. For many language learners, one of the most possible ways to deepen their understanding of life in the country where the target language is spoken is by reading literary texts. Reading literary texts makes learners familiar with characters from many different social backgrounds. This would enable them to discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors (Collie & Slater, 1987, p.4). Literature can contribute to language learning. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language - the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas. Literature can be helpful in the

language learning process due to the personal involvement it fosters in readers. Once the student reads a literary text, he is drawn into the text. Understanding the meanings of words or phrases becomes less important than pursuing the development of the story. The student becomes eager to find out what happens as events unfold, feels close to certain characters, and shares their emotional responses.

Lazar (1996) has pointed to the advantages of using literature in language learning. She has noted that literary texts are a rich source of classroom activities that can prove very motivating for learners. Literary texts encompass every human dilemma, conflict, and yearning. They elicit strong emotional reactions from learners. Unraveling the storyline of a novel requires a personal reaction from students and encourages them to draw on their own experiences. By doing so, learners become more personally invested in the process of language learning and can begin to own the language they learn more fully (Lazar, 1996, p.773).

2.8.1. Children's Literature

One major body of literature that is being increasingly used in the language classroom is children's literature (Paran, 2008). Ghosn (2002) defines children's literature as 'fiction written for children to read for pleasure, rather than for didactic purposes'. Children's literature includes all the works written and published for children (Saraçoğlu, 2016, p.7). Besides enhancing language learning, children's literature can also nurture moral reasoning skills, emotional intelligence, and empathy and help children work through difficult issues (Ghosn, 2013, p.39).

Paran (2008) illustrates two trends in thought regarding the use of literary texts with children: the broadening of the concept of literature to include nursery rhymes and children's books, and the recognition that in a foreign language, learners might react well to literature written specifically for their age group. Children's literature can be used with older L2 learners as

well (Paran, 2008). Children's literature, which includes a diverse range of topics ranging from real life to fantasy, can be utilized to improve the language learning of children and teenagers. There are stories with well-developed characters, engaging plots, and vivid themes, offering good sources of knowledge, particularly concerning history and culture, sociological and psychological insights into realistic fiction, and a story framework for reading and writing when exploring genres, whether comprehending or composing (Ho, 2000, p.260).

Considering the above-mentioned advantages of literature in general and children's literature in particular, four literary texts are used in this study: *The Town Mouse and The Country Mouse* (a fable by Aesop); *Charlie and the Chocolate Factory* (a children's novel by Roald Dahl); *The Man in the Moon* (a short story by L. Frank Baum); *The Four Skillful Brothers* (a fairy tale by Grimm Brothers). The reason for choosing these literary works is that in addition to their appropriateness to learners' interests and selected cooperative learning techniques, they also have valuable moral lessons that learners can connect with their own lives. *The Town Mouse and The Country Mouse* can teach learners that a peaceful and secure life is more important than a dangerous luxury life. Simple things should be appreciated. *Charlie and the Chocolate Factory* as an exciting and timeless novel, has many important moral lessons that can be addressed in the everyday lives of learners. The power of hope and resilience, respect for the elderly, the importance of the family, the evil of greed, and being grateful for the important and simple things in life, are among them. *The Man in the Moon* can make learners understand that though something seems great, it might not be good for us. Thus, rather than focusing on something we desire, we should pay attention to things that are already around us. *The Four Skillful Brothers* emphasizes the power of working in a team, the significance of the relationship between family members, and necessity of the compromise.

CHAPTER III

METHODOLOGY

This chapter aims to focus on the overall design of the study, the sample of the study, data collection tools and procedures, and data analysis.

3.1. Research Design

The study aims to find out the effects of cooperative learning techniques on EFL learners' reading comprehension and learner autonomy and to investigate learners' perceptions of cooperative learning activities in terms of learner autonomy. To reach these aims, the study benefited from both quantitative and qualitative research methods. The main attraction of mixed methods research is the fact that by using both approaches researchers can bring out the best of both paradigms, thereby combining quantitative and qualitative research strengths (Dornyei, 2007). As Creswell & Clarks (2007) state, mixed methods research emphasizes collecting, analyzing, and mixing both quantitative and qualitative data to provide a better understanding of the research problems rather than either approach alone. In this study, quantitative data were collected through a questionnaire and pre- and post-reading comprehension tests; qualitative data were obtained through reflections.

The research design of the study is quasi-experimental since the groups are not formed randomly. Non-equivalent control-group design, which is the most commonly used quasi-

experimental design in educational research is adopted. In this design, research participants are not randomly assigned to the experimental and control groups, and both groups take a pre-test and a post-test (Gall, Gall & Borg, 2003, p.402). In this study, control and experimental groups were selected non-randomly. Learner Autonomy Questionnaire as a pre- and post-test and Reading Comprehension pre- and post-tests were employed. The experimental group was exposed to a treatment, whereas the control group received no treatment.

3.2. Sample of the Study

The participants of the study were 6th-grade students enrolled in a private school in Ankara. Two classes were selected through a convenient sampling technique. Cohen, Manion, and Morrison (2007) define this sampling technique as a type of sampling method that 'involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time' (p.113-114). The researcher worked at the same private school and taught these classes. A total of 34 students participated in the study, 22 male and 12 female. There were 17 students in the experimental group, and 17 in the control group.

3.3. Data Collection Tools

In this study, both quantitative and qualitative data collection tools were employed. The learner autonomy questionnaire, reflections, and pre-and post-reading comprehension tests were the three collection tools utilized. The quantitative data were collected through the pre- and post-reading comprehension tests and a questionnaire; qualitative data were collected through reflections.

Two different reading comprehension tests were employed before and after the treatment to determine the effects of cooperative learning techniques on learners' reading comprehension. Reading passages and tests were taken from *Reading Explorer 2* (Macintyre & Bohlke, 2020). The book was prepared using National Geographic content to improve students' reading skills. Reading texts and tests from this book were preferred because the tests explicitly assess learners' reading skills. Despite having different reading texts, both tests measure similar reading comprehension skills, which are skimming, scanning, detailed reading, inferencing, and finding the main idea. Additionally, tests have one section to measure the vocabulary knowledge of the learners by completing the sentences. Both tests have 20 questions in total.

The Learner Autonomy Questionnaire created by Bedoya (2014) was adopted to examine the impact of cooperative learning techniques on learner autonomy. A slightly adapted and translated questionnaire was borrowed from Gülşen (2018). This questionnaire is preferred because it measures learner autonomy in relation to reading skills. Additionally, this questionnaire was selected since it had already been used and its validity and reliability had been established. The questionnaire includes 25 items and is structured as a 4-point Likert scale from Always (4) to Never (1). The students took the test before and after the treatment as a pre-test and post-test.

Reflections were used to explore learners' perceptions of cooperative learning activities concerning the development of learner autonomy. Eight questions were provided to guide learners in data collection from reflections. Students were asked to write their reflections in relation to these eight questions after the implementation of each activity. Only experimental group students were asked to write their reflections.

3.4. Data Collection Procedure

The study was conducted for eight weeks. Prior to implementation, participants were informed about the procedure. They were given an explanation about the main ideas of cooperative learning, along with what it entails, and its potential benefits. The learner autonomy questionnaire and reading comprehension pre-test were implemented in the first week. After a six-week treatment with cooperative learning techniques, the questionnaire as a post-test and reading comprehension post-test were conducted in the last week of the study. One technique was implemented for three lesson hours. Lesson plans based on cooperative learning techniques were prepared using authentic literary texts from children's literature. Students filled out their reflections on the lessons after implementing each technique.

3.4.1. Lesson Plans Based on Cooperative Learning Techniques

For the purposes of the study, the researcher prepared four lesson plans based on cooperative learning techniques using four literary texts from children's literature. Learning together, Jigsaw I, Jigsaw II, and Reciprocal Teaching are the cooperative learning techniques employed in the present study. The reason why these strategies were chosen is that they are suitable to use in reading lessons with longer texts. Firstly Learning Together technique of cooperative learning was employed since it places a strong emphasis on the value of team-building exercises and frequent group conversations regarding how well members are collaborating. As students were not accustomed to structured cooperative learning lessons and groups, this technique might be considered a starting point. Following the Learning Together technique, Jigsaw I and Jigsaw II techniques were implemented consecutively. Jigsaw is a cooperative learning technique that 'promotes better learning, improves student motivation, and increases enjoyment of the learning experience' (Aronson, 2000). This method makes it easier for all of the students to interact with one another in the classroom, which makes them recognize one another as contributors on their shared assignments. Lastly,

reciprocal teaching was applied. This method was suggested by Palincsar & Brown (1984) to 'improve students' ability to learn from texts' (p. 118). The main attraction of the technique is that it involves four fundamental reading comprehension strategies- questioning, clarifying, summarizing, and predicting. With the roles pertaining to these strategies, reciprocal teaching would make the reading process more enjoyable.

Following literary texts were used in the lessons considering their appropriateness to learners' age, language level, and interests:

- *The Town Mouse and The Country Mouse* (a fable by Aesop);
- *Charlie and the Chocolate Factory* (a children's novel by Roald Dahl);
- *The Man in the Moon* (a short story by L. Frank Baum);
- *The Four Skillful Brothers* (a fairy tale by Grimm Brothers).

The objectives and procedure of the lessons are presented in the following part along with the activities.

- *Lesson Plan 1*

Literary text: The Town Mouse And The Country Mouse

Cooperative learning technique: Learning Together

Duration: 40+40+40 minutes (three class periods)

Level: A2

Age: 11-12

Class size: 17

Language focus: Reading Comprehension

Materials: pictures, story map, worksheet, checklist

Objectives: Students will be able to;

- Comprehend the text
- Summarize the story
- Answer the questions related to the text
- Share their ideas
- Help each other with their weaknesses
- Increase participation

Group size: 4 or 5 students per group

Roles: Group members will be assigned different roles (Ghaith, 2003)

- *Summarizer* makes sure everyone in the group understands what is being learned.
- *Recorder* writes down the group's decisions and edits the group's report.
- *Encourager* reinforces members' contributions.
- *Observer* keeps track of how well the group is collaborating.

Activities

Pre-reading

Teacher shows pictures and elicits the words *town* and *country.*

Then, teacher asks the following questions:

1) Would you prefer town life or country life? Give reasons for your answers.
2) What are the advantages and disadvantages of living in a town?
3) What are the advantages and disadvantages of living in a country?

After that, teacher says 'Today we are going to read the story of *The Town Mouse and the Country Mouse*'



Figure 1. City and country. *Which is better: living in the country or city?*, Chelton, H, 2021, Retrieved from https://casdbeavertales.org/3555/opinion/which-is-better-living-in-the-country-or-city/

While-reading

All group members read the text. As a group, they fill out the graphic organizer to summarize the story by sequencing. While reading group members perform their roles.

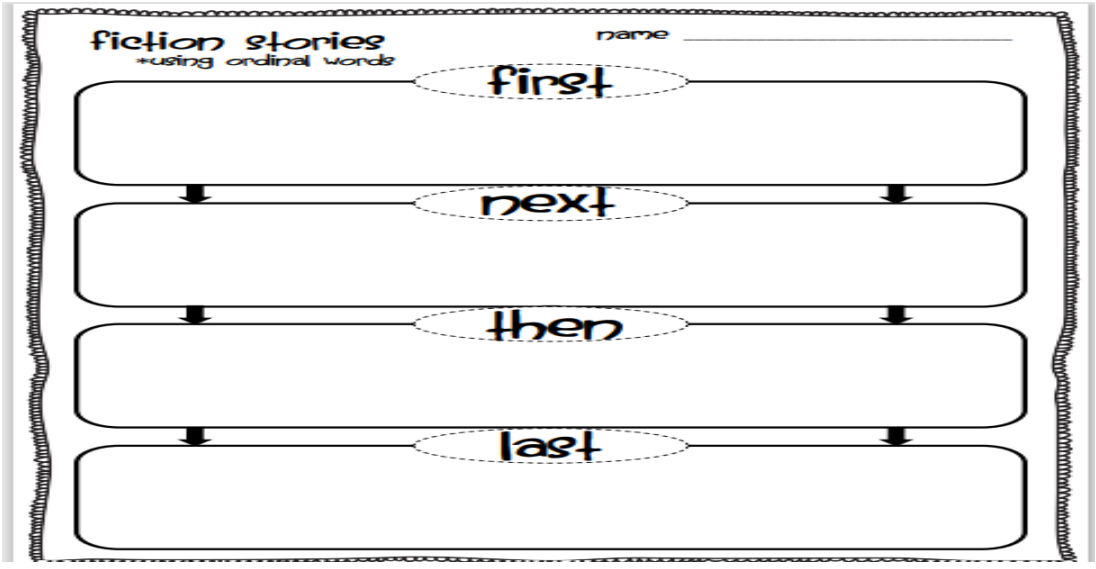


Figure 2. Story map. *Story maps*, Reading rockets, 2023, Retrieved from https://www.readingrockets.org/pdfs/storymap_simple.pdf

Post-reading

After reading the story, each group presents their summaries to the class. Then, they answer comprehension questions individually. Individual scores form group grades. The groups receive praise and rewards based on their performance.

1) What did the Country Mouse offer for lunch?
2) Why did the Country Mouse agree to go to the city with the Town Mouse?
3) What happened when the Country Mouse was about to have dinner?
4) What did the Country Mouse do when she saw a dog?

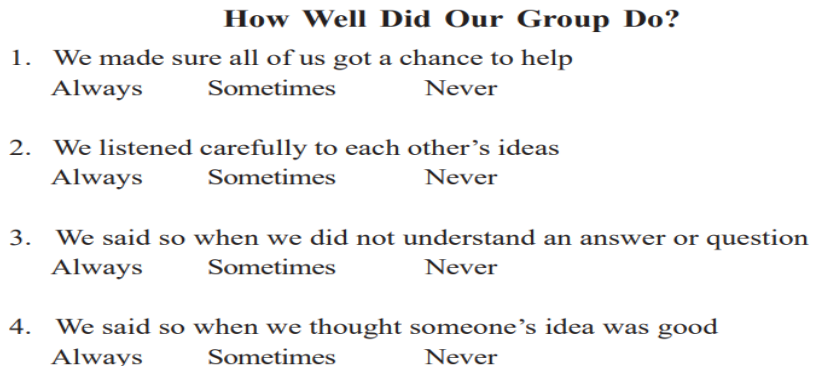
Mark the sentences as True or False. Correct the False sentences.

1) The Town Mouse enjoyed the food presented by the Country Mouse.
2) The Country Mouse was happy in the town.
3) There was delicious food at the Town Mouse's house.
4) Two mice left the town quickly after they heard the cat.
5) The Country mouse preferred a simple life in the country.

What lesson did you learn from the story?

.....

At the end of the lesson, groups complete a checklist (Gaith, 2003) to assess how well they collaborated when working on assignments.



How Well Did Our Group Do?

1. We made sure all of us got a chance to help
   Always Sometimes Never

2. We listened carefully to each other's ideas
   Always Sometimes Never

3. We said so when we did not understand an answer or question
   Always Sometimes Never

4. We said so when we thought someone's idea was good
   Always Sometimes Never

Figure 3. Checklist for the learning together technique. *Effects of the Learning Together model of cooperative learning on English as a foreign language reading achievement, academic achievement, academic self-esteem, and feelings of school alienation.* Ghaith, G. M., 2003, Bilingual Research Journal, 27(3), 451-474.

- *Lesson plan 2*

Literary text: Charlie and the Chocolate Factory (I, II, III, IV Chapters)

Cooperative learning technique: Jigsaw I

Duration: 40+40+40 minutes (three class periods)

Level: A2

Age: 11-12

Class size: 17

Language focus: Reading Comprehension

Materials: graphic organizer, worksheet, video

Objectives: Students will be able to;

- Comprehend the text
- Summarize the story
- Answer the questions related to the text

- Order the events
- Make references
- Share their ideas
- Help each other with their weaknesses
- Increase participation

Group size: 4 or 5 students per group

Lesson procedure: Learners are divided into 'jigsaw groups' of 4 or 5 based on the class size. One student from each group is appointed as a leader. Each student is assigned one chapter of the material they read and become familiar with. Then, students having the same chapters form 'expert groups' where they discuss the main points of their segments and practice the presentations they will make to their groups. After that, they go back to their 'jigsaw groups' and present their segments to their group one by one. The teacher observes the groups and intervenes if students face problems during the discussion. To let students understand that the lesson is more than simply for pleasure, the teacher ends the class with a quiz covering the content.

Activities

Pre-reading

Teacher explains the jigsaw procedure and says, 'Today we are going to read chapters from *'Charlie and the Chocolate Factory'*; *'Have you ever read it?'; 'Have you watched the movie?'*

After getting answers from students, teacher displays the trailer of the movie based on the novel (https://www.youtube.com/watch?v=OFVGCUIXJls).

While-reading

Teacher gives a copy of the chapters to the groups (Each member has different chapters). Teacher tells students to skim the assigned texts to reach a general overview of them in their jigsaw groups. After that, students with the same texts meet in expert groups to read and discuss the text. They prepare a summary of their segments to present to their original groups.

Activity 1

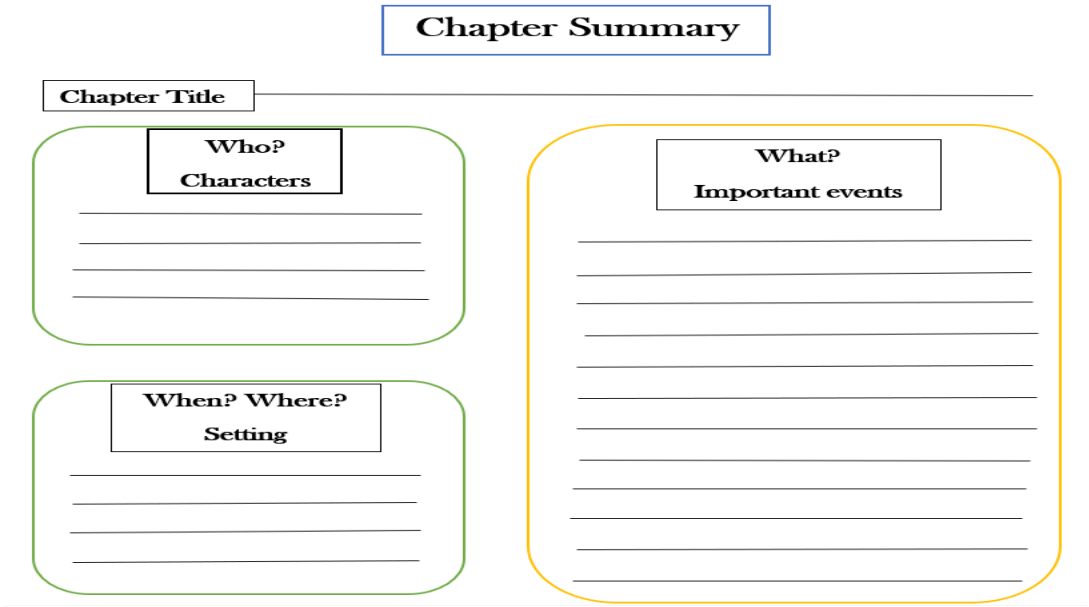


Figure 4. Chapter summary graphic organizer.

Post-reading

After reading and filling up their graphic organizers, students return to their home groups and present their materials to the others. Then, as a group, students work on an assignment sheet.

Activity 2

Comprehension questions

1) Why was life uncomfortable for the Bucket family?
2) Why did Charlie eat his birthday chocolate slowly?

3) Why do you think his grandparents were happy when they saw Charlie?

4) Why did Mr Willy Wonka close the factory?

5) Who were the secret workers?

Activity 3

Ordering

1) Prince Pondicherry wrote a letter to Mr Willy Wonka.

2) Mr Willy Wonka told all the workers that he was sorry, but they would have to go home.

3) Mr Bucket read the newspaper excitedly.

4) The chocolate palace began to melt.

5) Charlie asked his grandparents about Wonka's Chocolate Factory.

Activity 4

Teacher provides a list of words or names from the chapters. Students give information about them as a group or make sentences that refer to them in the chapters.

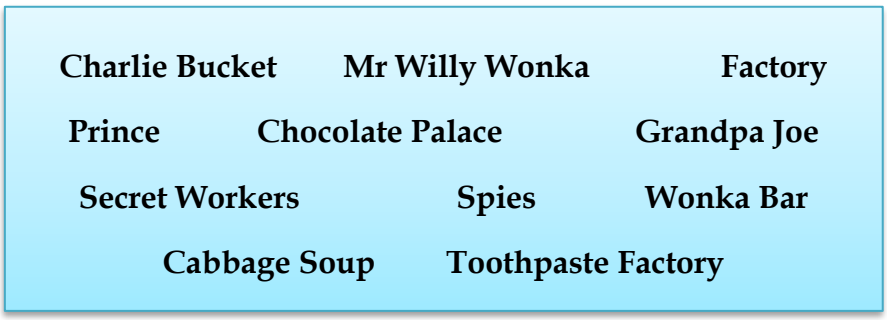


Figure 5. A list of words or names from the chapters

Activity 5

Choose the best word (or words) to describe Mr Willy Wonka. Prepare a small talk as a group. Give evidence from the text.



Figure 6. Words to describe Willy Wonka

- *Lesson plan 3*

Literary text: The Man in the Moon

Cooperative learning technique: Jigsaw II

Duration: 40+40+40 minutes (three class periods)

Level: A2

Age: 11-12

Class size: 17

Language focus: Reading Comprehension

Materials: pictures, worksheet

Objectives: Students will be able to;

- Comprehend the text
- Scan for the specific information
- Make predictions about the story
- Summarize the story
- Answer the questions related to the text
- Order the events

- Make references
- Share their ideas
- Help each other with their weaknesses
- Increase participation

Group size: 4 or 5 students per group

Lesson procedure: Learners are divided into 'jigsaw groups' of 4 or 5. All students read the common material first. Then, they are given different segments of the material. Students with the same segments meet in expert groups to discuss them and become experts. Later, they return to their home groups to teach their teammates what they have learned. The team members take a quiz individually and the quiz scores are used to form team scores.

Pre-reading

Students make predictions about the story by looking at the pictures and reading the first few sentences. They write their predictions to check them after reading. They use these questions to guide them while writing their predictions.

- Do you think The Man in the Moon will go to the Earth?
- Do you think he would like to live on the Earth?
- What will happen if he goes to Earth?



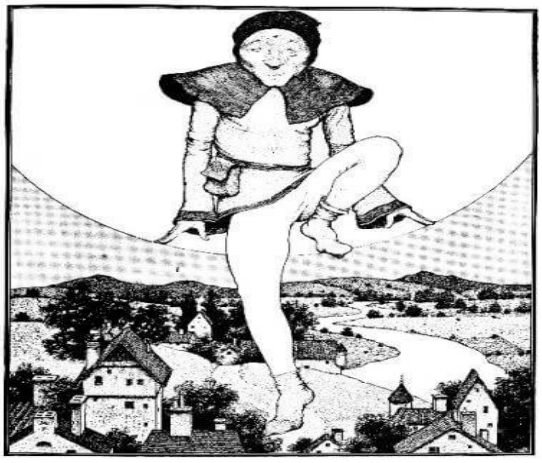


Figure 7. Illustrations from *The Man in the Moon. The Man in the Moon*, Baum, L. F., 1897, Retrieved from https://americanliterature.com/author/l-frank-baum/short-story/the-man-in-the-moon

Mother Goose (n.d.) *The Man in the Moon.* Retrieved from https://americanliterature.com/author/mother-goose/nursery-rhyme/the-man-in-the-moon

While-reading

Students scan the text to find the answers to the following questions:

- What did the Man in the Moon ask the *alderman?*
- How did the *astronomer* help the Man in the Moon?
- Why did the Man run out of the house after eating the *pease porridge?*

After scanning and detailed reading, students with the same segments of the story meet in expert groups to discuss the text and talk about unclear parts.

Post-reading

Students return to their jigsaw groups. Group members summarize their parts and answer the questions. Then, students read the predictions they have written and tell if that is true or not.

After that, students take a quiz individually.

Comprehension questions

1) What is the story mainly about?
2) What is true about the Man in the Moon?
    a) He enjoyed pease porridge.
    b) He loved the Earth and wanted to stay there forever.
    c) He was scared of the horses.
3) How did the Man in the Moon find the way to Norwich?
4) Why did the Man want to visit the Earth?
5) How did the Man go back to the Moon?

Ordering

1) The Man in the Moon put a few lumps of ice in the stove to warm him up.
2) The Man in the Moon asked Alderman how everything was on Earth.
3) The policeman arrested the Man in the Moon.
4) The Man in the Moon decided to visit Earth.
5) Pease porridge burnt his mouth.

- *Lesson plan 4*

Literary text: The Four Skillful Brothers

Cooperative learning technique: Reciprocal teaching

Duration: 40+40+40 minutes (three class periods)

Level: A2

Age: 11-12

Class size: 17

Language focus: Reading Comprehension

Materials: graphic organizer, role cards, pictures

Objectives: Students will be able to;

- Comprehend the text
- Summarize the story
- Generate questions relating to the material
- Answer the questions pertaining to the material
- Order the events
- Make references
- Share their ideas
- Help each other with their weaknesses
- Increase participation

Group size: 4 or 5 students per group

Lesson procedure: Students are divided into groups of 4 and assigned the reading material. Then, each student is given a role based on the reading comprehension strategies (Questioner, Clarifier, Summarizer, and Predictor). Summarizer highlights the key points in the reading material. Questioner generates questions about unclear parts or vocabulary. Clarifier addresses the unclear parts and the questions posed. Predictor combines the prior knowledge and new knowledge from the text to offer predictions related to the direction of the text or the author's intent. Throughout the process, the teacher's role is to guide and foster the students' abilities to use the four strategies successfully.

Pre-reading

Teacher models, then helps students learn to guide group discussions using four strategies: summarizing, questioning, clarifying, and predicting. After that teacher distributes the role cards to each student.

Predict:	**Clarify:**
Based on what you've read and what you know, what do you think will happen next? What clues helped you to think about what will happen next? Is your prediction logical? 	Was there a word you weren't sure about? What is it? What page is it on? What can we predict it means? How can we check it?  Were there any ideas that were confusing to you or that you don't understand? What strategies can we use to figure this out?
Question & Connect:	**Summarize:**
Is there anything that you did not understand? Is there anything that did not make sense? What were you thinking about as you were reading? Has anything like this ever happened to you? Have you ever known anyone like this character?  What are you curious about?	What are the most important ideas or events? What does the author want you to remember or learn from this? What is the most important information in this passage?  What was this passage mostly about? In your own words...

Figure 8. Role cards for reciprocal teaching. *Reciprocal teaching*, Reading rockets, 2023, Retrieved from https://www.readingrockets.org/content/pdfs /reciprocalteaching_handout.pdf

At this point, Predictor tries to guess what the fairy tale will be about by looking at the title and reading the first few sentences from the text.

While-reading

Group members implement their roles and fill out the graphic organizer.

Activity 1

Name:_____

Chapter or Book title: _____

Reciprocal Teaching Worksheet

Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).	
Prediction:	**Support:**
Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.	**Questions:** For each main idea listed, write down at least one question.
Main Idea 1: _____ _____ _____	**Question 1:** _____ _____ _____
Main Idea 2: _____ _____ _____	**Question 2:** _____ _____ _____
Main Idea 3: _____ _____ _____	**Question 3:** _____ _____ _____
Main Idea 4: _____ _____ _____	**Question 4:** _____ _____ _____
Main Idea 5: _____ _____ _____	**Question 5:** _____ _____ _____
Summarize: Write a brief summary of what you read.	
Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.	
Word or Phrase:	**Clarify:**

Figure 9. Reciprocal teaching worksheet. *Reciprocal teaching*. Reading Rockets, 2023, Retrieved from https://www.readingrockets.org/content/pdfs/reciprocalteaching_worksheet.pdf

Post-reading

After reading and filling out the graphic organizer, students present their activities to the class.

Activity 2

Students look at the pictures and talk about what happens in each of them. Then, they put them in order.

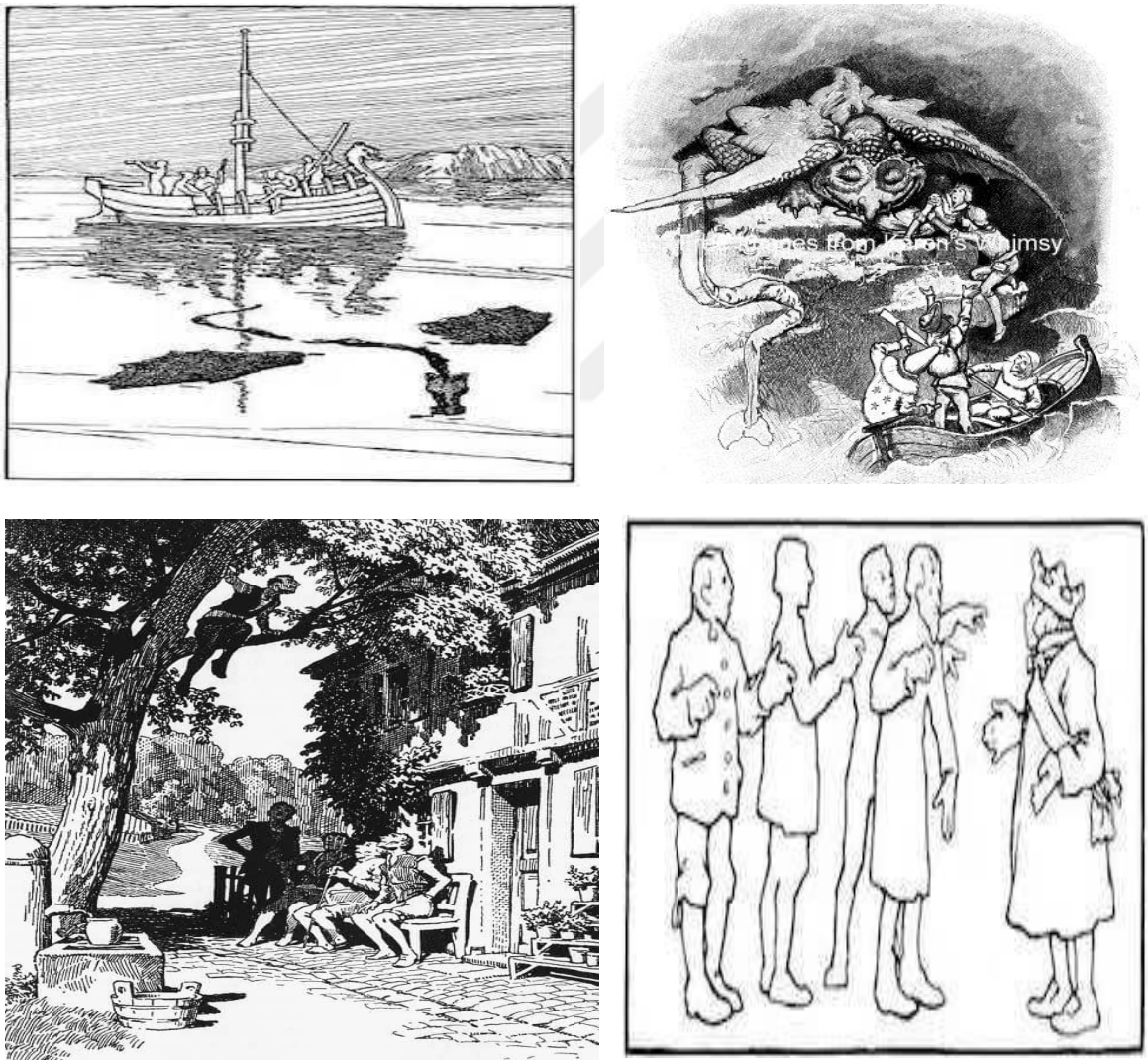


Figure 10. Illustrations from *The Four Skillful Brothers*. *The Four Skillful Brothers*, American literature, 2023, Retrieved from https://www.childstories.org/en/the-four-skillful-brothers-1788.html

Fairy Tale Illustrations 10, 2023, Retrieved from https://karenswhimsy.com/photo_details-2/1220/23363/Fairy-Tale-Illustrations-10-The-Four-Skillful-Brothers/view/

The Four Skillful Brothers, 2023, Retrieved from https://ririro.com/the-four-skillful-brothers/

Activity 3

1) Which brother deserves the most praise?
2) Which job would you like more (astronomer, thief, hunter, or tailor)?
3) Do you think the ending is fair?
4) What lessons did you learn from the tale?

3.5. Data Analysis

The data gathered from the pre- and post-reading comprehension tests were analyzed quantitatively via SPSS 29.0. Descriptive statistics of mean and standard deviations were calculated. The normality assumption test was employed to find out whether the data from reading comprehension tests were normally distributed or not. A paired Samples t-test was used to discover the changes in the experimental and control groups' pre- and post-reading comprehension test scores based on the normality assumption test results.

The data collected from the questionnaire were analyzed quantitatively via SPSS 29.0. Descriptive statistics of mean and standard deviations were calculated. As the data were normally distributed, an Independent Sample t-test was used for the inter-group analysis and a Paired Sample t-test for the intra-group analysis. According to Dornyei (2007), Paired Samples t-tests are used 'to compare two sets of scores obtained from the same group or when the same participants are measured more than once', whereas Independent Sample t-tests are utilized for 'comparing the results of groups that are independent of each other' (p.215).

The data obtained from reflections were analyzed qualitatively with content analysis to find common patterns or themes. Content analysis is used to analyze every kind of text. As a research technique, ‘content analysis provides new insights, increases a researcher’s understanding of particular phenomena, or informs practical actions’ (Krippendorff, 2004, p.18). Thus, this technique is one of the best options to investigate learners’ perceptions. In the data analysis of the reflections, the answers to eight questions were analyzed separately, and common themes were identified for each question. Then, the data were elaborated on and interpreted.

CHAPTER IV

FINDINGS

This section presents the research findings. The research questions of the study are utilized to demonstrate the results and discussions are interpreted subsequently.

4.1. Findings Related to the First Research Question

Research Question 1: To what extent does the implementation of cooperative learning techniques affect EFL learners' reading comprehension skills?

Two different reading comprehension tests were administered before and after the implementation to determine the effects of cooperative learning techniques on learners' reading comprehension. Both tests have 20 questions in total. Tests were applied to both groups. The means and standard deviations were analyzed through SPSS 29.0. The results of the pre-test and post-test were analyzed comparatively to find out if there was a difference between the pre-test and post-test. Firstly, the normality test was carried out in order to decide which test to use to compare the results.

Table 1

Normality Test for Pre-and Post-Reading Comprehension Tests

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-test	0.148	34	0.058	0.943	34	0.076
Post-test	0.135	34	0.120	0.945	34	0.088

Considering the sample size, the results of the Shapiro-Wilk test are taken into account since it is suitable for small samples. As Table 1 shows, the data obtained from the pre-test and post-test indicate a normal distribution. It is confirmed by the fact that the pre-test value of Sig.= 0.076 is greater than 0,05 (0.076 > 0,05), and the post-test value of Sig.= 0.088 is also greater than 0,05 (0.088 > 0,05). To ascertain whether there was a significant difference between both groups' pre-and post-tests, a Paired Samples t-test was implemented.

The analyses of the reading comprehension tests are presented below in the tables.

4.1.1. Analysis of the Pre-test Reading Comprehension Scores of the Experimental Group and the Control Group

The results of the pre-reading comprehension test for both groups are presented in Table 2.

Table 2

Pre-test Reading Comprehension Scores of the Experimental Group and the Control Group

Group Name	Mean	N	Standard Deviation	Standard Error Mean
Experimental Group	11,59	17	4,61	1,12
Control Group	11,41	17	4,73	1,15

Table 2 demonstrates that the pre-test mean scores of the experimental group and control group are 11,59 and 11,41 out of 20. This indicates that the two groups' reading comprehension levels were similar prior to the implementation.

4.1.2. Analysis of the Post-test Reading Comprehension Scores of the Experimental Group

Table 3 presents the post-reading comprehension test scores of the experimental group.

Table 3

Post-test Reading Comprehension Scores of the Experimental Group

Group Name	Mean	N	Standard Deviation	Standard Error Mean
Pre-test	11,59	17	4,61	1,12
Post-test	13,00	17	3,18	0,77

The table shows that whereas the group's pre-test mean score is 11,59 out of 20, the post-test mean score is 13,00. The pre-test standard deviation is 4,61 and the post-test standard deviation is 3,18. The results reveal that there is a difference between the experimental group's pre-test and post-test scores, as the group's reading comprehension score increases from 11,59 to 13,00.

The results show that there is a difference between the pre-test and post-test scores of the experimental group but to see whether there is a statistically significant difference between the pre-test and post-test scores of the group after the implementation of the cooperative learning activities, the Paired Samples t-test was employed.

Table 4

Statistical Analysis of the Pre and Post-test Reading Comprehension Scores of the Experimental Group (Paired Samples T-test)

Group Name	Mean	N	Sd	t	p
Pre-test	11,59	17	4,61	-2,781	0,013
Post-test	13,00	17	3,18		

Table 4 shows that there is a statistically significant difference as t=-2,781, and $p < 0,05$. It means that the results are statistically meaningful. The difference is explained by the group's higher post-test scores (m= 13.00, sd= 3.18) compared to its pre-test scores (m=11.59, sd=4.61). Accordingly, it may be inferred that the experimental group learners' reading comprehension skills have improved after the implementation of cooperative learning activities. It should also be pointed out that, while the group's pre-test and post-test scores

do not differ much, there is a noteworthy difference in reading comprehension after six weeks of treatment.

4.1.3. Analysis of the Post-test Reading Comprehension Scores of the Control Group

Table 5 presents the post-reading comprehension test scores of the control group.

Table 5

Post-test Reading Comprehension Scores of the Control Group

Group Name	Mean	N	Standard Deviation	Standard Error Mean
Pre-test	11,41	17	4,73	1,15
Post-test	11,18	17	4,11	1,00

The table shows that the group's pre-test mean score is 11,41 out of 20, whereas its post-test mean score is 11,18. The pre-test std deviation is 4,73 and the post-test std deviation is 4,11. The results reveal that the control group's pre-test and post-test scores are similar. In order to find out whether there is a statistically important difference between the pre-test and post-test scores of the group after the implementation of the cooperative learning activities, the Paired Samples t-test was utilized for the control group too and the test results are demonstrated in Table 6.

Table 6

Statistical Analysis of the Pre and Post-test Reading Comprehension Scores of the Control Group (Paired Samples T-test)

Group Name	Mean	N	Sd	t	p
Pre-test	11,41	17	4,73	0,940	0,361
Post-test	11,18	17	4,11		

Table 6 shows that there is not a statistically significant difference as t=0,940, and p >0,05. This indicates that the findings are not statistically significant.

4.2. Findings Related to the Second Research Question

Research question 2: How do cooperative learning techniques affect EFL learners' autonomy?

A questionnaire was used both before and after the treatment to investigate how cooperative learning techniques affected learners' autonomy. The questionnaire includes 25 items and is structured as a 4-point Likert scale from Always (4) to Never (1). It was applied to both control and experimental groups. The answers were analyzed using SPSS 29.0. The results of the questionnaire are presented below in the tables.

4.2.1. Analysis of the Pre-test Learner Autonomy Questionnaire of the Experimental Group and the Control Group

Both groups' pre-test total mean scores of all items and the mean score of each item are presented in Table 7.

Table 7

Pre-test Learner Autonomy Questionnaire Scores of the Experimental Group and the Control Group

	Items	Number	Control group Mean	Experimental group Mean
1	I plan the time for reading in this course.	17	2,94	2,71
2	I submit reading assignments on time.	17	3,29	3,71
3	I self-assess my performance in my reading lessons.	17	3,18	3,41
4	I reflect on what I learn from reading	17	3,00	3,47
5	I interact with my classmates while reading.	17	1,94	2,59
6	I am interested in the teacher's feedback.	17	3,12	3,41
7	I spend enough time reading in English during the week.	17	2,29	2,35
8	I read in English on my own (additional to the course).	17	2,65	2,18
9	I am able to work alone while reading	17	3,53	3,65
10	I manage my time while I am reading.	17	2,94	2,94
11	I ask the tutor when I need clarification.	17	3,18	3,41
12	I express my opinions in the lessons.	17	2,41	2,76
13	I think I can achieve my objectives in this course.	17	3,06	3,35
14	I think I am committed to reading tasks and assignments.	17	3,18	3,12
15	I have a good opinion of the reading lessons.	17	2,94	3,24
16	I like to study English in and out of my school.	17	2,71	2,94
17	I need the teacher's support to learn while reading.	17	2,12	2,53
18	I need a classmate's help to do the activities.	17	1,59	1,94
19	What I have learned in this course has been useful.	17	3,24	3,35
20	I understand assignments easily.	17	3,06	3,12
21	I search for information on the Internet for learning.	17	2,82	2,71
22	I can control my emotions related to learning.	17	3,29	3,65
23	I feel confident about my performance while reading.	17	2,76	3,06
24	I identify my learning difficulties	17	3,00	3,18
25	I can control my attention when I am reading.	17	3,12	3,29
	The means of all items	*17*	*2,86*	*3,04*

Table 7 shows that the total mean score of the experimental group is a little higher than the control group's score. To find out whether there is a statistical difference between the two groups' scores, an Independent Sample t-test was conducted.

Table 8

Independent Sample T-test Results Related to The Differences Between the Experimental and Control Groups' Pre-test Scores

Group	N	Mean	Sd	t	p
Experimental group	17	3,04	0,33	1,290	0,206
Control group	17	2,85	0,49		

The results show that there is not a statistically significant difference between the pre-test scores of the groups, as p=0.206 (p>0.05).

4.2.2. Analysis of the Post-test Learner Autonomy Questionnaire of the Experimental Group and the Control Group

Both groups' post-test total mean scores of all items and the mean score of each item are presented in Table 9.

Table 9

Post-test Learner Autonomy Questionnaire Scores of the Experimental Group and the Control Group

	Items	Number	Control group Mean	Experimental group Mean
1	I plan the time for reading in this course.	17	2,71	3,24
2	I submit reading assignments on time.	17	3,00	3,47
3	I self-assess my performance in my reading lessons.	17	3,06	3,41
4	I reflect on what I learn from reading	17	3,00	3,24
5	I interact with my classmates while reading.	17	2,18	3,47
6	I am interested in the teacher's feedback.	17	3,00	3,12
7	I spend enough time reading in English during the week.	17	2,47	2,47
8	I read in English on my own (additional to the course).	17	2,71	2,47
9	I am able to work alone while reading	17	3,47	3,53
10	I manage my time while I am reading.	17	3,12	3,47
11	I ask the tutor when I need clarification.	17	3,35	3,35
12	I express my opinions in the lessons.	17	2,76	3,35
13	I think I can achieve my objectives in this course.	17	2,76	2,82
14	I think I am committed to reading tasks and assignments.	17	3,12	3,06
15	I have a good opinion of the reading lessons.	17	3,12	2,88
16	I like to study English in and out of my school.	17	2,82	2,82
17	I need the teacher's support to learn while reading.	17	2,24	2,53
18	I need a classmate's help to do the activities.	17	1,65	2,29
19	What I have learned in this course has been useful.	17	3,00	3,12
20	I understand assignments easily.	17	3,29	3,35
21	I search for information on the Internet for learning.	17	2,88	3,00
22	I can control my emotions related to learning.	17	3,06	3,47
23	I feel confident about my performance while reading.	17	2,88	3,71
24	I identify my learning difficulties.	17	2,71	3,06
25	I can control my attention when I am reading.	17	3,06	3,41
	The means of all items	*17*	*2,86*	*3,12*

Table 9 shows the total mean score of the experimental group is higher than the control group's score. To find out whether there is a statistical difference between the two groups' scores, an Independent Sample t-test was conducted.

Table 10

Independent Sample T-test Results Related to The Differences Between the Experimental and Control Groups' Post-test Scores

Group	N	Mean	Sd	t	p
Experimental group	17	3,12	0,39	1,817	0,079
Control group	17	2,86	0,47		

Table 10 indicates that there is not a statistically significant difference between the post-test scores of the groups, as p=0.079 (p>0.05).

4.2.3. Statistical Analysis of Pre-test and Post-test Scores of the Groups

A Paired sample t-test was used to determine whether the pre-test and post-test scores of the experimental and control groups differed statistically significantly.

Table 11

Paired Samples T-test (Control Group)

Group	N	Mean	Sd	t	df	p
Pre-test	17	2.86	0,49	0,000	16	1.000
Post-test	17	2.86	0,47			

Table 11 shows that the pre and post-test scores of the control group are the same, so there is no difference.

Table 12

Paired Samples T-test (Experimental Group)

Group	N	Mean	Sd	t	df	p
Pre-test	17	3,04	0,33	-1,233	16	0,236
Post-test	17	3,12	0,39			

As seen in Table 12, the experimental group's scores increased slightly from the pre-test to the post-test. However, there is not a statistically significant difference in the mean scores of the experimental group. When the p-value of the pre-test and post-test of the experimental

group is analyzed, it is found to be p=0.236 (p>0.05), indicating that the difference is not statistically significant.

To find out whether there is a statistically significant difference between the experimental group's pre-test and post-test scores in further depth, a Paired Samples t-test was applied to each item of the questionnaire.

Table 13

Paired Samples T-test Scores of Each Item (Experimental Group)

	Items	Number	Pre-test Mean	Post-test Mean	p
1	I plan the time for reading in this course.	17	2,71	3,24	*0,015*
2	I submit reading assignments on time.	17	3,71	3,47	0,216
3	I self-assess my performance in my reading lessons.	17	3,41	3,41	1,000
4	I reflect on what I learn from reading	17	3,47	3,24	0,332
5	I interact with my classmates while reading.	17	2,59	3,47	*0,011*
6	I am interested in the teacher's feedback.	17	3,41	3,12	0,206
7	I spend enough time reading in English during the week.	17	2,35	2,47	0,543
8	I read in English on my own (additional to the course).	17	2,18	2,47	0,096
9	I am able to work alone while reading	17	3,65	3,53	0,608
10	I manage my time while I am reading.	17	2,94	3,47	*0,008*
11	I ask the tutor when I need clarification.	17	3,41	3,35	0,842
12	I express my opinions in the lessons.	17	2,76	3,35	*0,013*
13	I think I can achieve my objectives in this course.	17	3,35	2,82	0,108
14	I think I am committed to reading tasks and assignments.	17	3,12	3,06	0,773
15	I have a good opinion of the reading lessons.	17	3,24	2,88	0,210
16	I like to study English in and out of my school.	17	2,94	2,82	0,696
17	I need the teacher's support to learn while reading.	17	2,53	2,53	1,000
18	I need a classmate's help to do the activities.	17	1,94	2,29	0,287
19	What I have learned in this course has been useful.	17	3,35	3,12	0,260
20	I understand assignments easily.	17	3,12	3,35	0,332
21	I search information on the Internet for learning.	17	2,71	3,00	0,289
22	I can control my emotions related to learning.	17	3,65	3,47	0,422
23	I feel confident about my performance while reading.	17	3,06	3,71	*0,023*
24	I identify my learning difficulties	17	3,18	3,06	0,696
25	I can control my attention when I am reading.	17	3,29	3,41	0,496

Table 13 indicates that Items 1, 5, 10, 12, and 23 have statistically significant results (p<0.05). Items 1 and 10 represent one of the important aspects of learner autonomy- time management. It is possible to conclude that the implementation of cooperative learning activities increased learners' time management skills. Moreover, considering Item 5, it can be noticed that there was progress in cooperation among peers. It means that learners were

more willing to interact with their classmates after the treatment. Finally, based on the analysis of Items 12 and 23 it is obvious that learners were more self-confident about their performances and expressing their opinions in the lessons after the implementation of the cooperative learning techniques.

4.3. Findings Related to the Third Research Question

Research question 3: What are the students' perceptions of the cooperative learning activities in relation to their autonomy development?

Reflections were used in order to acquire detailed information on the learners' opinions and ideas about cooperative learning activities in relation to their autonomy development. Reflections give the researcher a more in-depth understanding of how students view the procedure on a regular basis.

4.3.1. Analysis of the Learner Reflections

Eight questions were given to students to help them write their reflections. Students were asked to fill out their reflections concerning these eight questions after implementing each activity. Only the experimental group students were asked to write their reflections. The answers to the questions were analyzed and elaborated on separately.

Question 1: *What did you like/dislike about this lesson?* This question was asked to find out learners' opinions of the lessons. The majority of the students stated that they like cooperative learning activities as they can interact with their friends and have discussions. Most of the students seemed to like teamwork and find these kinds of activities enjoyable. Some students liked the teamwork but complained about the length of the text and the difficulty of the comprehension questions. A small minority of the students noted that they did not like the group work because of their teammates. After rearranging their groups, they started to express positive opinions of the cooperative learning activities.

Question 2: *Do you think this activity is useful? Why?* Most of the students answered this question positively. They stated that these activities improved their English, especially, reading skills. Additionally, they specified that teamwork improved their relations with one another, as they learned gradually how to be a team. A few students did not find the activities useful stating that there is too much noise in the classroom generated from the activities.

Question 3: *Did you interact with your teammates while reading?* Students affirmed that they interacted with their teammates while reading and discussing the questions related to the texts. They added that they interacted with their friends when there was an unknown word, and they did not understand the meaning of some sentences. One student answered negatively stating that she prefers working individually not in groups with her friends because everyone has different opinions and sometimes it can be annoying.

Question 4: *Do you think working with your friends cooperatively helped you learn?* From the responses, it is understood that most of the students agreed that cooperative learning helped them learn better. They expressed that working in teams made the reading process easier and more relaxing.

Question 5: *Did you take responsibility for your learning?* The vast majority of the students responded positively to this question. They explained that having specific roles made them responsible for not only their learning but also their teammates' learning and groups' success. Some students noted that their assigned roles were challenging, and they had difficulty performing their roles.

Question 6: *Did you help your friend when needed?* Almost all students pinpointed that they helped their friends when needed. Some of them noted that they got help from their friends when they did not know the word or could not find particular information in the text.

Question 7: *Did you manage your time?* Some of the students agreed that the allocated time for the activities was enough, while others stated that it was difficult to manage their time and wished they had more time.

Question 8: *Did you like the story? Why?* Most students responded affirmatively to this question stating various reasons such as the literary material presented in the lesson was clear, easy to follow, engaging, and heartwarming. They also stated that the story was familiar as they had watched the adapted film before. A small number of the students considered the story boring or challenging.

The overall responses revealed that students had positive perceptions of cooperative learning activities implemented in class. Students pointed out that cooperation with peers made the reading process easier and the classroom climate was more enjoyable and relaxed. Moreover, a great majority of the students believed that they developed some extent of learner autonomy thanks to the assigned roles. Students were more encouraged to help their teammates as the success of the team depended on the performance of every individual learner in the group. For some students, it was easier to ask for help from their teammates. There were criticisms of the lessons with regard to the lack of time, length of the text, and noise in the classroom. In addition, some students expressed their negative opinions of the lessons, as they preferred to work alone.

4.4. Findings Related to the Fourth Research Question

Research question 4: Is there any difference in learners' reading comprehension and autonomy in terms of using children's literature?

The major aims of the current study are to find out the effects of cooperative learning techniques on learners' reading comprehension and autonomy. To this end, four lesson plans were created using literary materials based on cooperative learning activities. These four literary texts from children's literature are used in the study: *The Town Mouse and The Country Mouse* (a fable by Aesop); *Charlie and the Chocolate Factory* (a children's novel by Roald Dahl); *The Man in the Moon* (a short story by L. Frank Baum); *The Four Skillful Brothers* (a fairy tale by Grimm Brothers). Only the experimental group was instructed using these literary texts.

To find out the effects of literature-based activities on learners' reading comprehension, pre and post-tests were employed. As can be seen from Table 4, there is a statistically significant difference between the pre-and post-reading comprehension scores of the experimental group considering that the post-test scores of the group (m= 13.00, sd= 3.18) are higher than the pre-test scores (m=11.59, sd=4.61) and p=0.013 ($p<0.05$). Results show that following the adoption of the literature-based cooperative learning activities, the experimental group's reading comprehension scores improved. On the other hand, Table 6 shows that there is not a statistically significant difference between the pre and post-reading comprehension scores of the control group seeing that the pre-test score is 11.41, the post-test score is 11.18, and p=0.361 ($p>0.05$).

To investigate if there is a difference in learners' autonomy, Learner Autonomy Questionnaire was conducted. Table 10 shows that the pre-and post-test scores of the control group are the same (m=2.86), so there is no difference. In the experimental group, results slightly increased from 3,04 to 3,12. However, it was not a statistically meaningful difference as p=0,236 ($p>0,05$). Additionally, analysis of some items related to the time management skills of the learners, cooperation with peers, and learners' self-confidence had significant results. There was an improvement in these aspects after using literature-based materials.

CHAPTER V

DISCUSSION

As already stated, the current study aimed to investigate the effects of cooperative learning techniques on sixth-grade EFL learners' reading comprehension and autonomy using literary texts from children's literature. Additionally, the study attempted to explore learners' perceptions of cooperative learning regarding their autonomy development. This chapter includes a discussion of the findings obtained in the study.

5.1. Discussion

The current study sought to investigate the effects of literature-based cooperative learning techniques on learners' reading comprehension and autonomy and to find out learners' perceptions regarding cooperative learning activities in terms of their autonomy. These topics have been explored to some extent. However, far too little attention has been paid to the relationship between cooperative learning and learner autonomy. The interaction between the two constructs has not been investigated empirically, especially in Turkish EFL contexts. Some empirical studies in the Turkish context have explored the effects of cooperative learning techniques on reading skills. Besides the scarcity of such studies, they have mostly used coursebook texts with cooperative learning activities. The present study, on the other hand, incorporated authentic literary texts from children's literature in lessons. In an attempt to address these gaps in related literature, the current study was conducted at a private school with 34 sixth-grade students. Reading comprehension tests, a questionnaire,

and reflections were used as data collection tools. The results obtained were presented above. This section was devoted to the discussions of these results.

In the scope of this study, the findings indicated that cooperative learning techniques have the desired effect on the learners' reading comprehension. The results of the post-reading comprehension test demonstrated that 6th-grade students who were taught using literature-based cooperative learning activities outperformed their peers. These results may be explained by the fact that cooperative learning offers a supportive and stress-reduced environment in which students can learn how to interpret text collaboratively. It seems that students' interaction together in small cooperative groups to summarize, elaborate, and report information to their peers, promotes the subskills involved in comprehension (Ghaith & El-Malak, 2004). This is due to the fact that students were motivated and had a responsibility to understand and clarify written material to their teammates.

The findings are consistent with those of the previous research (Ghaith, 2003; Jalilifar, 2009; Law, 2008; Law, 2010). Unlike previous studies, the current study used literary texts in planning cooperative lessons. The involvement of literature in lessons seems to have an impact on the results because learners have been exposed to a very rich authentic source of language items. As Saraçoğlu states 'children's literature offers ample opportunities for facilitating language acquisition' (2016, 379) as well as helps students 'develop their interpersonal relationships with its suggestive power' (2016, 4).

Another aim of the study was to find out the impacts of cooperative learning techniques on learners' autonomy. Although the study did not yield any statistically significant differences between the control and the experimental groups on the dependent variable of learner autonomy, it indicated that in the experimental group, learners' autonomy improved to some extent. Further analysis of the questionnaire items showed that there were statistically meaningful differences in some items. After the implementation of literature-based cooperative learning techniques, learners' time management skills improved. This finding may be explained by the fact that cooperative learning techniques are prescriptive and

employ specific steps in lesson planning. This nature of the cooperative learning techniques might encourage learners to take responsibility for planning and managing their time in reading lessons. Results also revealed that learners were more encouraged to interact during the reading activities after the treatment. This can be interpreted that students in cooperative learning groups were given the opportunity to take part in group discussions and share their views with each other. Students' interaction contributing to the learning process may effectively enhance their reading comprehension. Lastly, findings suggested that students were more confident about their performances in class, and they were more encouraged to express their opinions in the lessons after the treatment. One reason for this finding is that cooperative learning emphasizes students' responsibility. Throughout the treatment, each student had a role in their group. Having assigned specific roles made students more responsible and consequently more confident about their performances. On the other hand, before performing in front of the whole class, in cooperative learning groups, students had a chance to practice in their teams first getting feedback from their teammates. This kind of interaction might boost learners' confidence and help them feel more relaxed in expressing their ideas in the lessons.

Another focus of the study was to investigate learners' perceptions of cooperative learning activities in relation to their autonomy development. The analysis of the learner reflections revealed that learners had generally positive perceptions of cooperative learning activities. This result conformed with the results of the studies (Bayat, 2004; Dilek, 2010; Ghaith, 2001; Shahamat, 2014). It can be said that in reading courses, students had great opportunities to interact with each other. Cooperative learning activities encouraged learners to ask and answer questions of each other and solve problems together. Particularly, some students revealed that they asked questions to their team members about the concepts they had difficulty understanding in the reading texts. Students also stated that cooperative learning made the reading process easier and more relaxed. It can be explained by the same fact that cooperative learning generates interaction between learners. On the other hand, some of the

students shared some different viewpoints related to using cooperative learning in classrooms. To exemplify, they stated that they do not enjoy working in groups because of their teammates. Similar results have been reported by Shahamat (2014). Students suggested that it would be enjoyable if they had the chance to choose their teammates.

Students held the view that cooperative learning activities helped them develop some degree of learner autonomy. They reported that cooperative learning techniques encouraged them to take charge of their learning procedure. This finding was also suggested by Dilek (2010). The reason for this finding might be the fact that in cooperative learning, learners work in teams in which each of them has specific roles and in order to be successful in learning tasks as a team, all of them have to complete their roles successfully. Thus, learners had to take responsibility for both their learning and their teammates' learning. This result is in line with the positive interdependence and individual accountability principles of cooperative learning suggested by Johnson & Johnson (1989). Team members should perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Besides, each member of the group needs to take responsibility for doing their part of the task.

Last but not the least, the study reported that students enjoyed the literary texts presented in the lessons. It can be interpreted that literary texts were appropriate to learners' interests with their discrete, engaging, and inspiring plots. Furthermore, some students found literary texts enjoyable since they were familiar with them.

Lastly, the study sought to find out if there is a difference in learners' reading comprehension and autonomy in terms of using children's literature. The results revealed that the experimental group using children's literature had better scores on the post-reading comprehension test than the control group. Language learning is directly related to how much input the learner is getting. An ample amount of input from authentic literary materials may improve learners' language skills, especially reading skills. Literature gives students the opportunity to expand their horizons beyond the constraints of traditional classroom materials. The involvement of the literary texts such as fable, short stories, fairy tales, and

children's novels in lessons gave learners another perspective on the language learning process and provided them with a wealth of input. The findings did not reveal significant differences in the development of learner autonomy in terms of using children's literature. However, the experimental group using literary texts developed some aspects of learner autonomy such as time management, interaction among peers, and confidence in their performances and expressing their opinions in the lessons. Literary texts used in the lessons are authentic materials written by the users of the target language. Thus, being able to read and comprehend them might have improved learners' confidence in the reading lessons. On the other hand, some students suggested that they were already familiar with some of the literary texts, which is why they were more enjoyable and easier to follow. So, the involvement of literary texts of students' choices would make the learning process more engaging and increase their confidence.

All in all, this study contributes to the related literature by providing a deeper insight into the use of literature-based cooperative learning techniques to promote learners' reading comprehension. The current study has gone some way towards enhancing our understanding of the relationship between cooperative learning and learner autonomy by suggesting that learner autonomy can be developed through literature-based cooperative learning techniques. The study also provides the first thorough examination of the learners' perceptions of cooperative learning techniques in relation to their autonomy development.

CHAPTER VI

CONCLUSION

This part of the study is devoted to the concluding remarks. Firstly, a summary of the study is presented. After that, conclusions are made in light of the results of the study. Lastly, pedagogical implications and recommendations for additional studies are presented.

6.1. Summary of the Study

The current study was carried out to investigate the effects of cooperative learning techniques on EFL learners' reading comprehension and autonomy using children's literature. Additionally, the study aimed to get insights into learners' perceptions of cooperative learning activities related to their autonomy development. To reach these aims, the present study was carried out at a private school with 34 sixth-grade students. There were 17 students in the control group, and 17 in the experimental group. In this study, cooperative learning techniques with literary texts from children's literature were implemented for six weeks in the experimental group. Before the implementation, the participants of both groups undertook the pre-reading comprehension test and learner autonomy questionnaire. Throughout the implementation, the students in the experimental group were supposed to write reflections on their perspectives and thoughts about cooperative learning activities concerning their autonomy development after the implementation of each activity. After the implementation, the post-reading comprehension test and the same questionnaire as a post-test were carried out to determine if there was an important change in learners' reading

comprehension and autonomy level. After analyzing the data from the instruments, a comparison of the experimental and control groups was made to illustrate the findings.

The first research question sought to explore the effects of cooperative learning techniques on learners' reading comprehension. Mean scores of pre- and post-reading comprehension tests of both groups were compared. The results revealed that, unlike the control group, the mean scores of the experimental group increased. The implementation of the Paired samples t-test revealed that there was a statistically significant difference between the pre-and post-reading comprehension scores of the experimental group. Based on these findings, it is possible to conclude that the implementation procedure increased students' reading comprehension. As a result, it can be concluded that applying cooperative learning techniques contributed to the experimental group students' reading comprehension skills.

The second research question attempted to investigate the effects of cooperative learning techniques on learners' autonomy. Mean scores of pre- and post-tests of both groups were compared. The results indicated that there was a slight increase in post-test scores of the experimental group, whereas the scores of the control group did not change. The paired samples t-test revealed that there was not a statistically meaningful difference between the pre-and post-test scores of the experimental group. However, further analysis of the questionnaire items revealed statistically significant differences in five items. Those items were related to time management, cooperation skills of the learners, confidence in their performances, and expressing their opinions in lessons. Based on the results, it can be concluded that cooperative learning techniques were not entirely successful in improving the autonomy level of learners. Nonetheless, important changes were observed in the above-mentioned aspects of autonomy.

The third research question of the study aimed to find out learners' perceptions of cooperative learning activities related to their autonomy development. The analysis of the learner reflections revealed that students mostly have positive opinions of the cooperative learning activities. Some points stated by learners leading to this result were a relaxed

classroom atmosphere, an easier, more enjoyable reading process, interaction with classmates, being able to ask and answer questions of friends, getting feedback from friends, and engaging easy-to-follow literary texts. Negative opinions related to the lessons were also stated by a minority of the students. These opinions were concerned with the noise in the classroom generated by the activities, the choice of teammates, the length of the texts, the difficulty of the comprehension questions related to the texts, and the preference to work alone. Additionally, students held the view that cooperative learning techniques have improved their autonomy. They pointed out that working in teams and having separate roles contributed to their autonomy development and made interaction with classmates easier.

The last research question sought to investigate learners' reading comprehension and autonomy in terms of using children's literature. As it is already noted, unlike the control group, literary texts from children's literature were included in the lessons of the experimental group. So, no additional data collection tools were needed to answer this research question. The findings revealed that the experimental group performed better in the post-reading comprehension test. The experimental group also outperformed the control group in some items of the autonomy questionnaire. Therefore, the study indicates that cooperative learning activities prepared with authentic literary texts from children's literature can be used to improve EFL learners' reading comprehension and autonomy.

6.2. Conclusion

The present study has revealed essential results that contribute to the related literature. The study makes a significant contribution to the relevant literature by illustrating the relationship between cooperative learning and EFL learners' reading comprehension. Previous research was mainly conducted with university learners. Nonetheless, this study was carried out at a private secondary school. This study added new insight into the related literature regarding the subject group. Consistent with the literature, this research suggests

that the use of cooperative learning techniques increases sixth-grade EFL learners' reading comprehension.

The current study lays the groundwork for further research into the relationship between learner autonomy and cooperative learning. The study indicates that learner autonomy can be developed through cooperative learning techniques to some extent. However, to get more conclusive results, studies with larger samples and for longer periods are needed.

The findings of this study corroborate those of the previous research regarding the perceptions of learners toward cooperative learning activities. Moreover, this study adds to the research literature by stating learners' views of cooperative learning related to their autonomy development.

The study reveals the fact that literary texts from children's literature have been useful at least in creating an alternative way to improve students' reading comprehension and encourage them to become autonomous learners. Offering a wide variety of language items, children's literature also provides learners with new perspectives on language learning, encouraging them to read authentic materials.

Considering its benefits, cooperative learning can be the solution to the problems faced in language classrooms. In the context of teaching foreign languages, cooperative learning settings give students greater opportunities for interaction, while in traditional classrooms, only one person can speak at a time. Cooperative learning encourages learners to interact with each other, ask questions, take initiative, and perform better in front of the whole class with its relaxed and enjoyable settings. Nevertheless, cooperative learning might not be effective in every situation, and it might not yield favourable outcomes in every class. Given the diversity of characteristics among students, working in groups cooperatively might work for some students, but not for the others.

6.3. Implications

In light of the findings, this study has several significant implications. To begin with, the present study may be considered as an essential step to encourage learners to have active roles in their learning process. Unlike teacher-led activities in which learners are mostly passive recipients, in cooperative learning, learners should take responsibility for their learning. Having roles to accomplish encourages them to participate in lessons more actively. Thus, it is important to let students know that learning is impossible unless they actively engage in the process.

The findings revealed that cooperative learning contributed to EFL learners' reading comprehension. The findings may inspire teachers to reconsider their teaching methods and approaches and motivate them to make changes in their teaching. They should adopt cooperative learning into their reading classes as this kind of learning may create more enjoyable learning environments which can make the reading process easier. Besides, working on the text as a group, asking and answering questions about it, discussing it, and hearing friends' opinions of it may contribute to their comprehension of the text.

The findings of the study may be used to suggest teachers use the literary texts from children's literature in their classes to bring variety and enthusiasm to their classes.

6.4. Suggestions

The present study was carried out with 6th-grade private school students to analyze the effects of literature-based cooperative learning techniques on reading comprehension and autonomy as well as to investigate learners' perceptions of cooperative learning techniques in relation to their autonomy development. Additional research is required to gain a comprehensive understanding of the link between these constructs.

This study was conducted with 34 sixth-grade students- 17 in the experimental group, and 17 in the control group. Although the results were satisfactory, more studies should be undertaken with a larger sample size to reach generalizable and conclusive results.

Improving reading comprehension and learner autonomy are challenging tasks and take a great deal of time. Although this study demonstrated that they can be improved to some extent, the treatment process lasted six weeks. For that reason, further investigation over a longer time is suggested.

The current study was conducted in one private secondary school. Further studies are needed to be done in public schools to compare the effects of cooperative learning techniques in different settings.

In this study only four cooperative learning techniques were implemented. Future studies might incorporate other cooperative learning techniques to find out if they are also effective in reaching desired outcomes.

In the present study researcher created four lesson plans with literature-based cooperative learning activities. Literary texts such as fables, short stories, children's novels, and fairy tales from children's literature were selected by the researcher prior to the implementation. It might ensure that literary works are appropriate for the learners' language level. However, using learners' choice of literary materials might arouse their interest in the reading lessons encouraging them to become more autonomous.

REFERENCES

Aesop. (n.d.). *The Town Mouse And The Country Mouse*. Retrieved from https://americanliterature.com/author/aesop/short-story/the-town-mouse-and-the-country-mouse

Aronson, E. (2000). *Jigsaw classroom*. Retrieved from https://www.jigsaw.org/

Aronson, E., Blaney, N., Stephan, C., Sikes, J., & Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills, CA: Sage.

Barış, G. (2017). *The effect of jigsaw cooperative learning technique on B2 level Turkish EFL university students' reading motivation*. Master's thesis, Bahçeşehir University Graduate School of Educational Sciences, İstanbul.

Barnett, M. A. (1988). Reading through context: How real and perceived strategy use affects L2 comprehension. *The Modern Language Journal, 73*(2), 150-162.

Bayat, O. (2004). *The effects of cooperative learning activities on student attitudes towards English reading courses and cooperative learning.* Master's thesis. Bilkent University The Institute of Economics and Social Sciences, Ankara.

Baum, L. F. (1897). *The Man in the Moon.* Retrieved from https://americanliterature.com/author/l-frank-baum/short-story/the-man-in-the-moon.

Bedoya, P. A. (2014). The exercise of learner autonomy in a virtual EFL course in Colombia. *HOW, A Colombian Journal for Teachers of English. 21*(1), 82-102.

Benson, P. (1997). The philosophy and politics of learner autonomy. In Benson, P., & Voller, P., *Autonomy and independence in language learning.* (pp. 18-34). NY: Pearson Education Limited.

Benson, P. (2011). *Teaching and researching autonomy in language learning.* Harlow: Longman.

Berzener, U. A. & Deneme, S. (2021). The effect of cooperative learning on EFL learners' success of reading comprehension: an experimental study implementing Slavin's STAD method. *TOJET: The Turkish Online Journal of Educational Technology, 20* (4), 90-100.

Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly, 20*(3), 463-492.

Carrell, P. L. (1983). Three components of background knowledge in reading comprehension. *Language Learning, 33(2), 183–203.*

Chastain, K., (1976). *Developing Second Language Skills: Theory and Practice*, 2nd ed. USA: Houghton Mifflin Company.

Cohen, E. G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research, 64*(1), 1-35.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education.* (6th ed.). New York, NY: Routledge.

Collie, J. & Slater, S. (1987). *Literature in the language classroom*. Cambridge: Cambridge University.

Creswell, J., & Clark, P. V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Dafei, D. (2007). An exploration of the relationship between learner autonomy and English proficiency. *Asian EFL Journal, 24* (4), 1-23.

Dahl, R. (1964). *Charlie and the Chocolate Factory*. Retrieved from https://issuhub.com/view/index/217998

Dam, L. (1990). Learner autonomy in practice: An experiment in learning and teaching. In Gathercole, I., *Autonomy in language learning.* (pp. 16-37). London: Centre for Information on Language Teaching and Research.

Dickinson, L. (1995). Autonomy and motivation a literature review. *System, 23*(2), 165–174. doi:10.1016/0346-251x(95)00005-5

Dilek, I. (2010). *A quasi-experimental study on the effects of cooperative learning activities in reading classes*. Master's thesis, Karadeniz Teknik Universitesi Sosyal Bilimler Enstitüsü, Trabzon.

Doolittle, P. E. (1995). *Understanding cooperative learning through Vygotsky's zone of proximal development.* (ED384575). ERIC. https://files.eric.ed.gov/fulltext/ED384575.pdf

Dornyei, Z. (1997). Psychological processes in cooperative language learning: group dynamics and motivation. *The Modern Language Journal, 81*(4), 482–493.

Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University.

Durkin, D. (1989). *Teaching Them to Read,* (5th ed.). Allyn & Bacon, Boston, MA.

Ellis, R. (2015). *Understanding second language acquisition.* Oxford: Oxford University.

Eneau, J., & Develotte, C. (2012). Working together online to enhance learner autonomy: Analysis of learners' perceptions of their online learning experience. *ReCALL, 24*(01), 3–19.

Er, S. & Aksu Ataç B. (2014). Cooperative learning in ELT classes: The attitudes of students towards cooperative learning in ELT classes. *International Online Journal of Education and Teaching (IOJET), 2*(1), 109-122.

Fathman, A. K., & Kessler, C. (1992). Cooperative Language Learning in School Contexts. *Annual Review of Applied Linguistics,* 13, 127.

Gall, M. D., Gall J. P., & Borg, W. R. (2003). Educational research: An introduction. Boston: Pearson Education.

Ghaith, G. (2001). Learners' perceptions of their STAD cooperative experience. *System, 29*(2), 289–301.

Ghaith, G. M. (2003). Effects of the Learning Together model of cooperative learning on English as a foreign language reading achievement, academic achievement, academic self-esteem, and feelings of school alienation. *Bilingual Research Journal, 27*(3), 451-474.

Ghaith, G., & El-Malak, M. A. (2004). Effect of Jigsaw II on literal and higher order EFL reading comprehension. *Educational Research and Evaluation, 10*(2), 105–115.

Ghosn, I. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal, 2* (56), 172-179.

Ghosn, I. (2013). Humanizing Teaching English to Young Learners with Children's Literature. *CLELE journal, 1*(1), 39-57.

Gilroy, M., & Parkinson, B. (1996). Teaching literature in a foreign language. *Language Teaching, 29*(04), 213.

Goodman, K. (1988). The reading process. In Carrell, P.L., Devine, J. & Eskey, D.E. *Interactive Approaches to Second Language Reading* (pp. 11-21). USA: Cambridge University.

Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly, 25*(3), 375-406.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* USA: Cambridge University.

Grellet, F. (1981). *Developing Reading Skills: A practical guide to reading comprehension exercises.* Cambridge: Cambridge University.

Grimm, J. & Grimm, W. (1819). *The Four Skillful Brothers.* Retrieved from https://americanliterature.com/author/the-brothers-grimm/fairy-tale/the-four-skilful-brothers

Gülşen, E. (2018). *Effects of online differentiated reading in reading comprehension skills and learner autonomy of young learners*. Master's thesis, Bahçeşehir University Graduate School of Educational Sciences, İstanbul.

Harmer, J. (2007). *How to teach English*. Harlow: Pearson Longman.

Harmer, J. (2007). The practice of English language teaching, (4th ed.). Essex: Pearson Education Limited.

Hedge, T. (2000). *Teaching and learning in the language classroom*. UK: OUP.

Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies, 1,* 53-66.

Ho, L. (2000). Children's literature in adult education. *Children's Literature in Education, 31*(4), 259–271.

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon

Hollingsworth, A., Sherman, J. & Zaugra, C. (2007). Increasing reading comprehension in first and second graders through cooperative learning (ED492928). Retrieved from http://www.eric.ed.gov/PDFS/ED498928.pdf

Holzman, L. (2018). Zones of proximal development: Mundane and magical. In Lantolf, J. P., Poehner, M. E. & Swain, M. *The Routledge Handbook of Sociocultural Theory and Second Language Development,* (pp. 42-55). NY: Routledge.

Jalilifar, A. (2010). The effect of cooperative learning techniques on college students' reading comprehension. *System, 38*(1), 96–108.

Johnson, D. W, & Johnson, R. (1983). The socialization and achievement crisis: Are cooperative learning experiences the solution? In L. Bickman (Ed.), *Applied Social Psychology annual 4*. Beverly Hills, CA: Sage.

Johnson, D.W. & Johnson, F.P. (2017). *Joining together: group theory and group skills.* USA, Pearson Education.

Johnson, D.W. & Johnson, R.T. (1989). *Cooperation and competition theory and research*. Edina, Minnesota, USA: Interaction Book Company.

Johnson, D. W., & Johnson, R. T. (1994). *Learning together and alone: Cooperative, competitive, and individualistic learning* (4th ed.). Boston, MA: Allyn & Bacon.

Johnson, D.W., Johnson, R.T. & Holubec, E.J. (1994). *The new circles of learning: cooperation in the classroom and school.* Virginia, USA: Association for Supervision and Curriculum Development.

Johnson, R. T., & Johnson, D. W. (1985). Student-student interaction: Ignored but powerful. *Journal of Teacher Education, 36*(4), 22–26.

Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership, 47*(4), 12–15.

Kagan, S. (1995). *We can talk: Cooperative learning in the elementary ESL classroom*. (ERIC Document Reproduction and Service No. ED 382035.)

Kagan, S. & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente: Kagan

Karpov, Y. V., & Haywood, H. C. (1998). Two ways to elaborate Vygotsky's concept of mediation. *American Psychologist, 53*(1), 27–36.

Khatib, M. & Rahimi A.H. (2012). Literature and language teaching. *Journal of Academic and Applied Studies, 2*(6), 32-38.

Koda, K. (2004). Insights into second language reading: A cross-linguistic approach. New York: Cambridge University.

Koda, K. (2007). Reading and language learning: crosslinguistic constraints on second language reading development. *Language Learning,* 57*, 1–44.*

Kohonen, V. (1992). Experiential language learning: Second language learning as cooperative learner education. In Nunan, D. (Ed.) *Collaborative language learning and teaching*, (pp. 14–39). Cambridge: Cambridge University.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage.

Lantolf, J. (2011). The sociocultural approach to second language acquisition. In Atkinson, D. (ed.) *Alternative approaches to second language acquisition*, (pp. 24-47). New York: Routledge.

Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development*. Oxford: Oxford University.

Law, Y.-K. (2008). Effects of cooperative learning on second graders' learning from text. *Educational Psychology*, *28*(5), 567–582.

Law, Y.-K. (2010). The effects of cooperative learning on enhancing Hong Kong fifth graders' achievement goals, autonomous motivation, and reading proficiency. *Journal of Research in Reading, 34*(4), 402–425.

Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly, 30*(4), 773-776.

Little, D. (1990). Autonomy in language learning: Some theoretical and practical considerations. In Gathercole, I., *Autonomy in language learning.* (pp. 7-15). London: Centre for Information on Language Teaching and Research.

Little, D. (1991). *Learner autonomy. 1: Definitions, issues, and problems.* Dublin: Authentik.

Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System, 23*(2), 175–181.

Little, D. (1999). Developing learner autonomy in the foreign language classroom: a social-interactive view of learning and three fundamental pedagogical principles. *Revista Canaria de Estudios Ingleses*, 38, 77–88.

Little, D. (1999). Learner autonomy is more than a Western cultural construct. In S. Cotterall, & D. Crabbe, (Eds.), *Learner autonomy in language learning: Defining the field and effecting change.* (pp. 11-18). Frankfurt: Peter Lang.

Little, D., Dam, L. & Legenhausen L. (2017). *Language learner autonomy: theory, practice and research.* Bristol: Multilingual Matters.

Littlewood, W. (1996). Autonomy: An anatomy and a framework. *System, 24*(4), 427- 435.

Liu, M.-C., Huang, Y.-M., & Xu, Y.-H. (2018). Effects of individual versus group work on learner autonomy and emotion in digital storytelling. *Educational Technology Research and Development, 66*(4), 1009–1028.

Lynch-Brown, C., & Tomlinson, C. M. (1999). *Essentials of children's literature.* 3rd ed. Boston: Allyn & Bacon.

Macintyre, P., & Bohlke, D. (2020). *Reading Explorer 2* (3rd edition). Boston, Cengage Learning: National Geographic Learning.

Marr, M. B. (1997). Cooperative learning: a brief review. *Reading & Writing Quarterly, 13*(1), 7–20.

Marzban, A., & Alinejad, F. (2014). The Effect of Cooperative Learning on Reading Comprehension of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences,* 116, 3744–3748.

McGroarty, M. (1989). The benefits of cooperative learning arrangements in second language instruction. *NABE Journal, 13*(2), 127–143.

McKay, S. (1986). Literature in the ESL classroom. In Brumfit, C. & Carter, R. A. (pp. 191-198). *Literature and language teaching*. Oxford: Oxford University.

Murray, G. (2014). *Social dimensions of autonomy in language learning.* Basingstoke, UK: Palgrave Macmillan.

Ning, H., & Hornby, G. (2013). The impact of cooperative learning on tertiary EFL learners' motivation. *Educational Review, 66*(1), 108–124.

Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Oxford: Heinemann.

Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: three communicative strands in the language classroom. *The Modern Language Journal, 81*(4), 443-456.

Palfreyman, D.M. (2018). Learner autonomy and groups. In Chik, A., Aoki, N. & Smith, R (eds.), *Autonomy in language learning and teaching: New research agendas* (pp. 51-73). UK: Palgrave Macmillan.

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension fostering and monitoring activities. *Cognition and Instruction, 1*(5), 117-175.

Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching, 41* (4), 465-496.

Reinders, H. (2010). Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skill. *Australian Journal of Teacher Education, 35*, 40-55.

Reynolds, K. (2011). *Children's literature: A very short introduction.* NY: Oxford University.

Rivers, W. M. (1981). *Teaching foreign-language skills.* Chicago, London: The University of Chicago.

Rivers, W.M. & Temperley, M.S. (1978). A practical guide to the teaching of English as a second or foreign language. NY: Oxford University.

Saraçoğlu, S. (2016). *The Use of Children's Literature in English Language Teaching Classes*. Saarbrücken: LAP Lambert Academic.

Saraçoğlu, S. (2022). The Contributions of Literature Courses to English Language Teaching Programmes. *GEFAD/GUJGEF 42*(3), 2469-2497.

Sellers, V. D. (2000). Anxiety and Reading Comprehension in Spanish as a Foreign Language. *Foreign Language Annals, 33*(5), 512–520. doi:10.1111/j.1944-9720.2000.tb01995.x

Shahamat, A. (2014). *The integration of cooperative learning in fifth grade EFL classrooms*. Master's thesis, Bahçeşehir University Graduate School of Educational Sciences, İstanbul.

Shanahan, T. (2005). The national reading panel report: practical advice for teachers. Naperville: Learning Point Associates.

Sharan, Y., & Sharan, S. (1992). *Expanding cooperative learning through group investigation.* New York: Teachers College.

Slavin, R.E. (1980). Cooperative Learning. *Review of Educational Research, 50*(2), 315-342.

Slavin, R.E. (1991). Synthesis of research on cooperative learning. *Educational Leadership, 48*(5), 71-82.

Slavin, R. E. (1983). *Cooperative learning.* New York: Longman.

Slavin, R. E. (1987). Developmental and motivational perspectives on cooperative learning: A reconciliation. *Child Development, 58*(5), 1161-1167.

Stevens, R. J., Slavin, R.E. & Farnish, A.M. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology, 83*(1), 8-16.

Stevens, R.J. (2003). Student team reading and writing: a cooperative learning approach to middle school literacy instruction. *Educational Research and Evaluation, 9*(2), 137-160.

Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: Research and procedure. *JALT Journal, 12*(2).

Szostek, C. (1994). Assessing the effects of cooperative learning in an honor's foreign language classroom. *Foreign Language Annals, 27*(2), 252–261.

Tarchi, C., & Pinto, G. (2016). Reciprocal teaching: Analyzing interactive dynamics in the co-construction of a text's meaning. *The Journal of Educational Research, 109*(5), 518–530.

Thomson, C. K. (1998). Junior Teacher Internship: Promoting Cooperative Interaction and Learner Autonomy in Foreign Language Classrooms. *Foreign Language Annals, 31*(4), 569–583.

Thomson, C.K. (1996). Self-assessment in self-directed learning: Issues of learner diversity. In Pemberton, R., Li, E. S., Or, W. W., & Pierson, H. D. (Eds.), *Taking control: Autonomy in language learning* (pp. 77-91). Hong Kong, China: Hong Kong University.

Urquhart, A.H. & Weir, C.J. (1998). *Reading in a second language: Process, product and practice.* Harlow: Addison Wesley Longman Limited.

Vygotsky. L. S. (1978). *Mind in society: The development of higher psychological process.* Cambridge: Harvard University.

Wang, M. C., & Peverly, S. T. (1986). The self-instructive process in classroom learning contexts. *Contemporary Educational Psychology, 11*(4), 370–404.

Widdowson, H.G. (1979*) Explorations in Applied Linguistics*. Oxford: Oxford University.

Wood, K.D. (1987). Fostering cooperative learning in middle and secondary level classrooms. *Journal of Reading, 31*(1), 10-18.

Zhou, H. (2012). Enhancing non-English majors' EFL motivation through cooperative learning. *Procedia Environmental Sciences,* 12, 1317–1323.

APPENDICES

APPENDIX 1. Learner Autonomy Questionnaire*

Table 14

	Always (Her zaman)	Sometimes (Bazen)	Seldom (Ara Sıra)	Never (Hiçbir Zaman)
1) I plan the time for reading in this course. (Bu derste okuma aktivitelerinde zaman planlaması yapıyorum.)				
2) I submit reading assignments on time. (Okuma ödevlerini zamanında teslim ediyorum.)				
3) I self-assess my performance in my reading lessons. (Okuma derslerimde performansımı kendim değerlendirebiliyorum.)				
4) I reflect on what I learn from reading. (Okuduğum kitaplardan, metinlerden öğrendiklerimi yorumlayabiliyorum)				
5) I interact with my classmates while reading. (Okuma yaparken sınıf arkadaşlarımla etkileşimli çalışıyorum.)				
6) I am interested in the teacher's feedback. (Öğretmenimin geri bildirimlerini, değerlendirmelerini merak ederim.)				
7) I spend enough time reading in English during the week. (Hafta boyu İngilizce okuma yapmaya yeterince zaman ayırıyorum.)				
8) I read in English on my own (additional to the course). (-Derslere ek olarak- tek başıma İngilizce okuma yapıyorum.)				
9) I am able to work alone while reading. (Okuma yaparken tek başıma çalışabiliyorum.)				
10) I manage my time while I am reading. (Okurken zamanımı yönetiyorum.)				
11) I ask the tutor when I need clarification. (Açıklamaya ihtiyaç duyduğumda öğretmenimden yardım alıyorum.)				
12) I express my opinions in the lessons. (Derslerde fikirlerimi açıklıyorum.)				
13) I think I can achieve my objectives in this course. (Bu derste hedeflerime ulaşabileceğimi düşünüyorum.)				
14) I think I am committed to reading tasks and assignments. (Okuma aktivitelerine ve ödevlerine kendimi adadığımı düşünüyorum.)				
15) I have a good opinion of the reading lessons. (Okuma dersleri hakkında olumlu düşünüyorum.)				
16) I like to study English in and out of my school. (Okulda ve okul dışında İngilizce çalışmak isterim.)				
17) I need the teacher's support to learn while reading. (Okuma yaparken öğretmenin desteğine ihtiyaç duyarım.)				
18) I need a classmate's help to do the activities. (Okuma aktivitelerini yapabilmek için bir sınıf arkadaşımın desteğine ihtiyaç duyarım.)				
19) What I have learned in this course has been useful. (Bu derste öğrendiklerim çok işime yaradı.)				

20) I understand assignments easily. (Verilen ödevleri kolay anlıyorum.)
21) I search information on the Internet for learning. (Öğrenirken, okurken internette araştırma yapıyorum.)
22) I can control my emotions related to learning. (Öğrenmeyle ilgili duygularımı kontrol edebiliyorum.)
23) I feel confident about my performance while reading. (Okuma yaparken performansıma güvenirim.)
24) I identify my learning difficulties. (Öğrenme güçlüklerimi belirleyebiliyorum.)
25) I can control my attention when I am reading. (Okuma yaparken dikkatimi toplayabiliyorum.)

*Gülşen, E. (2018). Effects of online differentiated reading in reading comprehension skills and learner autonomy of young learners. Master's thesis, Bahçeşehir University Graduate School of Educational Sciences, İstanbul.

APPENDIX 2. Reading Comprehension Pre-test

(taken from Macintyre P. & Bohlke D. Reading Explorer 2 (3 ed.), National Geographic Learning, a Cengage Company)

Sweet Love

A. Many scientists believe our love of sugar may actually be an addiction. When we eat or drink sugary foods, the sugar enters our blood and affects the parts of our brain that make us feel good. Then the good feeling goes away, leaving us wanting more. All tasty foods do this, but sugar has a particularly strong effect. In this way, it is in fact an addictive drug, one that doctors recommend we all cut down on.

B. "It seems like every time I study an illness and trace a path to the first cause, I find my way back to sugar," says scientist Richard Johnson. One-third of adults worldwide have high blood pressure, and up to 347 million have diabetes. Why? "Sugar, we believe, is one of the culprits, if not the major culprit," says Johnson.

C. Our bodies are designed to survive on very little sugar. Early humans often had very little food, so our bodies learned to be very efficient in storing sugar as fat. In this way, we had energy stored for when there was no food. But today, most people have more than enough. So the very thing that once saved us may now be killing us.

D. So, what is the solution? It's obvious that we need to eat less sugar. The trouble is, in today's world, it's extremely difficult to avoid. From breakfast cereals to after-dinner desserts, our foods are increasingly filled with it. Some manufacturers even use sugar to replace taste in foods that are advertised as low in fat. So while the foods appear to be healthier, large amounts of sugar are often added.

E. But some people are fighting back against sugar and trying to create a healthier environment. Many schools are replacing sugary desserts with healthier options, like fruit. Other schools are trying to encourage exercise by building facilities like walking tracks so students and others in the community can exercise. The battle has not yet been lost.

A. Choose the best answer for each question.

1. What is the reading mainly about?

a. our addiction to sugar

b. illnesses caused by sugar

c. ways to avoid sugar

2. In paragraph B, the word *culprit* is closest in meaning to.

a. disease

b. sweet food

c. cause of the problem

3. In paragraph C, what does the phrase *the very thing refer to?*

a. the amount of sugar in our food

b. having enough food to survive

c. our ability to store sugar as fat

4. According to the passage, why is it so hard to avoid sugar?

a. It gives us needed energy.

b. It's in so many foods and drinks.

c. We get used to eating it at school.

5. Which of the following statements about sugar is NOT true?

a. Our bodies are able to store sugar as fat.

b. We need very little sugar to survive.

c. Early humans ate more sugar than we do today.

B. Write short answers to the questions below. Use one to three words from the passage for each answer.

1. What disease does a third of adults in the world suffer from?
2. Why do some manufacturers add sugar to low-fat foods?
3. What are many schools replacing sugary desserts with?

C. Look back at Reading A. Circle the main idea of each paragraph A–C.

1. Paragraph A

a. Sugar is addictive.

b. All tasty foods contain sugar.

2. Paragraph B

a. Sugar can cause illnesses.

b. The number of people with diabetes and high blood pressure is rising.

3. Paragraph C

a. Sugar gives us energy when we don't eat for a long time.

b. Our bodies need very little sugar to survive, and we now eat too much of it.

D. Complete the sentences to summarize the main ideas of paragraphs D and E.

1. Paragraph D: These days, it is very difficult to…
2. Paragraph E: There are some people who…

E. Complete the sentences. Circle the correct options.

1. When a company **advertises** something, they want you to *buy/return* it.
2. Someone who is **efficient** at a task does it without planning *carefully / wasting* time or energy.
3. Two groups that have a **battle** are likely to be *angry at / friendly* with each other.
4. The **facilities** of a school include the *classrooms/teachers*.
5. If something is **obvious**, it is *difficult/easy* to see or understand.
6. When you **store** something, you *keep it / throw it away*.
7. When you **cut down on** sugar, you eat *less / more* of it.

APPENDIX 3. Reading Comprehension Post-test

(taken from Macintyre P. & Bohlke D. Reading Explorer 2 (3 ed.), National Geographic Learning, a Cengage Company)

Food for the Future

A. In 1845, a deadly disease struck the farms of Ireland, killing all the Lumper potato plants. The death of a single crop species might not seem so important. But in Ireland, in 1845, people depended almost solely on the potato for food. The death of one species caused a terrible famine. Now, some scientists are worried that such a famine could happen again—but on a much wider scale.

B. Over the centuries, farmers have discovered thousands of different species of food crops. Each species has special qualities. Some can be grown in very hot or cold climates. Others are not affected by certain diseases. However, you won't find many of these species in your local supermarket. To feed the seven billion people on Earth, most farmers today are growing only species of plants that are easy to produce in large numbers. Meanwhile, thousands of other species are becoming extinct.

C. For example, in the Philippines, there were once thousands of varieties of rice; now fewer than 100 are grown there. In China, 90 percent of the wheat varieties grown just a century ago have disappeared. Experts believe that over the past century, we have allowed more than half of the world's food varieties to disappear.

D. One solution to this problem is to collect and preserve the seeds of as many different plant varieties as we can before they disappear. This idea was first suggested by Russian scientist Nikolay Vavilov. In the 1920s and 1930s, he collected around 400,000 seeds from five continents. More recently, others have continued the work he began. There are now around 1,700 seed banks in countries around the world. The Svalbard Global Seed Vault—which preserves almost one million seed samples—has one of the largest collections.

E. In the U.S. state of Iowa, Diane Ott Whealy and her husband founded Heritage Farm—a place where people can store and trade seeds. Initially, Ott Whealy wanted to preserve historic plant varieties, like the seeds her great-grandfather brought to the United States more than 100 years ago from Germany. But the people at Heritage Farm don't just store the seeds; they plant them. By doing this, they are reintroducing foods into the marketplace that haven't been grown for years. These food species are not just special in terms of appearance or flavor. They also offer farmers food solutions for the future, from the past.

A. Choose the best answer for each question.

1. What is the reading mainly about?

a. how food species disappear

b. the need to preserve different food species

c. ways to increase the number of food species

2. Why does the writer mention Ireland in the first paragraph?

a. to give an example of why it is dangerous to depend on a single crop species

b. to explain how worldwide interest in crop varieties first developed

c. to describe how Irish researchers are searching for new crop varieties

3. What is true about Nikolay Vavilov?

a. He was one of the first people to collect plant seeds.

b. He created the designs for the Svalbard Seed Vault.

c. He has worked in many seed banks around the world.

4. Which statement would Diane Ott Whealy probably agree with?

a. Historic seeds are usually difficult to reintroduce to the marketplace.

b. It's important to not only store seeds, but also plant them.

c. Foods grown from historic and new seeds generally have a similar taste.

5. The infographic on page 15 shows.

a. that farmers in 1903 were producing less food than farmers today

b. that many different crop varieties were lost between 1903 and 1983

c. that today's seed banks contain more varieties than those in 1903

B. Match each statement with the place it describes.

a. China b. Iowa, U.S.A. c. Ireland d. the Philippines e. Svalbard

1. Historic plant varieties are being planted and sold here.
2. Many people died here because of a serious lack of food.
3. Only 10 percent of past wheat varieties now remain here.
4. There are now far fewer varieties of rice here than in the past.
5. One of the biggest seed banks in the world can be found here.

C. Now look back at Reading A. Note the purpose of each paragraph.

1. Paragraph A:
2. Paragraph B:
3. Paragraph C:
4. Paragraph D:
5. Paragraph E:

D. Complete the information. Circle the correct words.

Over 1,700 seed banks around the world keep seed [1]**varieties / flavors** from all [2]**qualities / continents** safe in the event of a large-[3]**scale / produced** global crisis, such as a famine. The Svalbard Global Seed Vault is one of the world's largest. Director Cary Fowler commented that the opening of the seed bank "marks a [4]**seed / historic** turning point in safeguarding the world's [5]**crop / flavor** diversity." The seeds are stored in a permanently chilled, earthquake-free zone 120 meters above sea level, allowing them to remain high and dry.

APPENDIX 4: Reflection

Write your experiences about cooperative learning activity and its effect on your autonomy development. These questions can help you generate your ideas.

1. What did you like/dislike about this lesson? (Bu ders hakkında neyi beğendiniz/beğenmediniz?)
2. Do you think this activity is useful? Why? (Bu aktivitenin faydalı olduğunu düşünüyor musunuz? Neden?)
3. Did you interact with your teammates while reading? (Okuma yaparken takım arkadaşlarınızla etkileşimli çalıştınız mı?)
4. Do you think working with your friends cooperatively helped you learn? (Arkadaşlarınızla işbirliği içinde çalışmanın öğrenmenize yardımcı olduğunu düşünüyor musunuz?)
5. Did you take responsibility for your learning? (Öğrenmeniz için sorumluluk aldınız mı?)
6. Did you help your friend when needed? (İhtiyacı olduğunda arkadaşınıza yardım etdiniz mi?
7. Did you manage your time? (Zamanınızı yönetebildiniz mi?)
8. Did you like the story? Why? (Hikayeyi beğendiniz mi? Neden?)

APPENDIX 5. Permission to Use the Learner Autonomy Questionnaire



Anket izni

Shafag I
to erhan.gulsen

Thu, 13 Apr, 14:53 (6 days ago)

Sayın Hocam,

Merhaba, ben Gazi Üniversitesi İngiliz dili eğitimi bilim dalında yüksek lisans öğrencisi Şafak İskandarova. Kusura bakmayın rahatsız ediyorum. Ben izniniz olursa, 'Effects of online differentiated reading in reading comprehension skills and learner autonomy of young learners' adlı tezinizdeki uyarlamış olduğunuz Öğrenci özerkliği anketini kullanmak istiyorum. Benim tezim için oldukça uygun bir anket. Geri dönüş yaparsanız çok sevinirim. Şimdiden çok teşekkür ederim.

Saygılarımla,

Şafak İskandarova
Gazi Üniversitesi

erhan.gulsen

Fri, 14 Apr, 07:54 (5 days ago)

Merhaba Şafag; Anketi kullanabilirsin. İyi çalışmalar dilerim Get Outlook for iOS From: Shafag I Sent: Thursday, April 13, 2023 2:

APPENDIX 6: Permission to Collect the Data

Evrak Tarih ve Sayısı: 15.02.2024-E.879814

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-96708377 14.02.2024
Konu : Araştırma İzni

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.
b) 01.02.2024 tarihli ve 869138 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Öğrencisi Shafag ISKANDAROVA'nın **"Investigating the Effects of Cooperative Learning Techniques on EFL Learners' Reading Comprehension and Autonomy: Using Children's Literature"** konulu çalışması kapsamında İlimiz Yenimahalle İlçesine bağlı ortaokullarda uygulama talebi ilgi (a) Genelge çerçevesinde komisyonumuzca incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüş olup çalışma tamamlandıktan sonra çalışmanın bir nüshasının **30 iş günü içerisinde arge06_arastirma@meb.gov.tr adresine PDF olarak gönderilmesi** gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Yaşar KOÇAK
Vali a.
Milli Eğitim Müdürü

Ek:
Uygulama Araçları

Dağıtım:
Gereği:
Gazi Üniversitesi

Bilgi:
Yenimahalle İlçe MEM

Bu belge güvenli elektronik imza ile imzalanmıştır.



GAZİLİ OLMAK AYRICALIKTIR...