

**T.C.  
ULUDAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
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İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**LEARNER AUTONOMY AND LANGUAGE LEARNING  
PORTFOLIOS : A STUDY ON THE DEVELOPMENT OF  
READING AND VOCABULARY**

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**BURSA 2005**

## ABSTRACT

### LEARNER AUTONOMY and LANGUAGE LEARNING PORTFOLIOS: A STUDY ON THE DEVELOPMENT OF READING AND VOCABULARY

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#### Master Thesis

This research, which is quasi-experimental in nature, basically aims to introduce the concept of learner autonomy and an autonomous application, portfolio, in foreign language learning. Besides giving theoretical data about learner autonomy and portfolio, the researcher organized and managed a portfolio application on intensive reading skills, which is rarely encountered in the literature, from beginning to end. All the steps and procedures done in the portfolio application are explained in the study. Thus, a whole picture of a portfolio application is presented in order to provide an indepth understanding about the concept.

94 English as a Foreign Language learners in 11<sup>th</sup> grade in a high school participated in the study. In order to gather necessary information, those 94 students were divided into two groups, i.e. control and experimental, at the beginning of the study. Then both groups were given a pre-test on intensive reading. After this first step, the control group were trained reading via traditional methods while the experimental group experienced an autonomous instructional application, portfolio, in their reading sessions. Both groups had one or one-half hours reading sessions a week as a part of the general English Course which is seven hours a week. The experiment took fifteen weeks; at the end of that period both groups again were given a post-test, the identical of the pre-test. The results of the tests were analyzed and compared statistically.

Analysis of the data showed that the experimental group revealed a significant progress in comparison to the control group at the end of the experiment although both groups were equal at the beginning.

In addition, the effectiveness of portfolio on helping to develop vocabulary skills was investigated through the seperate vocabulary sections which were put in both the pre and the post-test. From the results, it was seen that the experimental group performed better than the control group in the post-test while both groups did performed nearly the same in the pre-test vocabulary part.

It might be wrong to generalize the findings of this study since they are limited to the students who are in 11<sup>th</sup> grade. That is why this fact should be considered when the findings are evaluated.

**Key Words:** Learner Autonomy, Portfolio, Intensive Reading Skills, Vocabulary Development, Assessment & Evaluation, Instruction

## ÖZET

### ÖĞRENİR OTONOMİSİ ve DİL ÖĞRENME PORTFÖYLERİ: OKUMA VE SÖZCÜK BİLGİSİ GELİŞİMİ ÜZERİNE BİR ÇALIŞMA

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İngilizce Öğretmenliği Bilim Dalı

Yüksek Lisans Tezi

Kısmen deneysel yapıda olan bu araştırma asıl olarak öğrenir otonomisi kavramını ve yabancı dil öğreniminde otonom bir uygulama olan “portföy”ü tanıtmayı amaçlamaktadır. Öğrenir otonomisi ve portföy ile ilgili teorik bilgi vermenin yanında; araştırmacı elini taşın altına koymuş ve kendisi yoğun okuma becerileri ile ilgili bir portföy uygulaması, literatürde az rastlanan bir uygulamadır, gerçekleştirmiştir. Portföy uygulamasının tüm basamakları ve yapılan işlemler çalışmada açıklanmaktadır. Böylelikle konu ile ilgili özlü bir anlamayı sağlayacak, portföy uygulamasının tam bir fotoğrafı ortaya konmuş olmaktadır.

İngilizce’yi yabancı dil olarak öğrenen 94 lise 11. sınıf öğrencisi çalışmada yer almıştır. Gereken verilerin toplanması maksadıyla, çalışmanın başlangıcında bu 94 öğrenci iki gruba, kontrol ve deney grubu olmak üzere, ayrılmıştır. Müteakiben, her iki gruba da yoğun okuma becerileri üzerine bir ön-test uygulanmıştır. Bu ilk basamaktan sonra, kontrol grubuna okuma becerileri geleneksel metotlarla çalıştırılırken, deney grubu okuma derslerinde otonom bir öğretim uygulaması, portföyü, tecrübe etmişlerdir. Her iki gruba da haftalık yedi saat olan İngilizce derslerinin bir ya da bir-buçuk saatlik kesiti kadar yoğun okuma ders zamanı verilmiştir. Uygulama on beş hafta zaman almıştır; bu sürenin sonunda da her iki grup da , ön-testin özdeşi olan bir son-teste girmişlerdir. Testlerin sonuçları analiz edilmiş ve istatistikler yardımıyla karşılaştırılmıştır.

Verilerin analizi göstermiştir ki her iki grup da başlangıçta neredeyse eşit olmalarına rağmen, çalışmanın sonunda deney grubu kontrol grubu ile karşılaştırıldığı zaman yoğun okuma becerilerinde belirgin bir ilerleme kaydetmiştir.

Bunlara ek olarak, portföyün sözcük bilgisi gelişimine yardımcı olmadaki etkinliği hem ön-teste hem de son-teste konulan ayrı sözcük bilgisi bölümleri vasıtasıyla incelenmiştir. Sonuçlara bakıldığında görülmüştür ki her iki grup da ön-testte neredeyse eşit performans göstermişken, son-testte deney grubu daha iyi bir performans yakalamıştır.

Çalışma 11. sınıf öğrencisi olan 94 kişi ile sınırlı olduğundan bu çalışmanın sonuçlarını genellemenin yanlış olabilme ihtimali vardır. Bulgular değerlendirilirken bu gerçek göz ardı edilmemelidir.

**Anahtar Kelimeler:** Öğrenir Otonomisi, Portföy, Yoğun Okuma Becerileri, Sözcük Bilgisi Gelişimi, Ölçme ve Değerlendirme, Öğretim

## ACKNOWLEDGEMENTS

I am greatly indebted to Associate Professor Zübeyde Sinem GENÇ for being my thesis supervisor with her expert guidance and precious contribution for this study. Her support during the thesis is unforgettable for me.

I would like to express my deep gratitude to my father Kail İŞLER for opening me wide horizons and all his support during my life. I must add that his sincere interest on science has helped me in all the stages of my education.

I would like to thank to my mother Sönmez İŞLER who always keep me in high spirits and is a symbol of patience.

I owe special thanks to my genius brother Sinan İŞLER, MS, who helped me with the statistical procedure of the thesis. His support also deserves extra thanks since he spared me time during his doctorate education. I believe that his success in various areas of science and sports will continue and he will be the Turkey Billiards Champion in near future.

I must express my deepest gratitude to the Institution, Işıklar Military High School, which I work in for their support to my Master Education.

I also wish to thank to my student Yusuf MATARACI, for his technical support during my thesis.

Lastly, I must thank to my late grandparents Nebile İŞLER, who died when the thesis was on progress, and Kemal İŞLER who brought me up as an honest and an ambitious person.

Bursa, 2005

Yunus İŞLER

## TABLE of CONTENTS

*Sayfa*

<b>ABSTRACT</b> .....	<b>iii</b>
<b>ÖZET</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>TABLE of CONTENTS</b> .....	<b>vi</b>
<b>LIST of TABLES</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>x</b>

### CHAPTER 1

<b>INTRODUCTION</b> .....	<b>1</b>
1.1. Learner in Learning-Teaching Process .....	1
1.2. Autonomy .....	2
1.2.1. A Historical Look at Autonomy .....	2
1.2.2. The Importance of Autonomy in Language Learning.....	4
1.2.3. Definitions, Related Concepts and Terms .....	6
1.2.4. Aspects of Autonomy in Learning .....	8
1.2.5. The Relationship Between Autonomy and Portfolio .....	8
1.3. Purpose of the Study .....	9
1.4. Significance of the Study .....	10
1.5. Research Questions of the Study .....	10
1.6. Limitations of the Study.....	10
1.7. Statement of the Methodological Procedure .....	11
1.8. Organization of Thesis .....	11

### CHAPTER 2

<b>LITERATURE REVIEW</b> .....	<b>12</b>
2.1. The Origins of Portfolio(s).....	12
2.2. Portfolios in Education.....	12
2.3. Students Portfolios.....	13
2.3.1. Definitions and Related Terms .....	13
2.3.2. Steps of Developing a Student Portfolio .....	14
2.3.2.1. The Preparation Step.....	15
2.3.2.2. The Application Step .....	16
2.4. Functions of Portfolio(s) .....	17
2.4.1. Portfolios as a Tool for Fostering Autonomy .....	17
2.4.2. Portfolios as an Alternative Way of Assessment and Evaluation.....	19
2.4.3. Portfolios as an Instructional Tool .....	21
2.5. Reading Strategies .....	23
2.5.1. The Importance of Language Learning Strategies.....	23
2.5.2. The Classification of Language Learning strategies.....	24
2.5.3. Reading Strategies.....	25
2.6. Review of Studies on Portfolios in Language Teaching.....	28
2.6.1. Studies on Portfolios Fostering Autonomy .....	28
2.6.2. Studies on Portfolios as an Alternative way of Assessment.....	31
2.6.3. Studies on Portfolios as an Instructional Tool .....	35

**CHAPTER 3**

<b>METHODOLOGY</b> .....	37
3.1. Introduction .....	37
3.2. Subjects .....	37
3.3. Materials.....	38
3.4. Data Collection Procedure .....	41
3.4.1. The Pilot Study .....	41
3.4.1.1. Procedure of the Pilot Study.....	41
3.4.1.2. Results of the Pilot Study.....	42
3.4.2. The Main Study.....	43
3.4.3. Pre-Test and Post-Test.....	44
3.5. Data Analysis .....	44

**CHAPTER 4**

<b>RESULTS</b> .....	46
4.1. General Statistics of Pre-Test Scores.....	46
4.1.1. Variances of Pre-Test Scores.....	47
4.2. General Statistics of Post-Test Scores .....	48
4.2.1. Variances of Post-Test Scores .....	48
4.3. T-Test for Equality of Means .....	49
4.3.1. Pre-Test Scores .....	49
4.3.2. Post-Test Scores.....	50
4.4. Vocabulary Performance.....	52
4.4.1. General Statistics of the Vocabulary Scores in Pre-Test.....	52
4.4.2. Variances of Pre-Test and Post-Test Scores.....	53
4.4.3. T-Test for Equality of Means of Vocabulary Scores in Pre-Test .....	53
4.4.4. General Statistics of the Vocabulary Scores in Pre-Test.....	54
4.4.5. T-Test for Equality of Means of Vocabulary Scores in Pre-Test .....	55

**CHAPTER 5**

<b>DISCUSSION</b> .....	57
5.1. Introduction .....	57
5.2. Does a portfolio application-as an autonomous way of learning- enhance Intensive reading skills, i.e. reading strategies ?.....	57
5.3. Does a portfolio application on intensive reading skills also help vocabulary development ? .....	58
5.4. The factors for the Efficiency of the Portfolio .....	59
5.4.1. Autonomy .....	60
5.4.2. Variety .....	61
5.4.3. A Permanent Record .....	63

**CHAPTER 6**

<b>CONCLUSION</b> .....	64
6.1. Summary and Conclusion .....	64
6.2. Implications.....	65
6.3. Further Research.....	66

<b>BIBLIOGRAPHY</b> .....	67
<b>APPENDICES</b> .....	72
Appendix 1 : The Common Reading Text for Both Groups.....	72
Appendix 2 : Teacher-Selected Texts without Questions.....	73
Appendix 3 : A Student-Selected Text.....	77
Appendix 4 : A Research Report on Reading Strategies.....	78
Appendix 5 : The Text for Retelling Skills .....	81
Appendix 6 : Self-Evaluation and Reflection Paper .....	83
Appendix 7 : The Pre-Test for Pilot Study .....	84
Appendix 8 : The Post-Test for Pilot Study.....	94
Appendix 9 : The Results of Pre-Test and Post-Test in Pilot Study .....	102
Appendix 10 : The Reading Texts for the Control Group .....	103
Appendix 11 : Photographs of Student Portfolios.....	111
Appendix 12 : The Pre-Test for the Main Study.....	112
Appendix 13 : The Post-Test for the Main Study .....	122
Appendix 14 : The Scores of The Participants in Tests .....	130
Appendix 15 : The Distributions of the Scores in Both Tests .....	131
<b>ÖZGEÇMİŞ</b> .....	132

## LIST of TABLES

Table 4.1.1 : General Statistics of Pre-test Scores for the Control and the Experimental Group .....	46
Table 4.1.1.1: Levene’s Test for Equality of Variances.....	47
Table 4.2.1 : General Statistics of Post-test Scores for the Control and the Experimental Group.....	48
Table 4.2.1.1: Levene’s Test for Equality of Variances.....	49
Table 4.3.1.1: Independent Sample t-test for Equality of Means.....	50
Table 4.3.2.1: Independent Sample t-test for Equality of Means.....	51
Table 4.3.2.2: Comparison of Pre and Post Tests Scores.....	52
Table 4.4.1.1: General Statistics of Vocabulary Scores in Pre-test.....	53
Table 4.4.2.1: Levene’s Test for Equality of Variances.....	53
Table 4.4.3.1: Independent Sample t-test for Equality of Means of Pre-test Vocabulary Scores.....	54
Table 4.4.4.1: General Statistics of Vocabulary Scores in Post-Test.....	55
Table 4.4.5.1: Independent Sample t-test for Equality of Means of Post-test Vocabulary Scores.....	55
Table 4.4.5.2: Comparison of Vocabulary Scores in Pre and Post Test.....	56



## LIST OF ABBREVIATIONS

<b>The Abbreviation</b>	<b>Bibliographic Information</b>
L <sub>1</sub>	First Language
ESL	English as a Second Language
EFL	English as Foreign Language

## CHAPTER 1

### INTRODUCTION

#### 1.1. Learner in Learning-Teaching Process

It is obvious that the two most important components of education are the “learner” and the “teacher”. As far as the “learner” is concerned, the importance given to him/her has changed throughout the history of education. While the role of the learner was neglected in early times, s/he has been put in the core of the action at present. A similar tendency can be seen in the history of second language teaching.

A number of various approaches and methods are observed in the literature of language education. Although some of the approaches are controversial, most of them confirm the importance of the learner and his/her identity. For instance, Grammar-Translation Method, which is one of the early methods, accepts that the “teacher” is the authority (Larsen-Freeman, 1986). As with the Grammar-Translation Method, the Direct Method also gives a position to the teacher who controls everything such as asking questions, correcting students’ errors, answers the questions of the students, etc. (Ibid). Similar to Grammar-Translation and the Direct Method, the Audio-Lingual Method gives the “teacher” the duty of developing the learners’ habits and considers him/her as the only source that the learners consult (Ibid).

On the other hand, recent approaches focus their attention on the “learner” as an individual and put him/her in an active position while lessening the teacher role in teaching-learning process. The best example is the “Communicative Method” which assumes the teacher as a facilitator (Ibid) and the learner as a more responsible manager of his/her own learning. At this point, the issue of “autonomy” which is broadly defined as “the capacity to take control over one’s own learning” by Benson (2001:1) emerges.

## **1.2 Autonomy**

### **1.2.1. A Historical Look at Autonomy**

As an inter-disciplinary concept, the autonomy can be encountered in different contexts such as philosophy, politics, sociology, sociolinguistics, psychology in educational sciences and language teaching/learning.

The roots of the autonomy can be traced back to Aristotle (Reinders, 2000) and was firstly expressed in the common saying ; “Give someone a fish and you feed them for a day. Teach them to fish, and you feed them for a life”. Socrates dictum “Know thyself” firstly emphasized the importance of individual and his/her capacities in philosophy (Sediva and Koslova, 1999).

In politics, as well as Aristotle, Kant put the autonomy forward as a base for the political developments such as feminist, ethnic minority rights movements which took place after the World War II. The notion that the individual is responsible and active in shaping his/her own life and therefore that of others gained importance in politics and in daily life after that era (Reinders, 2000).

Sociologically, the rise of international trade, easier communication facilities, improvements in transportation, international political developments (with the founding of organisations such as the UN) and migratory movements urged people from different socio-cultural backgrounds and age groups on learning foreign and second languages. Due to the emergence of a multifarious group of language learners with different socio-cultural backgrounds and age groups, the focus shifted to learners as an “individual” in place of the learner as a part of a group without his/her identity. In addition, the notion that the individual is responsible and active in shaping his/her own life and therefore that of others, parallel with politics, was emphasized. As a result, the demands and changes in society helped the rise of the “ autonomy ” in various areas, especially in education and specifically in foreign and second language education. (Reinders, 2000).

In the field of sociolinguistics, the inner disciplines reached a consensus on a principle, which gave rise of the autonomy in the field. Reinders (2000:4) explains that process as follows :

“Sociolinguistics views language as inseparable from its sociocultural context. Discourse analysis studies language in use (Garfinkel, 1967), ethnolinguistics studies language as related to certain groups of people (race, gender, age) (Labov, 1972), ethnography of communication (Hymes 1972, Gumperz and Hymes 1972) are yet other disciplines in the sociocultural tradition. Although these disciplines have different foci, they share some common beliefs. One of them is that language is a tool for communication that takes place in the social context. Individuals with the personal needs and intentions learn to express themselves in the relation to the group they are part of.”

Further, the trend which placed emphasis on people’s uniqueness because of their sociocultural background and expressed the importance of allowing social reality to be part of classroom teaching and learning received great attention. Therefore, the importance of learner and his/her influence in classroom were recognised. As a result, these changes stimulated the importance of autonomy in the field of sociolinguistics.

In the field of psychology, the concept of autonomy is not a core issue. In fact, the concept was affected by the studies and findings in psychology. The great influence of psychology on the autonomy concept was seen in 1970s. In that period, psychology started to focus more on the individual as a reaction against the 1950s and 1960s behaviourism which saw learning as synonymous with a change in behaviour. Many psychologists claimed that individual should be given a central place in his/her development (Reinders, 2000). Accordingly; George Kelly developed “theory of personal construct” which gave emphasis on discovering the dimensions that individuals use themselves to interpret the constructs of themselves and their social worlds, believing that individuals hypothesize about and formulate their own theories about the world. In learning, those changes entailed a shift to learning activities that were more meaningful to the learner, in other words related to his/her own personal

experience and needs(Ibid). This emphasis on personal experience and needs brought about autonomy in learning.

In the field of language teaching/learning, autonomy has a history of nearly thirty-five years (Benson, 2001). According to Gremo and Riley (1995; cited in Benson, 2001) as far as the language learning is concerned, early interest in autonomy was seen in the political turmoil in Europe in the late 1960s.

Holec (1981:1; cited in Benson, 2001) explains the roots of autonomy in language learning as follows:

“The concept of autonomy first entered the field of language teaching through the Council of Europe’s Modern Languages Project, established in 1971. One of the outcomes of this project was the establishment of the *Centre de Recherches et d’Applications en Langues* (CRAPEL) at the university of Nancy, France, which rapidly became a focal point for research and practice in the field. Yves Chalon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning.”

After these first steps in the field of language teaching, with the emergence of Nunan’s learner centered curriculum, the negotiated syllabus from Brean and Cantlin, learner training, learner strategy training, the project-based syllabus and learner-based teaching which are learner-centered approaches, the concept of autonomy has developed and taken an important place in language teaching/learning.

### **1.2.2. The Importance of Autonomy in Language Learning**

Thomson (1996; cited in Lee, 1998) argues that language learning is a life-long endeavour and Richards & Renandya state(2002:87) that learning a language is largely an individual process. Thus, it can be deduced that language learning is a life-long individual activity. Owing to the fact that language learning is a life-long individual activity, “the importance of helping students become more autonomous in their learning has become a more prominent theme” as Benson (2001:1) says.

As stated above, autonomy is an important concept in language education. In fact, it is not a kind of thing which the students do not have since it is a natural tendency for learners to take control over their learning (Benson, 2001). In addition, it is available to all people, although it is displayed in different ways and to different degrees according to the unique characteristics of each learner and each learning situation (Ibid). Parallel to this, Thomson (1996; cited in Lee, 1998) argues that human beings are born with autonomy.

Autonomy is so important that it can be encountered both in institutional and non-institutional contexts of learning. For instance “Bird-lovers”, “Photograph-takers” are the groups which consist of individuals who want to autonomously join and survive in the organization (Benson, 2001). Such autonomous learning events in the surrounding prove that autonomy which is an inborn attribute of human being occurs naturally in both institutional and non-institutional learning contexts. Therefore, it is certainly advocated that autonomous learning which derives from the nature of human is more effective than non-autonomous learning. In other words, the development of autonomy implies better learning (Ibid).

Apart from being an important issue in daily life and education, the autonomy is especially important in language learning. As stated before, this is due to the novel changes, i.e. learner-centered curriculum, the negotiated syllabus, learner training, the project-based syllabus and learner-based teaching which occurred in 1980s and 1990s put the learners as an individual into the core of the language learning process (Thanasoulas, 2000). This learner-centered approaches has reshaped the roles of the teacher and learner, mainly their power and authorities, then language learners have taken greater responsibility of their learning (Ibid). As a result “autonomy” and “autonomous learner” have become prominent themes in language education.

In addition, the linguistic studies which were on first and second/foreign language learning, emphasized the importance of individual and individual differences

in language learning (Yule, 1993). These findings promoted the interest on autonomy and autonomous learner in both first and second/foreign language learning studies.

### **1.2.3. Definitions, Related Concepts and Terms**

In the literature, different definitions of autonomy are encountered. According to Benson (2001:1) “autonomy can be broadly defined as the capacity to take control over one’s own learning”. Another researcher Holec (1981; cited in Lee, 1998) defines it as “the ability to take charge of one’s own learning”. In addition, Dickinson (1987:11) defines autonomy as “situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions concerned with his learning and the implementation of those decision”. Moreover, Penaflorida (cited in Richards&Renandya, 2001) describes autonomy as a process that enables learners to recognize and assess their own needs, to choose and apply their own learning strategies or styles eventually leading to the effective management of learning.

Autonomy is a concept which goes with many other concepts and terms so an in-depth understanding of the issue is only possible with covering the related concepts and terms.

“Self Directed Learning” which is often used interchangeably with autonomy is not a synonymy of it. Pemberton (1996:3; cited in Lee, 1998) defines it as “the techniques used in order to direct one’s own learning”. Also it is described as “learning in which the learners themselves take responsibility for their own learning” (Thomson,1996; cited in Lee,1998). In addition, Knowles (1975:18; cited in Benson, 2001), a leading figure in adult education, defines “self directed learning” as follows:

“In its broadest meaning, ‘self-directed learning’ describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

At this point, it is better to compare autonomy, which is “the capacity to take control over one’s own learning” (Benson, 2001:1), with self-directed learning from the information given, firstly it is seen that ‘autonomy’ is a broader concept which also covers the ‘self-directed learning’. Secondly, “autonomy” is accepted as a capacity whereas “self-directed learning” covers techniques and processes in learning. It is deduced that these two concepts are not identical and “autonomy” covers “self-directed learning”.

Another concept is “learner-centeredness”. According to Coombey and Kinney (2000:1), it is “a concept that the learner is central in the learning process”. In addition, this concept takes learners’ experience and knowledge into consideration whereas it sees the teacher as “a facilitator, a helper and a resource” in the learning process (Roman, 2003).

“Empowerment” is another related term which is often encountered in the literature. Pollari (2000:52) views it as “a process towards autonomy” and defines it “a process entailing the aspects of getting power, accepting and assuming it and taking charge of it”.

Many researchers, (Altman & James,1980; Brooker & Grundy,1998; Geddes & Sturtridge,1982; cited in Benson, 2001) point to the mutual link between “autonomy” and “individualization”. According to Benson (2001:11), “it is a mode of instruction in which learners are expected to work their way at their own pace; through materials prepared by teachers”

It is easily estimated that learners who are accustomed to teacher-centered and non-autonomous learning contexts or who are not prepared for autonomous learning, need a kind of training to carry out the responsibility of their own learning. The training which is given to learners in order to meet their needs in such new contexts is called “learner training”. The procedure of learning training is explained by Holec(1980:42) as follows:



“The basic methodology for learner should discover, with or without the help of other learners or teachers, the knowledge and techniques which he needs as he tries to find the answers to the problems with which he is faced. By proceeding largely by trial and error he trains himself progressively.”

#### **1.2.4 Aspects of Autonomy in Learning**

In the former parts, the concept of autonomy is theoretically introduced, so it would be better to visualize the subject by presenting the reflections of it into practice. According to Holec (1981;cited in Pollari;2000), autonomy covers the responsibilities and decisions about the aspects below:

- \*determining the objectives,
- \*defining the contents and progression
- \*selecting methods and techniques to be used
- \*monitoring the procedure of acquisition
- \*evaluating what has been acquired”

#### **1.2.5 The Relationship Between Autonomy and Portfolio**

As mentioned in earlier parts, “autonomy” is regarded as a capacity which the learner should have and it should be enhanced for a better learner and learning. Thus the procedures and applications which help fostering autonomy should be integrated into learning contexts. One of the salient applications for fostering autonomy is portfolio.

Farr and Lowe (1991; cited in Richards&Renandya, 2002) regard portfolio “a real step toward learner autonomy” and add:

“Through conferencing, a procedure in the portfolio application, and keeping a portfolio, students experience making real-life decisions as well as decisions about schoolwork. In order for students to take responsibility for their learning and their lives, ownership of their own choices and actions is an all important consideration.”

Gallehr(1993,cited in Richards&Renandya,2002) refers “portfolio” “as a perfect assessment system” and states:

“Because students are required to write but within this requirement, they can choose the topic, audience, responders in the class, revision strategies and so on. They are also free to select from their works the pieces they want to include in their portfolios. This shows that portfolios may be used as a holistic process for evaluating course work for promoting learner autonomy.”

Moore (1994; cited in Schwarzer,Larotta&Zub, 2002) explains how the portfolio fosters autonomy in the following statements:

“Portfolio assessment and other authentic assessment procedures allow for self-directed work, self correction, greater autonomy and greater time frames. Students can work outside the time constraints of the school timetable. Students are free to select topics in which they have personal interests.”

### **1.3 Purpose of the Study**

In this study, portfolio –an autonomous way of learning- and its different aspects, which are assessment and instructional functions, are examined.

This study aims to investigate the efficiency of portfolio on Turkish 11<sup>th</sup> grade EFL learners’ (intensive) reading skills and vocabulary development. This investigation is carried out via a complete portfolio application.

The type of the portfolio used in this thesis is “student portfolio” which has two sub-categories, i.e. progress and achievement portfolios. “Progress portfolios” show improvement of a student over a period of time whereas “achievement portfolios” only showcase a student’s bestworks (Santos; cited in Bailey, 1998). Among these two sub-groups, “progress portfolio” is used in the application, this portfolio consists a student’s all works on reading from the beginning of the application to the end.

#### **1.4 Significance of the Study**

This study mainly investigates the role of portfolio as an instructional tool in EFL classroom. The portfolio application in this thesis has two main purposes. The first purpose is to foster intensive reading skills of Turkish 11<sup>th</sup> grade EFL learners. A portfolio application on intensive reading skills is a rarely encountered experience since the literature generally contains portfolio studies on writing skills. The second purpose is to examine the effects of a portfolio application on vocabulary learning.

Another important significance of this study is that whereas majority of the studies in the literature were carried out in first language (L<sub>1</sub>), or English as a Second Language (ESL) contexts, it is implemented in English as a Foreign Language (EFL) classroom context.

#### **1.5 Research Questions of the Study**

There are two research questions to be answered in this study:

- 1) Does a portfolio application –as an autonomous way of learning– enhance intensive reading skills, i.e. reading strategies ?
- 2) Does a portfolio application on intensive reading skills help vocabulary development ?

#### **1.6 Limitations of the Study**

This study is limited to:

- 1- 94 upper intermediate level high school students who are learning English as a foreign language.

2- 15 weeks period for the whole application.

3- Only one or one and a half hours can be weekly devoted to portfolio sessions.

4- A new experience –portfolio- which the participants have not encountered before.

5- A pre and a post test.

### **1.7 Statement of Methodological Procedure**

In order to gather data from the subjects about the efficiency of the portfolio application, identical pre and post tests are prepared. Then the participants are divided into two groups, namely the experimental –the portfolio-group and the control group. Before the portfolio application, both groups take the pre-test and at the end of the study they take the post-test. The performances of both groups on these two tests provide data about the efficiency of the portfolio application.

The findings are evaluated via SPSS procedures.

### **1.8 Organization of Thesis**

Chapter II gives brief information about the concept of portfolio with all aspects. Then, studies on the different aspects of portfolio are exemplified.

Chapter III describes the instruments used in this study and the way the data is collected.

Chapter IV shows the results of the findings.

Chapter V is for the discussion of the results.

Chapter VI presents the conclusions, implications for English language teaching and some suggestions for further studies.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. The Origins of Portfolio(s)

The term “portfolio” can be encountered in various professions such as finance, career development, fine arts, education, etc. in today’s world. Etymologically, the term comes from the French word “portefeuille” which means “vallet” in English (Meydan Larousse, Volume 16:241). Against the popular belief that it is a financial term which has been invented by economists, the term indeed belongs to fine arts, namely architecture and photography (Hutchings, 1998). In other words, the first samples of portfolios were used by photographers and architects to document their best work (Ibid).

#### 2.2. Portfolios in Education

Today, many types of portfolios are used in different professions. As regards finance, “portfolio” is an itemized account of an investment organization, bank, or individual investor (Madeja, 2003:8). Regarding medicine, “portfolio” is a kind of dossier which has all types of documents, such as check up results, analysis, illnesses reports, cardiographies, etc. about a patient who is being treated.

As regards learning, four types of portfolios are mainly encountered: teaching portfolios, professional portfolios, course portfolios and student portfolios. It should be better to define them one by one to distinguish differences between four types.

Hutchings (1998:13) defines “teaching portfolio” as “a comprehensive account of one’s teaching practice as a part of longer career” and adds that it gives a picture of the individual’s teaching effectiveness.

As far as the “professional portfolio” is concerned, it is defined as “an organized, goal-driven documentation of one’s professional growth and achieved competence in the complex act called teaching” by Campbell et al (1997:3); who also adds that it is a tangible evidence of the wide range of knowledge, dispositions, and skills that one possess as a growing professional.

The “course portfolio” which is different from teaching and professional portfolios is a collection of books, documents, videotapes, in short all the teaching aids which are used to teach a course during a period of time. This collection also covers the curriculum, lesson plans and official documents about the course which is being taught or going to be taught (Huthings, 1998).

The last type of portfolio, i.e. student portfolio, is the main concern in this thesis, so it should be examined in detail in a seperate section.

## **2.3. Student Portfolio(s)**

### **2.3.1. Definitions and Related Terms**

The literature contains many definitions of student portfolios. According to Paulson, Paulson, and Meyer (1991; cited in Bailey, 1998); “a portfolio is a purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas”. Applebee and Langer (1992; cited in Richards and Renandya, 2002) define portfolio “as a cumulative collection of the work students have done”. Another definition is presented by Herbert and Schultz (1996:70), who accept it as “a chronological collection of a child work over the course of one year”. Similarly Campbell et al (1997:3) consider it as an organized, goal-driven documentation of one’s growth and achieved competence in the complex act called learning, and add that it is a tangible evidence of the wide range of knowledge , dispositions, and skills that you possess as a growing learner. It is also defined as “a form of alternative-authentic

assessment, in which a student's progress is measured over a period of time in various language learning contexts" by Kevorkian (1997:1).

In this research the term portfolio is used in a similar sense, and characterized as "an individual purposeful collection of student work which is systematically gathered in order to improve his/her knowledge, dispositions and skills in a specific language area"(original) and this also provides a system and criteria for assessment.

As mentioned in Chapter 1, the portfolios used in the thesis application are called "progress portfolios" which show improvement over a period of time; not "achievement portfolios" which showcase students' bestworks (Santos, cited in Bailey, 1998).

As stated in definitions, portfolio is a purposeful collection but the crucial concern is what the constituents of that collection are. Although the constituents may vary in form, they are mainly classified in two categories; artifact and attestation. The artifacts are student work which is accepted as evidence of learning, included in a portfolio (National Capital Research Center, 2000). Like artifacts, attestations are also evidence of student's progress. However, attestations are from sources other than the student (ibid). In other words, attestations are not developed by a student, the student or the teacher finds them in a different source, e.g. encyclopedia, course-book, internet etc., and puts in the portfolio in order to use them for learning.

### **2.3.2. Steps of Developing a Student Portfolio**

There are two major steps in developing a student portfolio. The first one is preparation step which mainly covers preparing the theoretical parts of "portfolio". The second one is application step which means practising the portfolio in the classroom.

### **2.3.2.1. The Preparation Step**

It should be known that a student portfolio application requires an acquainted initiator with portfolio. In other words, a teacher or a lecturer who is knowledgeable about portfolio(s) must initiate and then organize the application.

The acquainted teacher or lecturer should first prepare a theoretical background that covers assessment purposes, instructional objectives, the tasks which are going to be used. This is important because a clear picture of the application should be drawn and the targets and how they are reached should be identified before the application starts. It will be beneficial to explain these concepts one by one.

As regards the assessment purposes; some initial questions should be put forward and the answers should be clearly stated:

1) which aspect(s) of language the portfolio will be used to assess: writing, reading, listening, speaking, vocabulary, etc.

2) who will use the portfolio: only the student(s), only the teacher(s), both, the administration, the parents, etc.

3) why the assessment is being made: to give the students a kind of assignment, to create a criterion for the term mark, to use it as a complement grade for a course.

With regard to the instructional objectives, the educational aspects of the portfolio are closely focused on. In this step, objectives or goals for students to work in the area are identified, in other words what kind of behavioural changes the students will acquire at the end of the portfolio application are decided on. Some standarts which are the indicators of those behavioural changes are additionally identified. Within the boundaries of instructional objectives, the way teacher helps the students to acquire those behavioural changes, and the role of the teacher are planned.

As far as the tasks are concerned; artifacts and attestations, e.g. what kind of assignments, works, materials will be used in the porfolio application -which are



mentioned above- are identified. A general list of the tasks, their delivery and due dates, i.e. a schedule, are the initial things which are to be prepared at the beginning of the application. And also who saves the portfolio, the teacher or each student on his/her own, where—in or out of the classroom— the portfolios are saved, how the students do the tasks, are the other concerns to be taken into consideration. In addition, what kind of artifacts and attestations, other than the ones given by the teacher, are going to be selected by the student himself/herself should be decided.

### **2.3.2.2 The Application Step**

After the theoretical background has been prepared, the next step is the organisation of the group. First of all, the teacher who has pre-identified the group informs students about the application and the procedure. Thus, each student gains preliminary knowledge about the portfolio and has a picture of a procedure s/he deals with in portfolio application.

After these preliminary steps have been completed, the teacher starts giving tasks for classwork or homework, as it was planned before. Then, the teacher or the student himself/herself collects the tasks in the portfolio and this procedure continues along the period which has been decided beforehand. Each meeting of the student(s) with the teacher is called conference(s). According to Farr(1991:1):

“A conference is an interaction between the teacher and the student, and it is through conferences that the students gain insights into how they operate as readers and writers. Conferences support learners in taking risks with, and responsibility for, their learning. Through conferencing, students are encouraged to share what they know and understand about the processes of reading and writing.”

The last step is the “evaluation procedure”. The evaluation of a portfolio can be performed in two ways; either the whole or each artifact/attestation is solely evaluated. In other words, the teacher either grades each artifact/attestation and calculate the average of the total mark or grade the portfolio as a whole. For both ways, the most

commonly used method is “checklist” (Wiggins, 2000; Tanner et al., 2000). “Checklists” should be prepared in accordance with the instructional objectives, i.e. which area or areas of language are going to be focused on; the skill or skills which are going to be developed.

## **2.4. Functions of Portfolio(s)**

As an educational instrument or procedure, the portfolio may serve three different puposes in educational contexts:

- 1) portfolios as a tool for fostering autonomy
- 2) portfolios as an alternative way of assessment and evaluation
- 3) portfolios as an instructional tool

### **2.4.1. Portfolios as a Tool for Fostering Autonomy**

As stated before, portfolio is an autonomous way for learning and increase the level of learner autonomy (Richards&Renandya,2002; Murphy,1997; Banfi,2003).

First of all, in a portfolio application a student takes responsibility by organizing and keeping a learning aid for his/her own learning which resembles real-life situations (Richards&Renandya, 2002).

Second, a portfolio first and foremost belongs to an individual, so each student chooses and applies his/her learning strategies and styles dealing with his/her portfolio which is a process that enables learner autonomy (Richards&Renandya, 2002). In addition, the learner is in the core of the application from the beginning to the end since s/he is the owner of the portfolio which means that s/he has most of the control over her/his learning. That control leads him/her to autonomy because autonomy is “the control over one’s own learning”.

Third, in a portfolio application, the learner is, to some extent, free to create the content of the portfolio and select the artifacts and attestations during the application, which means that the learner is accepted as an individual who has decision-making capacity by others, i.e. the teacher, peers and etc. In other words, s/he decides his/her portfolio content, within the boundaries that the teacher pre-decided, on each artifact and his/her decision are taken into consideration by the teacher(s), peers and etc. This is a real step to learner autonomy.

Fourth, owing to the fact that a portfolio documents and charts so many evidences, i.e. his/her artifacts and attestations, of the learner's own learning, s/he may use this archive to reflect on his/her own learning via the portfolio. In addition, this reflection process enables the learner to recognize his/her metacognition/metacognitive abilities. This recognition of metacognition facilitates student use of learning strategies (Murphy, 1997). Briefly, it can be said that the portfolio leads the learner to reflective and metacognitive processes which are the key factors in autonomy. Campbell et al (1997;7) adds "as one gains more self-understanding, his/her portfolio will empower him/her to assume more control over his/her own future learning".

Fifth, during selecting and preparing artifacts and attestations, the learner individually uses some skills such as looking for and finding relevant information; presenting that information in a clear and concise way and recording the information which s/he exploits, develop autonomy in learner (Banfi, 2003).

Finally, some of the artifacts and attestations in the portfolio are prepared in pairs and groups. In such group studies, each learner employs his/her individuality and the group (is consisted of two or more learners) manage their own learning without an interruption from an external authority (Banfi, 2003). By taking care of their own learning, each student in the group develops autonomy which will help him/her during his/her life time.

#### **2.4.2. Portfolios as an Alternative Way of Assessment and Evaluation**

Gallehr (1993; cited in Richards and Renandya,2002) says;

“No system of assessment is as perfect as portfolio assessment because students are required to write, but within this requirement, they can choose the topic, audience, responders in the class, revision strategies.”

Like Gallehr, many researchers such as, Bailey(1998), Richards& Renandya(2002), Fahr(1991), Murphy(1997), accept portfolio as an “alternative assessment application” and support the use of the portfolio as an assessment tool in learning contexts since the portfolio provides many facilities for assessment purposes. It is better to examine these facilities in detail.

The portfolio application provides continuous, longitudinal assessment whereas classical paper tests are applied in one-shot. Also the portfolio application does not limit learners with time constraints while the classical speeded assessment tools create pressure for learners (Bailey, 1998).

In addition, in a portfolio application (assessment), unlike multiple-choice tests, the students are required to construct responses rather than merely recognizing correct answers. Researchers have recognized that writing responses or doing creative tasks require more complex skills, such as analyzing, generalizing and suggesting hypothesis, and measure different aspects of a student’s knowledge on a subject area (Farr,1991). It is impossible to recognize that a student selects the correct answer among the choices consciously or unconsciously. On the other hand, in a portfolio application a student writes answers or develops tasks consciously. This means that s/he applies his/her own knowledge and skills, instead of his/her guessing ability. For instance, when a student is selecting a reading text for the classroom work, s/he analyzes whether it is suitable for his/her level or not, while preparing questions about the text s/he synthesizes his/her knowledge. At this point, a teacher can value and rate creativity, organization, evidence of progress instead of limited/restricted answers (Bailey, 1998).

Moreover, the portfolio permits the use of different testing instruments in itself. In other words, a multiple-choice test, a test with open-ended questions, a project work can be all included in a portfolio, which makes it an “integrative instrument”.

Furthermore, Bailey stated (1998:221) that their potential for positive washback and validity makes portfolios extremely promising as an assessment tool. In other words, portfolios help to ensure effective language learning and teaching owing to the fact that both the teacher and the student have the opportunity to see the student’s progress whenever they want (Herbert&Schultz, 1996). Therefore, the teacher can find necessary data to lead his/her teaching and the student can recognize his/her learning behaviour and s/he can make changes if s/he needs.

Another point of concern is that portfolios have potential for authentic assessment due to the fact that a student’s initial aim is creating his/her own work instead of searching the correct or best answer, which means that the student is not totally aware that s/he is in a testing situation (Huges, 1989). If the teacher does not announce s/he rates the portfolios while s/he is keeping them, the authenticity reaches the highest level.

As regards the notion of direct and indirect testing, the portfolio is a suitable tool for both, since various kinds of testing instruments can be included into it. For instance, in a student writing portfolio, a student composition which tests his/her writing directly and a text which requires students to find the errors in it which indirectly measures writing skills can be both given place in it (Huges, 1989).

With regard to validity, if the artifacts and tasks are carefully chosen, the portfolio provides high-rate validity as an assessment tool since it is created to focus on a specific subject area or language skill, e.g. a reading portfolio which is composed of artifacts, tasks, projects, etc. related to reading. As a result, each item in the portfolio helps the whole to measure what the portfolio is intended to measure (Huges, 1989). The sub-point to consider here is the content validity. As stated before, various types

and number of samples about subject-matter can be included into portfolio, so different and many aspects of the subject matter can be covered. On the condition that the samples are relevant, this complex and multiple structure of the content of the portfolio increases the “content-validity” of the whole as an assessment instrument.

With respect to reliability, the portfolio can be accepted as a highly-reliable assessment instrument owing to the fact that it contains various types and number of samples/items in it. This is explained by Huges (1989;36) as “the more items that you have on a test, the more reliable that test will be”.

### **2.4.3 Portfolios as an Instructional Tool**

As stated before, the portfolio may serve three main functions at the same-time; among them, the most important one is “instructional function”, i.e. what the portfolio brings to the teaching, specifically to the second/foreign language teaching.

First and foremost, in teaching-learning process, the portfolio enhances “learner autonomy” which is one of the secondary aims of “instruction”. As stated in Chapter 1 and “Portfolios as a Tool for Fostering Autonomy ” (2.4.1) part, the education which primarily gives information on subject matters should make the students autonomous as well. In addition, it is possible to integrate assessment into the nature of teaching which is also mentioned in “Portfolios as an Alternative Way of Assessment and Evaluation” (2.4.2) part.

As regards the teacher monitoring; the portfolio exhibits a student’s growth, efforts and achievement from the beginning to the end. This enables the teacher to construct an organized, ongoing and descriptive picture of learning that is taking place (Farr,1991). Therefore, the teacher has gained the possibility to monitor a student’s learning which is the result of his/her own teaching. At the same time, s/he can shape his/her own teaching according to the data s/he gets from the portfolio (Murphy, 1997).

With regard to skills and abilities which should be covered in the lesson, the portfolio is a multi-functional application which can be used for developing all language skills and abilities, i.e. reading, writing, speaking, listening, and etc. (Padilla, Aninao & Sung, 1996). In addition, portfolios are available tools for all educational levels, elementary through post graduation (Snaveley & Wright, 2003).

As far as the instructional atmosphere is concerned, the portfolio is a meaningful and concrete way for learning instead of being hypothetical and abstract (Murphy, 1997). This means that students are engaged in realistic contexts with meaningful goals, i.e. concrete targets for their learning activities.

The other point to be focused on is “student-centeredness”, Murphy states (1997;3):

“Portfolios provide rich information that teachers need to make instruction student-centered and promote cognitive-constructivist assumptions, treating learning as a process construction to which students bring diverse prior knowledge structures and experiences and their own unique needs as learners”

From the quote it is easily understood that the core in the instruction process is the student since the stream of the instruction mainly occurs between the student and the portfolio unlike the traditional direction of instruction from the teacher to the students. At the same time, each student deals with his/her own individual learning instead of learning together with a group of students.

Murphy adds (1997;3) that by using portfolios, teachers systematically acquire a sense of their students as individual language learners and they use their knowledge of who their students as individual learners. In other words, a teacher can gather information about the learning differences of every student and s/he can use it to make the instruction more appropriate for each student.

A portfolio can be used as an archive which contains the learning biography on a particular subject area. In addition, this archive can be transferred to the next learning

period and it gives the details of former learnings of the student to the person, may be the same teacher or a new teacher or one of the other students, who needs that knowledge. Time and effort are not wasted to examine the students current level and former learnings (Herbert & Schultz,1996). Moreover, this archieve can be used as a basis to establish new learnings over it.

## **2.5 Reading Strategies**

### **2.5.1 The Importance of Language Learning Strategies**

In the thesis, an experiment on language learning is carried on in order to examine the performances of two groups, i.e. an experimental group and a control group, on reading skills after a period of training. Owing to the fact that reading skills is one of the the main concerns of the thesis, the issue of reading strategies, an inseperable part of reading skills and is sometimes used interchangeably, should be introduced at first hand.

Before examining the “reading strategies” which is a more specific issue, it is better to introduce a more general concept: the language learning strategies. Oxford (1990:1) defines language learning strategies as follows :

“Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.”

As stated above, strategies are important for efficient language learning. Indeed these strategies have been formally named recently; human beings, mainly in learning, have used those strategies for many years even if the strategies were not formally introduced. In addition to being efficient tools for learning, strategies are also important



for autonomy since “they reflect conscious efforts by learners to take control of their learnings” (Oxford,1990:12).

### **2.5.2 The Classification of Language Learning Strategies**

There are two main classes in strategies; direct and indirect. Direct strategies are the ones which directly involve the target language and they require mental processing of the language. On the other hand indirect strategies are the ones which “support and manage language learning without (in many instances) directly involving the target language” as Oxford says (1990:135).

Each strategy is subdivided into three groups; direct strategies consist of memory, cognitive and compensation strategies and indirect strategies cover metacognitive, affective and social strategies (Ibid). Besides they support language learning in different ways, both group of strategies can be used to foster four language skills, i.e. reading, writing, listening and speaking. Thus, the issue of language learning strategies is given place in the thesis owing to the fact that the experiment carried out is about fostering reading skills. In addition, direct strategies are mainly emphasized here since they can be more easily applied in classroom.

Before explaining reading strategies, it should be better to explain reading as a concept. Ulijn (1998:80) defines reading as “a form of human cognition, the ultimate goal of which is comprehension”. In both first and second/foreign language learning reading is treated as a basic skill and emphasized in all the levels of language learning process.

The major inquiry of the study is directly related to intensive reading, it is better to introduce the notion in comparison with extensive reading. In the literature intensive reading is defined as “the type of reading which is detailed and done for language study on relatively shorter materials such as paragraphs, texts, etc.”. On the other hand,

extensive reading does not require great attention and is done for pleasure on longer materials (Power, 2003).

### **2.5.3 Reading Strategies**

The parts devoted to language learning strategies are given beforehand in order to explain the theoretical background of reading strategies. In fact reading strategies are the applications of some language strategies specifically on reading process. In other words, reading strategies mean using suitable language learning strategies to develop reading skills. At this point, it is better to introduce each reading strategy which are commonly used to foster reading skills.

Grouping, it is one of the memory strategies and “involves classifying or reclassifying what is heard or read into meaningful groups” as Oxford (1990:58) says. Having done this the reader reduces the number of unrelated elements. Grouping sometimes requires labelling the groups as well (Ibid). For instance it will be beneficial for a reader to group the advantages and disadvantages of living in a town in a kind of reading text which is about lives in a city and in a town.

Association/elaborating is defined as “a memory strategy which involves association new language information with familiar concepts already in memory” by Oxford (1990:60). These associations in memory help the learner to strengthen comprehension, as well as are likely to make the material easier to remember. An example for this process is association the knowledge on football when reading a text in foreign language on football.

Placing new words is one of the memory strategies and is explained as “placing new words and expressions that have been heard or read into a meaningful context such as a spoken or written sentence, as a way of remembering it”. This strategy increases the comprehension and helps further development in all the four skills. As an example,

learning new words on a subject before reading helps to comprehend the reading material easily.

Semantic mapping is one of the vital memory strategies and works in connection with some of them. The importance of the strategy and its working system are stated by Oxford (1990:61,62) as follows:

“This strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines, such a diagram visually shows how ideas fit together. This strategy incorporated a variety of other memory strategies: grouping, using imagery and association/elaborating. This strategy is valuable for improving both memory and comprehension of new expressions.”

Semantic mapping is suitable for pre-listening and pre-reading activities designed to help learners understand and remember vocabulary that will be heard or read. By giving the major concept and expressions and the students to listen/read and fill in the rest, the strategy can also be used as the basis for an entire listening or reading activity (Ibid).

Reviewing which is a primary strategy in language learning involves covering the newly learned items in the target language again and again at different intervals. Each reviewing session strengthens the endurance of the newly learned item and the learner gains automaticity in the use of the item.

Recognizing and using formulas and patterns, is one of the cognitive strategies and is the process of identifying routine language formulas and patterns in different context. This strategy helps learner to comprehend the related material more efficiently and rapidly. For instance, if a learner has the capacity to identify concession patterns such as although, though, even though, even if, etc, s/he can easily and rapidly perceive the contrastive situations in the context (Ibid).

Using resources for receiving and sending messages involves getting help from resources in order to get the meaning of what is heard or read in the new language or to produce messages in the new language. The best example for this strategy is using dictionary to better understand a reading text.

Reasoning deductively which takes place in cognitive strategies is defined as “deriving hypotheses about the meaning of what is heard of by means of general rules the learner already knows” by Oxford (1990:82). For example, if an English language learner has a knowledge on “expressing unreal past in if clauses” while reacting a story, s/he can easily understand that the events which are expressed in this pattern did not happen in the past.

Translating which is one of the cognitive strategies can be explained as expressing a word, clause or sentence from a language via another language’s patterns. Oxford (1990:84) states “this strategy allows learners to use their own language as the basis understanding what they hear or read in the new language”.

Transferring is another mostly used strategy for language learning. It is explained as “directly applying previous knowledge to facilitate new knowledge in the target language” by Oxford (1990:85). The strategy can work in different dimensions, that is a form from mother language may be transferred to the target language or some previously gained data in the target language may be transferred for recognizing new things in the target language, for instance, the Turkish verb “park etmek” can be easily transferred into English to understand the verb “to park”.

Summarizing which is presented as a cognitive strategy is defined as “making a condensed, shorter version of the original passage” by Oxford (1990:88). This strategy leads learners to examine the new input in detail and expressed it on their own. Those learners can find the possibility to comprehend and produce the target language.

Guessing intelligently is one of the compensation strategies and essential for listening and reading. It can be defined as using linguistic clues, i.e. suffixes, prefixes, etc. and other clues, namely social relationships, cultural elements, etc. in order to better understand what is heard or read (Oxford, 1990).

Skimming is a pure reading strategy which is one of the essential steps with dealing a text. It is defined as a type of reading for overall gist. It is fast and does not require detailed reading. (Power, 2003).

Scanning is also the other pure reading strategy and used in cooperation with skimming. It is a type of reading which is done to find out specific information in a text (Power, 2003).

## **2.6. Review of Studies on Portfolios in Language Teaching**

### **2.6.1. Studies on Portfolios Fostering Autonomy**

In the literature, various studies on portfolios in language teaching/learning can be encountered. In spite of the fact that the studies were carried on different contexts, their inquiries and findings were similar in nature. As far as their inquiries are concerned; autonomy, meta-cognition, self-directed learning, learner centeredness, individualization, student-led learning, reflection; alternative ways of assessment, self-assessment; skill training and integration of skills, co-operative and interactive classroom atmosphere are the main themes which were investigated in the studies in the literature.

As regards autonomy, one of the researches in the literature was “Translang Project” which was carried on in University of Central Lancashire between September 1997 and July 2001. According to the results of this project, portfolio is a useful tool

for autonomous learning and a means of both supporting more independent approaches to languages and countering reduced class contact (Pilkington; 2004). In a second study, based on the former one, the same researcher group in the University of Central Lancashire investigated the role of portfolios in learning strategies, the effectiveness of portfolios developing meta-cognitive skills in order to help personal development planning, the portfolio as a learning tool which creates student-led learning in accordance with autonomy. The research was ran for one calendar year. Through the end of the study, a follow up questionnaire was conducted to both staff and the students. The data from the questionnaire showed that the portfolio is important for developing meta-cognitive skills for personal development planning.

Similarly, another study (Yang, 2003) was carried on in a freshmen English Course at a four-year public University in Taiwan and ran for two semesters. Parallel to pre-mentioned study the issues of “the effectiveness of integrating portfolios into a learning strategy-based EFL course” and “the effects of portfolios on helping college students to become effective and autonomous learners” were investigated. The initiation for the researcher was the fact that learning strategy-based instruction is a learner-focused approach to teaching which emphasizes both explicit and implicit integration of language learning strategies in the language classroom, with the goal of greater learner autonomy and increased proficiency (Yang, 2003). In addition Yang stated “portfolios can help raise students’ awareness about learning strategies and autonomy”. In the study, portfolios were integrated into the framework and procedures-i.e. diagnosis, preparation, instruction and evaluation for learning strategy-based instruction. Through the end of the study, Yang applied four different instruments- The English Learning Questionnaire, The Learning Style Survey and two portfolio surveys- in order to assess the students’s beliefs and attitudes and to measure the effectiveness of the portfolio application. The results showed that nearly 83 % of the students wanted to be part of the decision-making process about how they would learn and 84 % of them wanted to be responsible for their own learning. These two - deciding about and taking the responsibility of one’s own learning – are accepted the main characteristics of autonomy, which is explained in the Introduction Part of this thesis. In accordance with

portfolio application, those students who wanted to be autonomous declared that portfolio promoted the use of their meta-cognitive strategies such as managing, organizing and reflecting on their own learnings (Ibid).

In another study which was conducted on EFL young learners as a part of bigger project in the year 2002, a group of teachers investigated profiling and learner autonomy in relation with quality learning, e.g. a learner's meta-cognitive awareness and responsibility for his/her own learning (Krigere&Sardiko,2002). At the beginning of the study two questionnaires were applied and the candidates were grouped into three groups – lowest-motivated, medium-motivated, highest-motivated – in terms of their motivation to learning and assessment. At the end of the study those candidates took a proficiency test and got nearer scores in that exam. This result was commented on by Krigere and Sardiko (2002:3) as “the portfolio allows all pupils to progress at different pace” which means the portfolio provides individualization –an important component of autonomy- for language success.

Gagliano & Swiatek (1999) reported the findings of a research - will be explained in detail in Part 2.5.2- which was ran in a Northwest suburb of a Midwest City. According to the data they got at the end of the study, 82% of the students strongly agreed and 18% of them agreed that portfolio enabled them to self-evaluate their work. This means that portfolio helped them to take the control their learning because the evaluation of the learning was done by the student him/herself who was the the most responsible in his/her learning not by a teacher as in the traditional ways of assessment.

Gagliano & Swiatek (1999) also added that 77% of the students strongly agreed and 23% agreed that they enjoyed creating their own academic goals which reflects the power of portfolios in nurturing autonomy due to the fact that portfolios push students to decide about their own learnings. This is important for the issue of autonomy since Dickinson (1987:11) defined it “situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementation of those decisions”.

Pollari (2000) carried out a research in a Upper Secondary School in Finland with 108 students. The inquiry of the research was whether portfolios could foster the students's empowerment which is a process towards autonomy. The research carried out in the context of the culture –an interesting and a fruitful basis for portfolios. Pollari (2000:174) declared “approximately 80 students out of the 108 were considered to have high learner empowerment”. That implication was gotten after survyes, interviews with students and evaluation of their porfoios.

### **2.6.2. Studies on Portfolios as an Alternative Way of Assessment**

With regard to the notion of assessment, the portfolio has been focused on as an alternative way of assessment in place of traditional pen and paper tests. In the literature many studies are encountered which aims to investigate the portfolio as an assessment tool.

One of the studies (Padilla, Aninao& Sung,1996) in the literature is the research project which was conducted by the University of California. The subjects of the research were students who attended both the elementary and high school levels, were enrolled in courses in less commonly taught foreign languages, namely Chinese, Japanese, Korean and Russian in California schools. The 14 programmes involved in this project included nearly 1000 students. The focus of the researchers in this project was alternative methods of assessment which would be more common in a near future in place of traditional ways of assessment. After the application of the portfolio, the researchers, Padilla, Aninao, Sung, declared (1996:431)

“Each student’s language growth can be easily seen by examining a portfolio and it can be used as an assessment tool on the condition that there is a plan which identifiesthe purpose and the audience carefully.”



In another study-which was ran in a public university in Taiwan- in the literature, Yang (2003) reported that 70% of the students who participated in the study found it useful to use portfolios for evaluation in a course.

As far as the framework of the portfolio is concerned; it permits both holistic and individual element, scoring artifacts one by one, evaluations. But the main point here is which type of evaluation is better. This point was investigated in a study which was conducted in the University of Wisconsin by Nystrand et al (1993; cited in Johnston, 2004). The results of the study showed that individual element evaluation was more reliable than holistic evaluation since the inter-rater agreement ranged between 68% and 61% in individual element evaluation whereas it was between 25% and 58% in holistic evaluation (1993; cited in Johnston, 2004). At this point another problem arises, if the portfolio is evaluated by considering each element individually, students are not able to benefit from displaying a range of abilities over several artifacts (Condon&Hamp-Lyons, 1994; cited in Johnston, 2004). So the writer of this thesis recommends a mixed type of evaluation, i.e. using the average of both holistic and individual element scoring.

In the United States, the Department of Education accepted the State of Ohio's "uniform portfolio system of assessment", which was validated by Ohio State University, as a standard assessment system for adult ESL instruction (Van Duzer, 2002).

Again in the US, another comprehensive study which was the preparation stage of a programme on English as Second Language for workplaces, was carried on. The study was ran in a large university- the name was not mentioned in the article- in US (Schwarzer, Larotta & Zub, 2002). This preparation stage took four months. The ultimate goal of the programme was to equip the learners with appropriate language tools in order to become more effective language users in their workplace. The researchers designed inquiry-based curriculum which was a student-centered approach to teaching and learning that begins with students self-selecting or generating a question or set of questions about a topic that interests them. Owing to the fact that the workplace

programme –inquiry-based- was based on students’ learning needs and the lessons were approached from a holistic and constructivist methodology, the researchers decided to assess students’ learning processes through portfolios. The things that pushed them to choose portfolio for the assessment tool were; the portfolio has the capacity to focus on both process and product, it enables students to evaluate their own learning and show their knowledge through different ways. At the end of the preparation stage with the help of other departments in the university, the researcher got the insights that portfolios empowers students as evaluators diminishing the value of traditional grades, it encourages ESL employees to become critical and self-motivated language learners and it is a showcase both product and process (Schwarzer,Larotta&Zub, 2002).

In addition, the literature shows that in the US the portfolio assessment system is going to be official in Nation Wide. The things that supports this suggestion are the efforts of some States to use portfolio system as a state-wide assessment programme. Gomez (1999) presented two States, Vermont and Kentucky, which used assessment portfolios. Gomez (1999:4) stated that:

“In Vermont, the Portfolio Based Writing Assessment Programme was developed to measure how well Vermont Schools teach students to write across the curriculum and to provide a high common standart of achievement for all students. Similarly, the Kentucky writing and mathematics portfolios are integral parts of the Kentucky Instruction Results Information System.”

These States, Vermont and Kentucky, focused on staff development programmes to establish an efficient portfolio assessment system and to improve inter-rater reliability among scores within the system. In order to do that all the teachers at the 5<sup>th</sup> and 8<sup>th</sup> grade levels in Vermont were taken to a State-wide Writing Assessment Programme. Likewise, the Kentucky’s portfolio assessment system was supported by Western Michigan University (Gomez, 1999).

San Diego, California, fully implemented a district-wide portfolio assessment system in reading in the 1997-1998 school year and assessed all students in grades

K-12, including those who spoke a first language other than English (Gomez, 1999).

Gagliano & Swiatek (1999) reported a comprehensive study which was conducted during the period of September 1998 to January 1999 in an elementary school which was located in a North-Western suburb of a Midwest city. Gagliano & Swiatek (1999:6) stated:

“In the targeted school, formal and standardized assessment and testing do not provide a complete assessment of student’s academic growth and performance. This is evidenced by teacher observation of students’ classroom performance as compared to test results, by student and parent anecdotal comments and by students’ behaviour during testing.”

So the researchers decided to apply portfolio, one of the alternative assessment forms, due to the fact that it enables teachers, parents and students to cooperatively identify problems, set goals and developed shared strategies. The portfolio implementation period took twelve weeks. During that period, the evidence of students’ growth and development in language arts were measured through running records, interest surveys, anecdotal records and student reflections. The population examined in the survey consisted of 24 first grade students and 22 third grade students.

According to the Parent Post Assessment Survey, 11% of the parents strongly agreed and 73% of the parents agreed that portfolios showed progress better than a test score . In addition to do this, 47% strongly agreed and 53% of the parents agreed that their children could self-evaluate and judge his/her work as a result of portfolios (Gagliano&Swiatek, 1999).

Gagliano&Swiatek (1999) reported that the results of the Student Post Assessment Survey show that 73% of the students strongly and 27% of them agreed that their portfolios showed their strengths and weaknesses better that a test score.

### **2.6.3. Studies on Portfolios as an Instructional Tool**

As stated before the portfolio is an effective instructional tool in second/foreign language learning. In the literature, it is seen that the portfolio is used to fulfill various instructional purposes. It is better to introduce some studies about the instructional use of portfolios in the literature.

One of the studies in the literature was ran on EFL young learners in the year 2002, in this study one of the themes was the use of portfolios for developing the four integrated language skills (Krigere&Sardiko, 2002). At the end of the application, which took two months, Krigere & Sardiko reported that “all students -with different levels of motivation- made few mistakes in their artifacts which can be interpreted as the portfolio enhances motivation for language learning.”

Another research, which was explained in detail in part 2.5.2, was ran in a Northwest suburb of a Midwest City and it provided some insights about instructional aspects of portfolios. The researchers, Gagliano & Swiatek (1999:51) reported that 100% of the students enjoyed keeping portfolios during the academic year. In addition, it was reported that 100% of the students agreed that portfolios help them to see their academic progress (Ibid). The last thing to concern was the role of the of the conferences, which was explained in Part 2.3.2.2., the results showed that 91% of the students liked being part of the parent-teacher conferences (Ibid).

Baker (1996;cited in Gomez, 1999) mentioned about an evaluation which had been made by Western Michigan University. The University had examined Kentucky’s portfolio assessment programme and found that students in Kentucky had been writing more and doing more group work as a result of the new state testing programme.

Diaz, Justica and Levine (2002) reported an Intensive Program -two semester long- in Hostos Community College, New York. The program consisted of a reading and conversation course, a writing course and a language workshop. All the courses

sought to develop all language skills. In the program, the participants were given different unit topics for each week and they were required to work collaboratively on the topic. After this collaborative work, each student had to study on his/her own and write insights s/he got on the topic. At the end of each semester, every student had to deliver a portfolio in which s/he collected his/her work during the semester. In this program, the portfolio was used as a final target which could be reached via all the works done in the semester. The researchers also mentioned about the success of the program for future academic course and various proficiency exams mandated by the City University of new York.

Dwyer (2000) mentioned about the system he used in the Department of Curriculum and Instruction in East Tennessee State University. In the teacher certificate program, Dwyer used a portfolio system as the mainstay of the instruction. The students at both graduate and undergraduate levels prepared a comprehensive portfolio containing a lot of original works ranging from a cloth-bound autobiography to lesson plans on teaching phonics. Such a kind of application exemplified how various materials could be included into a portfolio.

In Finland, Pollari (2000) carried out a research in a Upper Secondary School with 108 students. The resercher reported that nearly 87% of the students found the porfolio application as positive effective and volitional. In addition a significant improvement was observed. Although most of the participants' grades varied from "poor" to "fairly good" and "very good" before the application, their grades improved to a range between "fairly good" and "very good" (Pollari, 2000).

## CHAPTER 3

### METHODOLOGY

#### 3.1. Introduction

In the light of previous research, we can conclude that “portfolio” is an autonomous way for learning and also an efficient procedure for language learning. In addition, it is a longitudinal assessment, which measures the development of a learner in a period of time.

#### 3.2. Subjects

The subjects of this study consisted of two groups: portfolio group and non-portfolio group. The data were collected from ninety-four subjects who are Upper Intermediate EFL learners at 11<sup>th</sup> grade in one of the high schools in Bursa, Turkey.

These participants were from four different classes and were taught by the same teacher, the researcher himself, for four sessions a week. The separate “intensive reading session” for both groups only covered one or one and half of those four sessions. The researcher divided these ninety-four participants into two groups according to their classes, i.e. the first two classes were a group and the other two were another group. In each group one class consisted of twenty-four students and the other twenty-three. The experimental –portfolio- and the control -non-portfolio- groups were chosen randomly.

In this study, the experimental group is the one who were subject to intensive reading portfolio application, which is an autonomous way of of learning, during the experiment and called “portfolio group” in the thesis. On the other hand, the control group is the one who were subject to traditional intensive reading methods, which are non-autonomous, during the experiment.

### 3.3. Materials

Basically, two types of materials were used for these two groups. Each material used in portfolios is called “artifact”. The differences between the types of material were due to two reasons; first the portfolio group’s artifacts led autonomy for learners, second each member of the experimental group kept his artifacts in his own portfolio. All the artifacts of both portfolio and non-portfolio groups can be found in the Appendix. At this point, it is better to separately explain the materials of each group in detail.

The artifacts delivered to the portfolio group can be classified into six categories. With the guidance of the teacher, all these artifacts were used as bases for training reading strategies. It is better to note here that the first artifact of both groups was same, i.e. an intensive reading text with multiple-choice questions.

The first category is common for both groups, teacher selected text with multiple-choice questions (See Appendix 1).

The second artifact category of the portfolio group was teacher-selected texts without questions. Those artifacts required students to prepare both multiple choice and open-ended questions for intensive reading texts. The aim of these activities was to initiate the autonomy of the students since those exercises did not simply require the learners to choose the best or correct one among the given four or five choices of the questions. The autonomy level of those exercises was graded from “controlled” to “free” by the researcher. In other words, although the learners were requested only to create choices of one question of a text at the beginning of the application, they were to write three or four multiple-choice questions for a reading text at the end of it. These kinds of artifacts helped the learners to train especially their semantic mapping, recognizing patterns, summarizing and transferring strategies. While writing questions for texts, the learners, without drawing visual diagrams, needed to uncover relationships of the ideas within the texts. In addition, they needed to recognize patterns in the texts

to write suitable questions for them. For example, if a story took place in past time, the learners had to recognize the time and write questions accordingly. Further, writing questions about the overall ideas of the texts required the learners to summarize the texts at first hand. What is more, in order to write questions they needed to transfer their writing skills into the reading process (See Appendix 2).

The third category of artifacts required students to choose a reading text other than the materials used in the 11<sup>th</sup> grade English Course and write new questions some of which were multiple choice and others were open-ended in place of original questions of the text. This activity could be accepted as the ultimate level of autonomy in which the learner decided on his/her own learning. Not only did it enhance their autonomy, but this activity also provided bases for training their associating/elaborating, guessing intelligently and skimming strategies. The point here is while looking out for a suitable one among a number of texts, the learner associates his/her previously-gained knowledge with the texts. In addition, by examining the texts with their original questions, the learner needed to guess what other questions he would generate about the texts. Lastly, the learner needed to skim the texts appropriately in order not to lose time with unsuitable ones. Similarly, the learners applied the same strategies which is mentioned in the former paragraph while writing questions for their self-selected texts (See Appendix 3).

The fourth type of the artifact was a “ research report on reading strategies” with the pre-guidance of the teacher, the students did a research on reading strategies via Internet. In addition, they used grouping, associating/elaborating, summarizing and skimming strategies while doing the search on the net. In this search they grouped the necessary information about strategies and associated their previous knowledge with the data which they encountered on the net in order to choose the related information. Further they needed to skim many web pages not to waste time. What is more, the learners had to summarize what they collected to prepare the final version of their reports (Appendix 4).



The fifth type of the artifacts focused on “retelling skills”. The “retelling skills” was enhanced by drills, such as identifying the function of each paragraph, analyzing the main idea and examples of each paragraphs in a text. This type of artifacts led the learners to apply their summarizing skills since retelling requires having a summary of a text without trivial details. The text which includes those drills can be found in the Appendix 5.

The sixth artifact was a “self-evaluation and reflection paper”. In order to guide the students, eliciting questions about “reading strategies” were prepared. Each participant answered those questions and was requested to create a “title” for the paper (See Appendix 6).

The common procedure for all types of artifacts except “a research report on reading strategies and self-evaluation and reflection paper” was finding out new words before reading. In other words, the participants were required to find out the definitions of new words from mono-lingual dictionaries and to write those definitions on a suitable place on the related artifact.

As regards the control group, traditional, non-autonomous, techniques and materials were used for intensive reading sessions. All the eleven intensive reading texts were chosen by the teacher. In addition, all the texts included either multiple choice or open-ended questions. The teacher himself introduced the necessary vocabulary for the texts before reading. In while-reading period, the students were dealing with the questions on their own. Then the teacher got the answers from the students and declared the correct answers. Other than this, the teacher lectured on “reading strategies” in one of the reading sessions.

### **3.4 Data Collection Procedure**

The procedure of data collection included two main steps; i.e. the pilot study and the main study. Each step lasted about fifteen weeks. The aim of the pilot study was to experiment such a new application –portfolio-and to identify the possible problems that would emerge in the main study beforehand.

#### **3.4.1 Pilot Study**

##### **3.4.1.1 Procedure of The Pilot Study**

The subjects of the pilot study were forty Upper Intermediate 11<sup>th</sup> grade students in the same school. They were EFL learners in six different classes. All the participants had taken “ term-work ”, a compulsory application in all high schools in Turkey, for English Course without knowing what kind of an activity they would have done. Those term-work takers had had four hours English classes a week and been taught by the same teacher (the researcher). The researcher divided these forty participants into two groups according to their classes, i.e. the first three classes were a group and the other three were another, and decided the portfolio and the control groups randomly.

Before the study a pre-test had been applied the both groups in order to assess the level of their intensive reading levels (See Appendix 7).

During the pilot study, both groups had received their weekly intensive reading text at the beginning of each school week and been requested to deliver them three days later. While the procedure could have been similar for both groups, the difference had stemmed from the materials. In other words the control group had been taking reading texts with multiple-choice and open-ended questions on the contrary the portfolio group had been receiving the same texts without questions and been requested to create both multiple-choice and open-ended questions on their own. In addition the portfolio

group had done a research on reading strategies via Internet and created a research paper for their portfolios.

At the end of the study both groups had taken a post-test. The aim of that test had been to see both groups' improvement after the experiment (See Appendix 8). The items for these two tests had been selected from professionally-developed sources, namely "The TOEFL Tests" (ARCO, 2001), "100 Reading Passages" (Tataroğlu, 1995), "A Source For Reading and Words" (Kilimci&Kilimci, 2001). The multiple-choice questions which had been taken from these sources, had been previously tested items in TOEFL Tests and various proficiency exams in Hacettepe University. 26 of the 36 questions had been multiple-choice questions which could be assessed objectively, other 10 open-ended questions had been transformed to their new form from multiple choice origin. The pre-test and post-test for the pilot study were developed with the guidance of the supervisor and separate vocabulary sections were added to the tests according to her command in order to form the main study's pre-test and post-test.

#### **3.4.1.2 Results of the Pilot Study**

The first thing which the pilot study had reflected was the issue of whether the students had done the assignments on their own or not, which had been vitally important for the sake of the study. Due to the fact that the participants had delivered the assignments three days later from the day they had received, it had been impossible to control whether they had done the assignment on their own or not. So in the main study, the students dealt with most of the artifacts in the class time and their portfolios were kept by the teacher.

The second thing which had emerged from the pilot study had been the attitudes of students to the pre and post tests. Owing to the fact that those tests had been introduced as level evaluation examinations, some of the students had not taken them serious. As a result those students had not showed their full performance deliberately.

At the end of the pilot study, both portfolio and control groups' pre and post test scores' mean differences had been compared but a significant difference had not been seen. The results of those tests are given in the Appendix 9.

### **3.4.2. The Main Study**

The intensive reading sessions for both groups started in September 2004. Both groups had four hours English Course a week. One or one-half hour period of that course was devoted to intensive reading session. These sessions ended in January 2005.

The control group, they exploited intensive reading texts which the teacher brought with him. In a typical session, the teacher introduced the necessary vocabulary before reading then the students read the related text in order to find answers for the given questions. After reading, the teacher got answers from the students and declared the correct answers. At the end of the session, texts were collected. Materials used for control group are given in Appendix 10.

The portfolio group, they dealt with six different artifacts; namely text with questions, texts without questions, student-selected texts, research report on L2 reading strategies, self-evaluation and reflection paper, texts with retelling activities, during the portfolio sessions. The common procedure which was used for all reading texts was the students finding necessary vocabulary about the related text according to their own needs before reading. Then they did autonomous exercises, i.e. writing multiple-choice or open-ended questions, retelling activities, etc. which the artifacts required. During the activity period, the students studied on the activities either individually or in pairs. After they did the exercises, the whole-class discussed the possible answers for each exercise together, with the guidance of the teacher. At the end of the session the students put their artifacts into their portfolios. Other than this typical procedure, students research reports on L2 reading strategies were examined by the whole-class in one of the sessions. In addition, two students found the possibility to introduce the text which they found out of the English Course materials and to make their friends answer the

questions that they created. The photographs of student-made portfolios are presented in Appendix 11.

### **3.4.3 Pre-test and Post-test**

All the participants in the main study were given the identical pre-test and post-test. These two tests were the improved versions of pilot study's pre-test and post test. Each test consists of thirty-eight questions. Twenty-two of the questions were multiple-choice, ten of them was short open-ended questions and the remaining six was vocabulary questions which were given in separate parts in the tests (See Appendices 12 and 13). The researcher tried to ask as many questions as possible, and used different types of questions to ensure reliability (Ekmekçi, 1999). The time given for the test was ninety minutes. None of the participants used that whole ninety minutes, they generally finished the test between seventy and eighty-five minutes. This was important since it showed that the time restriction did not affect their performance and the reliability of the test (Ibid). The reading texts for the test were taken from three different sources; "The TOEFL Tests" (ARCO, 2001), "100 Reading Passages" (Tataroğlu, 1995), "A Source for Reading and Words" (Kilimci & Kilimci, 2001), "North Star" (English & English, 2004). The levels of the texts ranged from Upper-Intermediate to Advanced Level.

### **3.5 Data Analysis**

In order to get an insight from the pre and post tests scores of both groups, some SPSS procedures/applications were implemented. First of all the control group was labeled as Group1 and the experimental group as Group2 and their pre and post tests scores were compared. As a result some general statistics, namely mean, standart deviation were gotten.

Secondly, Levene's Test for Equality of Variances was applied to the pre-test scores of both groups in order to find out whether these groups were comparable or not.

Thirdly the same procedure - Levene's Test for Equality of Variances - was repeated for the post scores of both groups in order to find out whether a healthy comparison could be made or not for the post-test scores of the groups.

As a last step, to test the effectiveness of the portfolio method, "Sample t-test for the equality of means" was used to compare the post-test mean scores of control and experimental groups.

## CHAPTER 4

### RESULTS

The primary objective of this thesis is to measure the success of the “portfolio application” in terms of “enhancing intensive reading skills”. In addition, whether the portfolio application helps developing vocabulary is examined. In this chapter, the results which are gathered from the tests scores of the subjects are presented. This chapter is devoted to the analysis of the data collected for the purposes of the present research.

#### 4.1 General Statistics of Pre-Test Scores

The first procedure in the data analysis process is to calculate the “mean and standard error mean” of pre and post tests scores of control and experimental group. The control group is labeled as “Group 1” and the experimental group as “Group 2”. The results are shown in Table 4.1.1. The table which consist of every individual scores in both test are given in Appendix 14.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRESCORE	1	47	55,9574	11,5476	1,6844
	2	47	54,8667	9,8126	1,4313

**Table 4.1.1 General statistics of Pre-test Scores for the control and the experimental group**

It is evident from the Table 4.1.1 that the means and standard deviation of both groups’ pre-test scores are very close. So it can be said that both groups’ levels are nearly equal in terms of intensive reading skills before the portfolio application. After this first step, the second thing to do is to decide on the procedure for analyzing the data. In order to do choose the appropriate procedure, the distributions of the scores are

examined. This examination shows that the distributions of the scores are close to normal distribution (See Appendix 15). In the light of the finding, “t-test for equality of means” is determined as the way for analysis since it is an appropriate procedure for data with normal distribution.

#### 4.1.1 Variances of Pre-Test Scores

Although the means and standard deviation of both groups’ pre-scores are very close, this is not sufficient to provide the data that these two groups are comparable. In order to identify the groups are comparable, Levene’s Test For Equality of Variances is applied to the pre-test scores. Firstly the researcher suggests a null and an alternative hypothesis.

$$H_0 : \sigma^2_{Cpre} = \sigma^2_{Epre}$$

$$H_a : \sigma^2_{Cpre} \neq \sigma^2_{Epre}$$

These hypotheses are tested at  $\alpha = 0,05$  significance level, which means that the results will be in the 95% Confidence Interval. If the significance of the pre-test score variances is lower than 0,05,  $H_0$  will be rejected and  $H_a$  will be accepted. The results of Levene’s Test for Equality of variances are shown in Table 4.1.1.1

		Levene's Test for Equality of Variances	
		F	Sig.
PRESCORE	Equal variances assumed	1,438	,234

**Table 4.1.1.1 Levene’s Test For Equality of Variances**

It is seen from the results in Table 4.1.1.1 that the significance level is 0,234 which is greater than 0,05 so  $H_0$  is accepted. In other words these results provide two comparable groups before the portfolio application because the variances of the control and the experimental groups’ pre-test scores are equal. It can be said that both groups



are nearly identical before the treatment. After the pre-test, these two groups starts receiving two different types of instruction, namely the experimental group get autonomous portfolio courses whereas the control group get non-autonomous traditional courses.

## 4.2. General Statistics of Post-Test Scores

After the treatment both groups' performances are tested via a post-test which is the identical of the pre-test. The results are given in Table 4.2.1.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	1	47	58,0638	10,7043	1,5614
	2	47	64,8000	10,1929	1,4868

**Table 4.2.1 General statistics of Post-test Scores for the control and the experimental group**

### 4.2.1 Variances of Post-Test Scores

Similar to pre-test procedure, the distribution of the post-test scores is examined. According to the findings, the scores are normally distributed (See Appendix 15), so "t-test for equality of means" is decided to be applied. In order to find out whether both groups' post-test scores are comparable or not, the Levene's Test For Equality of Variances is again applied. Similarly a null and an alternative hypothesis are suggested.

$$H_0 : \sigma^2_{Cpost} = \sigma^2_{Epost}$$

$$H_a : \sigma^2_{Cpost} \neq \sigma^2_{Epost}$$

These hypotheses are tested at  $\alpha = 0,05$  significance level, which means that the results will be in the 95% Confidence Interval. If the significance of the post-test score

variances is lower than 0,05,  $H_0$  will be rejected and  $H_a$  will be accepted. The results of Levene's Test for Equality of variances are shown in Table 4.2.1.1.

		Levene's Test for Equality of Variances	
		F	Sig.
POSTSCORE	Equal variances assumed	,006	,940

**Table 4.2.1.1 Levene's Test For Equality of Variances**

The results in Table 4.2.1.1 shows that the significance level is 0.940 which is greater than 0.05, so  $H_0$  is accepted. This means that there are two comparable groups in terms of their post-test scores after the treatment since the variances of their post-tests scores are equal. So the effectiveness of the portfolio application can be measured by using these two groups pre and post tests scores.

### 4.3 T-Test for Equality of Means

#### 4.3.1 Pre-Test Scores

The Levene's test for equality of variances provides data about comparability of the groups' mean scores in pre-test. So "independent sample t-test for equality of means" is applied for the groups' pre-test scores. In order to this, a null and an alternative hypothesis are suggested. The null hypothesis claims that there is no significant difference in mean scores of the control group and the experimental group in pre-test while the alternative hypothesis claims there is a significant difference.

$$H_0 : \mu_{Cpre} = \mu_{Epre}$$

$$H_a : \mu_{Cpre} \neq \mu_{Epre}$$

The hypotheses are tested at  $\alpha = 0,05$  significance level. If the significance value of t-test for equality of pre-scores mean is lower than 0,05,  $H_0$  will be rejected and  $H_a$

will be accepted. The results of the t-test for equality of pre-scores mean are shown in 4.3.1.1.

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
PRESCORE	Equal variances assumed	,493	92	,623	1,0908	2,2104	-3,2992	5,4808
	Equal variances not assumed	,493	89,665	,623	1,0908	2,2104	-3,3008	5,4823

**Table 4.3.1.1 Independent sample t-test for equality of means**

It is evident from Table 4.3.1.1 that the significance value is 0,623 which is greater than 0,05, so  $H_0$  is accepted. This result shows that there is no significant difference in the mean scores of two groups in pre-test and this is stated with 95 % confidence since all the statistics are tested in 95% confidence interval. In other words both the experimental and the control groups are nearly equal in terms of intensive reading skills before the application.

#### 4.3.2 Post-Test Scores

According to the results which are shown in part 4.1.1 and 4.2.1, these two groups comparable in terms of their pre and post tests scores so these data can be used to test the effectiveness of the portfolio application. In order to test the effectiveness, both groups' post tests mean scores are compared. It is better to note that these two

groups are equal in terms of their intensive reading skills before the treatment since their pre-test mean scores are nearly equal. For a comparison a null and an alternative hypothesis are suggested. According to  $H_0$ , there is no significant difference in mean scores of two groups in post-test, while  $H_a$  suggests there is a significant difference.

$$H_0 : \mu_{Cpost} = \mu_{Epost}$$

$$H_a : \mu_{Cpost} \neq \mu_{Epost}$$

The null hypothesis is tested against the alternative hypothesis via independent sample t-test for equality of means. If the significance value is lower than 0.05,  $H_0$  will be rejected and  $H_a$  will be accepted. The results of independent t-test for equality of post-tests means are given in Table 4.3.2.1.

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
POSTSCORE	Equal variances assumed	-3,124	92	,002	-6,7362	2,1560	-11,0182	-2,4541
	Equal variances not assumed	-3,124	91,780	,002	-6,7362	2,1560	-11,0184	-2,4540

**Table 4.3.2.1 Independent sample t-test for equality of means**

According to the results in Table 4.3.2.1, there is enough evidence to reject  $H_0$  because the significance value is 0,02 so  $H_a$  is accepted. This means that there is a significant difference in the mean scores of the control group and the experimental

group in post-test. At this point both groups' pre and post-tests mean scores should be examined. The data are shown in Table 4.3.2.2.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRESCORE	1	47	55,9574	11,5476	1,6844
	2	47	54,8667	9,8126	1,4313
POSTSCORE	1	47	58,0638	10,7043	1,5614
	2	47	64,8000	10,1929	1,4868

**Table 4.3.2.2 Comparison of Pre and Post Test Scores**

When the two groups' pre-test and post-test mean scores are examined, it is seen that the experimental group show a significant improvement in their mean scores, whereas the control group show a silent improvement.

Consequently, it can be said that there is enough evidence to claim that the portfolio application is more effective than traditional instruction in the training of reading skills.

#### **4.4 Vocabulary Performance**

As stated before, one of the objectives of this thesis is to examine whether a portfolio application on intensive reading helps developing vocabulary skills. In order to get the required data, separate vocabulary sections were put in pre and post-tests.

##### **4.4.1 General Statistics of the Vocabulary Scores in Pre-Test**

In the analysis of the data for the vocabulary performance in the pre-test, "mean, standard deviation and standard error mean" of pre-test vocabulary scores of both groups are calculated. The control group is labeled as "Group 1" and the experimental group as "Group 2". The results are shown in Table 4.4.1.1.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRESCORE	1,00	47	6,8511	2,8816	,4203
	2,00	47	5,8222	2,2774	,3322

**Table 4.4.1.1 General Statistics of Vocabulary Scores in Pre-test**

#### 4.4.2 Variances of Pre-Test and Post-Test Scores

In order to investigate the comparability of the two groups pre and post tests vocabulary scores, Levene's test for equality of variances is applied. The results are given in Table 4.4.2.1.

		Levene's Test for Equality of Variances	
		F	Sig.
PRESCORE	Equal variances assumed	4,172	,044
	Equal variances not assumed		
POSTSCORE	Equal variances assumed	9,399	,003
	Equal variances not assumed		

**Table 4.4.2.1 Levene's Test For Equality of Variances**

It is seen from results that both significance values are below 0.05 so variances cannot be assumed equal, henceforth the values in "equal variances not assumed" column are used for the comparison of mean scores. The main reason for the low significance values of variances is the inadequacy of questions in number in vocabulary section. There are only six questions in vocabulary sections in both pre-test and post-test.

#### 4.4.3 T-Test for Equality of Means of Vocabulary Scores in Pre-Test

Despite the fact that means and standard deviation of both groups' vocabulary scores in pre-test are very close, this is not sufficient to claim that both groups are equal at the beginning of the treatment. So "independent sample t-test for equality of means" is applied for the groups' vocabulary scores in pre-test. In order to do this a null

hypothesis and an alternative hypothesis are suggested. The null hypothesis claims that there is no significant difference in the scores of the control group and the experimental group in vocabulary section in pre-test whereas the alternative hypothesis claims that there is a significant difference.

The hypotheses are tested at  $\alpha = 0,05$  significance level. If the significance value of t-test for equality of vocabulary scores mean is lower than 0,05,  $H_0$  will be rejected and  $H_a$  will be accepted. The results are shown in table 4.4.3.1.

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
PRESCORE	Equal variances assumed	1,920	92	,058	1,0288	,5357	-3,5187E-02	2,0929
	Equal variances not assumed	1,920	87,337	,058	1,0288	,5357	-3,5945E-02	2,0936

**Table 4.4.3.1 Independent Sample t-test for equality of means of Pre-Test Vocabulary Scores**

It is evident from Table 4.4.3.1 that the significance value is 0,058 which is greater than 0,05 so  $H_0$  is accepted. As stated before the values in “equal variances not assumed” column is used. This result shows that both groups’ vocabulary mean scores are nearly equal and this is stated with 95% confidence owing to the fact that the hypotheses are tested in 95% confidence interval.

#### 4.4.4 General Statistics of the Vocabulary Scores in Post-Test

As stated before separate vocabulary sections are put in both the pre-test and the post test in order to examine the vocabulary performances of the two groups before and after the experiment. Both groups’ vocabulary performances in post-test are shown in Table 4.4.4.1.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	1,00	47	7,0638	2,8545	,4164
	2,00	47	8,7111	1,7273	,2520

**Table 4.4.4.1 General Statistics of Vocabulary Scores in Post-Test**

It is seen from the Table 4.4.4.1 that the means of both groups' post-test scores are not so close as pre-test scores. The mean differences of both groups' post-test vocabulary scores are greater than the pre-test vocabulary scores. In order to get a more reliable proof, t-test for equality of means is applied for the post-test vocabulary scores.

#### 4.4.5 T-Test for Equality of Means of Vocabulary Scores in Post-Test

In order to analyse the both groups' vocabulary performances in post-test, t-test for equality of means is applied. To compare both groups' performances a null and an alternative hypothesis are suggested.

$$H_0: \mu_{Cvoc-post} = \mu_{Evoc-post} \quad H_a: \mu_{Cvoc-post} \neq \mu_{Evoc-post}$$

The null hypothesis is tested against the alternative hypothesis. If the significance is lower than 0,05,  $H_0$  will be rejected and  $H_a$  will be accepted. The results of independent t-test for equality of post-test vocabulary scores are presented in Table 4.4.5.1.

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
POSTSCORE	Equal variances assumed	-3,385	92	,001	-1,6473	,4867	-2,6138	-,6807
	Equal variances not assumed	-3,385	75,705	,001	-1,6473	,4867	-2,6166	-,6779

**Table 4.4.5.1 Independent Sample t-test for equality of means of Post-Test Vocabulary Scores**



According to the results in Table 4.4.5.1, there is enough evidence to reject  $H_0$  since the significance value is 0,01 so  $H_a$  is accepted. As stated before the values in “equal variances not assumed” column is used. This means that there is a significant difference in the mean scores of both groups in post-test. At this point both groups’ pre and post-tests vocabulary mean scores should be examined. The data are shown in Table 4.4.5.2.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRESCORE	1,00	47	6,8511	2,8816	,4203
	2,00	47	5,8222	2,2774	,3322
POSTSCORE	1,00	47	7,0638	2,8545	,4164
	2,00	47	8,7111	1,7273	,2520

**Table 4.4.5.2 Comparison of Vocabulary Scores in Pre and Post Tests**

It is evident from the Table 4.4.4.2 that the experimental group get a 2,8889 points achievement whereas the control group get a 0,2127 points achievement. It should be kept in mind that both groups’ vocabulary performances are nearly equal at the beginning of the experiment. As a result, it may be said that the portfolio application on intensive reading also helps vocabulary development.

## CHAPTER 5

### DISCUSSION

#### 5.1 Introduction

The present study was carried out in order to investigate the effectiveness of portfolio – an autonomous way of learning- on intensive reading . In addition, this study examined whether a portfolio application on intensive reading helped vocabulary development. Further, brief information about autonomy was presented. Due to the fact that there were one primary and one secondary enquiries in the study, two research questions were formed.

In this chapter the findings derived from two tests, i.e. pre and post intensive reading tests, which the two groups, namely the portfolio and the control group, took. Since there is a significant difference between the performances of the two groups in the post test despite their equal results in the pre-test, the probable reasons of these performance differences are discussed in detail.

#### **5.2 Does a portfolio application –as an autonomous way of learning – enhance intensive reading skills, i.e. reading strategies ?**

In order to carry out a reliable research, the two groups, i.e. the portfolio and the control group, were given a pre-test at the beginning of the study. The results of the pre-test indicated that there was not any significant difference between the groups in terms of their intensive reading levels since the control group's mean score was 55,9574 and the portfolio group's was 54,8667 (See Table 4.1.1). The comparability of the groups were detected via Levene's test for equality of variances and the result that they were comparable was reached (See Table 4.1.1.1). In sum, these two data provided that the portfolio group and the control group were equal in terms of their intensive reading skills at the beginning of the study.

After the treatment, a post-test was applied to both groups to see the changes in their performance of intensive reading skills. First of all, the results of the post-test were examined via Levene's test for equality of variances in order to see whether the post-test results could provide a reliable comparison or not. The data which was gotten from Levene's test for equality of variances indicated that the post-test results provided comparability of the two groups (See Table 4.2.1.1).

Now that the post-test results were reliable, the two groups' performances were compared via independent sample t-test for equality of means. The results showed that these two groups were not equal (See Table 4.3.2.1). Moreover the two groups' post-test mean scores were compared and it was seen that the portfolio group's mean score was 64,8000 whereas the control group's was 58,0638 (See Table 4.3.2.2). When the change between the pre-test mean scores and post-test scores of both groups was concerned, it was recognized that the portfolio group increased their mean score 9.9333 points while the control group only 2.1064. In conclusion these data proved that the portfolio group made a greater achievement than the control group.

The researcher claims that the difference in the achievements of two groups is due to the portfolio application. It is because the portfolio is an efficient application for enhancing intensive reading skills, i.e. reading strategies. The main point here is which factors make the portfolio an efficient instructional tool will be examined in Part 5.4.

### **5.3 Does a portfolio application on intensive reading skills help vocabulary development ?**

The necessary data about this research question is gathered via the separate vocabulary sections which were put both in pre and post tests.

According to the pre-test vocabulary scores, both groups vocabulary levels were nearly equal since the control group's mean score was 6,8511 and the portfolio group's was 5,8222, their standart deviations were also very close (4.4.1.1). Despite the fact that

their mean score and standart deviations provided that the groups vocabulary scores were equal, the equality of the scores were also detected via t-test for equality of means. The results of the t-test showed that their vocabulary scores were equal in the pre-test (See Table 4.4.3.1). This means that, as stated in Part 4, both groups were equal in terms of vocabulary skills at the beginning of the experiment.

After the experiment, a post-test which had a seperate vocabulary section was applied to both groups. Firstly, both groups mean scores in vocabulary part were examined. It was seen that the control group a 7,0638 mean whereas the portfolio group got 8,7111(See Table 4.4.4.1). The difference between the two means seemed greater than the one in the pre-test. This, however, did not provide sufficient proof to claim that the two groups were not equal. As done in pre-test scores, the equality of two groups' scores was tested via t-test for equality of means. The results showed that these two groups' scores were not equal at the end of the experiment while they were equal at the beginning of it (See Table 4.4.5.1 ). In addition, when the two groups post tests means were compared, it was seen that the portfolio group improved their means by 2.8889 points whereas the control group improved 0.2127 points. To sum up, these data proved that the portfolio group made a greater achievement than the control group.

Similar to his claim for intensive reading performances of the groups, the researcher claims that the experimental group is more successful due to the portfolio application. It is because the portfolio is an efficient application for helping vocabulary development. The factors which make the portfolio an efficient instructional tool in developing intensive reading skills are also valid for vocabulary development. So the factors are going to be explained by taking the two into consideration.

#### **5.4 The Factors for The Efficiency of The Portfolio**

The factors which make the portfolio efficient in intensive reading and helping vocabulary development stem from the nature of the portfolio. How these factors affect

the achievement in intensive reading skills and vocabulary development should be examined.

#### **5.4.1 Autonomy**

The issues that the portfolio is an autonomous way for learning and that the portfolio enhances autonomy are explained in previous chapters. The main point here is how the autonomy, which is enhanced by the portfolio, affected the achievement in intensive reading skills and vocabulary development more than traditional methods.

The first and the foremost, being an autonomous learner means that the learner has the capacity to decide about his/her learning on his/her own. This provides the learner to focus on the things which s/he really needs in place of what the teacher dictates without considering the learners as individuals. The example which best describes this issue is the reading procedures in the class sessions. In the session, the students found the possibility to deal with the texts on their own via exercises such as writing their own questions for the texts, summarizing activities. In order to do these activities, each student used his/her own potential and background knowledge without depending on teacher's or other friends'. During these activities students could use other resources such as dictionary, grammar books, notes and etc. according to their needs. On the contrary, in traditional reading classes, the students are restricted with a teacher's authority and they have to keep up with the rest of the class, in other words a student has to wait if s/he is fast, hurry if s/he is slow, s/he also should follow the instructions that the teacher dictates. In addition, every participant took active role in the teaching-learning process while studying on the material on his/her own whereas only the successful students and the teacher carried out the teaching-learning process in the control group.

In addition, focusing on his/her all needs and active individual effort lead the learner to uncover the techniques and the procedures which s/he has been applying but which s/he has not been aware of. In the portfolio application of this thesis, the students

became more aware of the techniques and procedures which they had used before while preparing questions for the given texts. The raise in the awareness of students was due to working the process reverse. In other words, students who had used to trace links from questions to texts automatically, had to create links from texts to questions consciously while creating their questions for the texts in the portfolio application. This awareness raising process was also reinforced with the self-evaluation and reflection session. On the other hand, the control group only answered the questions belonged the texts automatically and unconsciously. In short, it can be said that the autonomy aspect of the portfolio enhances self-awareness of learners.

Moreover, the students created their own questions related to the given texts instead of waiting the correct answers from the active students or the teacher. In other words, every participant took active role in the teaching-learning process in the portfolio application while only the successful and the teacher carried out the teaching-learning process in the control group.

As far as the vocabulary is concerned, the portfolio group could decide on their own. During the portfolio sessions, the students only looked up the vocabulary items which they needed, not the ones which the teacher dictated. Thus, each student did not have to deal with the vocabulary which s/he had already known or had to pass the vocabulary s/he really needed since the teacher did not take care of.

As a result, the portfolio group performed better not only in the post-test but also in the vocabulary part of it. This was because they gained the capacity to act individually and actively. However, the control group remained passive and did not take the responsibility of their learnings.

#### **5.4.2 Variety**

One of the advantages which the portfolio provides is variety. This means that the portfolio allows different types of materials and activities for learning. In other

words, one can find a written text, a video tape and an oral performance recording and etc. at the same time in a student portfolio. In the portfolio application of this thesis different types of materials and the exercises, namely preparing questions for the given texts, research on reading strategies, finding out texts different from the course materials, retelling activities, etc. were included into the portfolio. So the students' learnings were empowered by providing various contexts in place of monotonous, repetitive exercises and they were made ready for different intensive reading requirements.

As regards the vocabulary, the portrait was nearly the same. The planner of the portfolio, the researcher himself, had chosen reading texts from different sources so the portfolio group found the possibility to deal with different vocabulary and genres. In addition, when looking for the texts different from the course materials and searching on the Internet, the portfolio students encountered new and different words other than the ones in the course. Moreover, the portfolio group had to deal with the new vocabulary actively while writing questions for the texts and doing summarizing exercises. This was because these activities required learners not only to perceive the meaning but also to acquire and actively use the new vocabulary for a new purpose as well. On the contrary, the control group were limited within the course materials, in other words they did not have the possibility to encounter various vocabulary and genres. What is more, they always dealt with the vocabulary passively, in other words they only learned the meanings, and were not required to use the new vocabulary actively.

A related concern to be emphasized is that the planner of the portfolio application, the researcher himself, identified instructional objectives and suitable artifacts accordingly. This is different from the traditional reading courses due to the fact that in those courses generally only one source -a book with texts- is exploited during a term. The planner of the portfolio application was to prepare the learners for different reading contexts. In order to prepare them, the researcher chose the text in

which the initial reading skills, i.e. prediction, skimming, scanning, recognizing cohesion and coherence, inferencing and interpretation were trained.

In the post-test, the effects of the “variety” which the portfolio provided are seen. Due to the fact that the portfolio group were ready for different types of exercises, they did better in the post-test which covered various aspects of intensive reading and has various vocabulary items.

#### **5.4.3 A Permanent Record**

As mentioned in previous chapters, the portfolio is an archive or record which exhibits a student growth, efforts and achievement from the beginning to the end (Farr,1991). This record enables both the student and the teacher to construct an organized, ongoing and descriptive picture of the learning and teaching which were realized. So by examining his/her portfolio constantly, the learner keeps his/her former learnings fresh and can identify deficiencies in those learning easily. Similarly, the teacher can use students’ portfolios as a record to evaluate students’ achievement over a period of time.

In the portfolio application of this thesis, the students were given time to explore all artifacts in their portfolios in the sessions. This procedure helped them to keep their former learnings fresh and identify the deficiency in those learnings. In contrast, the control group did not have such records so their former learnings stayed insalient and deficiencies in those learnings could not be identified.

Similary, the students could regularly review the vocabulary which they had acquired in the former sessions. Those reviews strenghten the endurance of the vocabulary items and reduced the possible loses.

In conclusion, the portfolio group were ready for the post-test with equally fresh learnings which were gained during the application and with much less deficiencies whereas the control group were not.



## CHAPTER VI

### CONCLUSION

#### 6.1 Summary and Conclusion

The present study was an attempt to built up a complete portfolio application on intensive reading skills in an EFL course. This study investigated whether there was a significant difference between the achievements of two groups, i.e. the portfolio and the control, in terms of intensive reading skills and vocabulary development.

The essential data was gained from 94 Turkish EFL learners who were 11<sup>th</sup> grade students in a high school in Bursa, Turkey. This 94 students were divided into two groups, then the portfolio and the control group were chosen randomly among them.

The instruments administered in the study were a pre and post test both of which had 38 questions and the tests were identical. The results of the two groups were analyzed via some SPSS applications, namely Levene's Test for Equality of Variances and T-Test for equality of means.

After comparing both groups' results, a significant difference was seen between the achievements of them. According to the results, the portfolio group performed better than the control group in the post-test despite the fact that both groups had performed equal in the pre-test. The significant difference was thought to be due to the difference between procedures which were applied to the groups in terms of intensive reading courses. In other words, the experimental group was trained via a portfolio application whereas the control group via traditional ways.

To sum up, we can conclude that the portfolio application is an efficient instructional tool in enhancing intensive reading skills and helping vocabulary development of Turkish EFL learners.

## 6.2 Implications

This study focused on a portfolio application in an intensive reading course in an EFL atmosphere. The findings of the present study revealed that portfolio was an efficient instructional tool in enhancing intensive reading skills and helping to develop vocabulary of Turkish EFL learners.

As mentioned in the first chapter, autonomy and being autonomous are necessary to make the learners active and efficient in teaching-learning process. Due to the present curriculum of the Ministry of Education and traditional classroom procedures used in language teaching, the capacity of autonomy cannot be gained by the students. In addition, a student does not have the chance to take the control of his/her learning, in place of this, his/her teacher stands as the only authority over the passive learners in the teaching-learning process. As a result, most of the students suffer in managing the new situations and problems which they encounter in foreign language since they remain passive and non-autonomous in their language education.

Similarly, present curriculum of the Ministry of Education and traditional classroom procedures restrict the students to deal with different materials other than the ones in the syllabus. In most state schools teachers have to depend on the sources and the procedures which the Ministry dictates. So they are obliged to present restricted variety and number of materials to the learners, as a result students can only benefit those materials in their language education. It is impossible for learners to handle new and complex situations which they encounter in different foreign language contexts with a background knowledge which is built up via restricted and poor language experiences.

Further, none of the students has a permanent record of their foreign language learning in state schools. Not having such a record or a resource creates unalterable risks in language learning which is a cumulative process.

### 6.3 Further Research

This study was limited to 94 EFL learners who were high-school students. Further research might be done with a higher number of students from different levels of education, namely primary, secondary and university levels.

As mentioned in the second chapter, portfolio can be used for developing various language skills and abilities, i.e. reading, writing, speaking, listening and etc, from elementary school through post-graduation. So portfolio application might be used for developing these other skills. As a result a more efficient and successful foreign language training can be ensured in EFL courses via portfolio application.

In addition, portfolio application can be included into the whole education system in terms of language learning in order to integrate with the Council of Europe specifically Common European Framework which proposes a Language Portfolio. According to this framework, every student has a language portfolio at the end of high school. This portfolio has three sections; passport –which contains formal qualifications related to Common European scale-, map –which shows the record of a learner in his/her foreign language education and dossier –in which samples of work from his/her foreign language experience are kept (Scharer&North, 1992). The main point here is portfolio applications similar to the present one can be used for preparing students to Common European Framework and European Language Portfolio.

Lastly, in this study the students kept conventional portfolios, i.e. dossiers for keeping materials. In further research, students might create their e-portfolios, which are kept on computer-based environments such as Internet, intranet or personal computers. In such applications, each student or students as groups gather their artifacts in separate computer accounts in Internet, intranet or personal computers which can be accessed by authorized people which are selected according to the nature of the application.

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## APPENDIX 1

### THE SCOTTISH MENTALITY

Although I had stayed in Scotland for two years, it was difficult for me to understand the Scottish mentality. Traveling to the office everyday, I watched people concealing their faces behind newspapers. They rarely conversed with each other, occasionally lifting their eyebrows to look at their fellow passengers. But when I started a conversation under the pretext of the weather I found many had a natural gift for gossip.

#### Reading Comprehension

1. The writer was quite surprised
  - a) as he could understand the Scottish mind
  - b) because almost nobody on the train was talking to each other
  - c) since most people were reading newspaper
  - d) after he saw people traveling by train
  - e) when he saw the Scottish way of life
  
2. Using the excuse of the weather.....
  - a) does not work all the time
  - b) is how one can get the Scottish talk
  - c) requires natural gift for gossip
  - d) is good for gossiping about nature
  - e) makes it easy to change the subject
  
3. It can be inferred from the passage that....
  - a) people in Scotland cover their faces with a newspaper
  - b) the Scottish do not look at anybody in the train
  - c) the Scottish are in fact have a tendency to talking
  - d) Scotsman always read something
  - e) The author wanted to stay more

## APPENDIX 2

### DEATH

Some old people are troubled by the fear of death. The young have a reason for this feeling. Young men who have reason to dread the idea that they will be slain in the battle may rightly feel sad in the thought that they have been cheated of the best things that life has to offer. But the fear of death is nothing for a old man, who has known human joys and sorrows.

1. Unlike young people.

- a. old people are not in their fear of death
- b. most old people are not afraid of death
- c. old people are always sad
- d. old people are always cheated of best things
- e. human joys are not experienced by old people

2. Young people are right.....

- a. because they did not have best things
- b. to trouble the old people
- c. as they are always cheated
- d. for not having a reason for their fear
- e. for their fear of death

3. Although they have experienced almost everything life will offer.

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

## GENEVA

Geneva is considered a model city. Although it has lagged behind the rest of the country in recovering from the recession there is an unmistakable recovery visible, it is considered a near-perfect city to both professional analysts and to the casual observers. More than 35% of its population is non-Swiss, yet there is seldom a hint of ethnic tensions that afflict other cities.

It is orderly with excellent public services. These positive aspects of the city may well come from the role it has played to many international organisations: hot. it is host to the offices of several international organisations both governmental and nongovernmental and is regularly the venue for conferences and all types of business negotiations. The Genevese prospered well from their guests but when the bubble burst in 1989, unemployment which had until now been unknown in this city established itself.

The change in the flow of money into the city finally brought about an awakening of the city government who changed their long played role of passive taker into an active role of a manager who showed interest in those international organisations stationed there. There is now dynamic force behind the renewed interest in customers of the city and establishment of an internationally important city. More so than at any time in the past.

### 1. lagged

- a) paused
- b) procrastinated
- c) hesitated
- d) lingered

### 2. recession

- a) depression
- b) gloom
- c) concavity
- d) hollow

3. Geneva has had difficulty\_\_\_\_\_.

- a) with recovery from the recession that the world has gone through
- b) maintaining its position as a model city
- c) prospering from their guests as there was too much unemployment
- d) with the public service system it supports guests with

4. It has taken a long time\_\_\_\_\_ (the correct one is missing).

- a) for most of the non-Swiss population to develop tensions of ethnic origin
- b) since the first guests decided to leave
- c)
- d)

## FIND THE SENTENCE WITH THE SAME MEANING

13. It is considered an orderly city due to its excellent public services.

- a) The public services of this orderly city are excellent to consider.
- b) The excellent public services that it provides makes it an orderly city.
- c) The consideration of excellent public services make it an orderly city.
- d) The order of the city is because of the consideration of excellent services to the public.

14. It has long been the venue for all types of conferences.

- a) The placement of conferences has been at this venue during the years.
- b) The venue for long years has been for conferences. c) d)

## CHANGE IN POSITION

The president of Sony the world known hi-tech production company, announced last month that he would be stepping down from his position. However, he also announced that he would be maintaining a new role as the chairperson of the company and so would be able to retain control of the company.

The company policy which states that presidency must be given up on reaching the age of 65 is the reason for his change in position. His statements however cast some doubts over the chain of command that will be maintained at the company, in his role as chairperson he will be working hand in hand with the new president and will continue to maintain a strong hold in decision making for Sony and will not allow the post of chairman to be what it has been in the past, largely ceremonial.

The massive expansion of this company over the past few years has lead to difficulty in managing a huge conglomerate of businesses dealing with electronics hardware, music, movie and cable-TV interests. To alleviate these problems Sony has introduced a more streamlined structure in which businesses are divided into eight companies with greater autonomy to function as necessary.

### 1. announced

- a) introduced
- b) ushered
- c) proclaimed
- d) published

### 2. stepping down (the correct one is missing)

- a) different
- b) retiring
- c)
- d)

### 3. retain (write the synonym)

### 4. The president of Sony

- a) has finally been forced to retire
- b) has decided to remain in position as to keep control of the company
- c) will continue to remain in power of the company as chairman now
- d) will change the chain of command in the company

### 5. The conglomerate of business (the correct one is missing)

- a)
- b)
- c) likes to allow autonomy in order to control all businesses
- d) alleviated all its problems when the president retired

### 6. Write a question with choices

.....

- a)
- b)
- c)
- d)

## CAVE ART

The latest findings in the south of France have altered many convictions pertaining to the artistic abilities of early man. Early this year, a park ranger stumbled across one of the most significant archaeological finds of the century. Close to the famous Lascaux Cave, another limestone cavern was found in which the walls were covered with spectacular paintings from the depths of prehistory. The Lascaux cave had art work thought to be about 17,000 years old, but this new cave contained paintings with paint that was tested with radiocarbon dating. The testing done in three different laboratories showed the paint to be 30,000 or more years old. More important than the antiquity of the paintings is the significance of the quality of the paintings. The drawings are of exquisitely rendered likenesses that show that early man was capable of more than simple linear drawings. The concept that artistic ability progressively developed with the development of man has been completely upset by this finding. Hopefully other caverns will be found and with these, the development of man's artistic ability and more important, his mind and capability will be more easily understandable.

### FIND THE SYNONYMS

1. findings

- a) strikes
- b) discoveries
- c) torments
- d) catches

2. convictions

- a) confidences
- b) beliefs
- c) assurances
- d) trust

3. pertaining (the correct one is missing)

- a)
- b)
- c) fitting
- d) conforming

4. stumbled = ?

- a)
- b)
- c)
- c)

### COMPLETE THE SENTENCES WITH THE BEST CHOICE

5. The new cavern found in France\_\_\_\_\_.

- a) was of the same era as the Lascaux Cave
- b) had art work about 17,000 years old
- c) was nearby the famous Lascaux Cave
- d) showed paintings that were made of radiocarbon paint

6. According to the passage these new findings-----

- a)
- b)
- c) show slow and steady development of man's artistic abilities
- d) have encouraged man to review art work previously found in caverns

## APPENDIX 3

### APPENDIX 3

# The Bed

Is it difficult for you to get up in the morning? Do you sometimes oversleep? Are you often late for work or school? Yes? Then Hiroyuki Sugiyama of Japan has a special bed for you. Hiroyuki's bed will get you up in the morning! Here is how it works.

The bed is connected to an alarm clock. First, the alarm clock rings. You have a few minutes to wake up. Next, a tape recorder in the bed plays soft music or other pleasant sounds. The tape recorder in Hiroyuki's bed plays a recording of his girlfriend. She whispers in a sweet voice, "Wake up, darling, please." A few minutes later a second recording plays. The second recording can be loud music or unpleasant sounds. Hiroyuki hears a recording of his boss. His boss shouts, "Wake up immediately, or you'll be late!"

If you don't get up after the second recording, you'll be sorry. A mechanical "foot" is in the bed. The mechanical foot kicks you in the head. Then the bed waits a few more minutes. What! You're still in bed! Slowly the top of the bed rises higher and higher. The foot of the bed goes lower and lower. Finally, the bed is vertical. You slide off the bed and onto the floor. You are out of bed and awake!

The woman in the pictures is demonstrating

Hiroyuki's bed. In the first picture, the bed is rising a little. The woman is still sleeping. In the second picture, the bed is almost vertical. The woman is not sleeping anymore.

Hiroyuki made his bed because he wanted to win a contest. He works for Honda Motor Company. Once every two years Honda has a contest—the "All-Honda Idea Contest." It is for Honda's 200,000 employees. The employees think of new ideas. If their ideas win, the employees win prizes. Hiroyuki Sugiyama won one of the top prizes for his bed.

Hiroyuki wanted to win a prize. He also wanted to solve a problem. "Getting up in the morning is difficult for me," Hiroyuki said. "Often I am almost late for work. Maybe this bed will solve my problem."

Hiroyuki's bed is not in stores. There is only one bed—the bed Hiroyuki made for the contest. Maybe someday a company will make Hiroyuki's bed and sell it in stores. Maybe people will buy millions of beds. Then Hiroyuki will be rich. If the bed makes Hiroyuki rich, it certainly will solve his problem. Hiroyuki will have a lot of money. He won't need to go to work, and he won't need to get up early!

1. What is Hiroyuki's problem?
2. What are the two things which can solve Hiroyuki's problem?
  - a.
  - b.
3. What does the underlined "it" in line 49 refer to?
4. What does "demonstrate" mean?
  - a) show
  - b) make
  - c) display
  - d) appear

## APPENDIX 4

### Reading Strategies - Reading Efficiently by Reading Intelligently

#### How to Use Tool:

Good reading strategies help you to read in a very efficient way. Using them, you aim to get the maximum benefit from your reading with the minimum effort. This section will show you how to use 6 different strategies to read intelligently.

#### **Strategy 1:** Knowing what you want to know

The first thing to ask yourself is: Why you are reading the text? Are you reading with a purpose or just for pleasure? What do you want to know after reading it?

Once you know this, you can examine the text to see whether it is going to move you towards this goal. An easy way of doing this is to look at the introduction and the chapter headings. The introduction should let you know whom the book is targeted at, and what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject.

Ask yourself whether the book meets your needs. Ask yourself if it assumes too much or too little knowledge. If the book isn't ideal, would it be better to find a better one?

#### **Strategy 2:** Knowing how deeply to study the material

Where you only need the shallowest knowledge of the subject, you can skim material. Here you read only chapter headings, introductions and summaries.

If you need a moderate level of information on a subject, then you can scan the text. Here you read the chapter introductions and summaries in detail. You may then the contents of the chapters, picking out and understanding key words and concepts. At this level of looking at the document it is worth paying attention to diagrams and graphs.

Only when you need detailed knowledge of a subject is it worth studying the text. Here it is best to skim the material first to get an overview of the subject. This gives you an understanding of its structure, into which you can fit the detail gained from a full reading of the material.

#### **Strategy 3:** Active Reading

When you are reading a document in detail, it often helps if you highlight, underline and annotate it as you go on. This emphasizes information in your mind, and helps you to review important points later.

Doing this also helps to keep your mind focused on the material and stops it wandering.

This is obviously only something to do if you own the document! If you find that active reading helps, then it may be worth photocopying information in more expensive texts. You can then read and mark the photocopies.

If you are worried about destroying the material, ask yourself how much your investment of time is worth. If the benefit you get by active reading reasonably exceeds the value of the book, then the book is disposable.

**Strategy 4: How to study different sorts of material**

Different sorts of documents hold information in different places and in different ways. They have different depths and breadths of coverage. By understanding the layout of the material you are reading, you can extract useful information much more efficiently.

*Reading Magazines and Newspapers:*

These tend to give a very fragmented coverage of an area. They will typically only concentrate on the most interesting and glamorous parts of a topic - this helps them to sell copies! They will often ignore less interesting information that may be essential to a full understanding of a subject. Typically areas of useful information are padded out with large amounts of irrelevant waffle or with advertising.

The most effective way of getting information from magazines is to scan the contents tables or indexes and turn directly to interesting articles. If you find an article useful, then cut it out and file it in a folder specifically covering that sort of information. In this way you will build up sets of related articles that may begin to explain the subject.

Newspapers tend to be arranged in sections. If you read a paper often, you can learn quickly which sections are useful and which ones you can skip altogether.

*Reading Individual Articles:*

Articles within newspapers and magazines tend to be in three main types:

- **News Articles:**  
Here the most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points first, and then flesh them out with detail.
- **Opinion Articles:**  
Opinion articles present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments.
- **Feature Articles:**  
These are written to provide entertainment or background on a subject. Typically the most important information is in the body of the text.

If you know what you want from an article, and recognize its type, you can extract information from it quickly and efficiently.

**Strategy 5: Reading 'whole subject' documents**

When you are reading an important document, it is easy to accept the writer's structure of thought. This can mean that you may not notice that important information has been omitted or that irrelevant detail has been included. A good way of recognizing this is to compile your own table of contents before you open the document. You can then use this table of contents to read the document in the order that you want. You will be able to spot omissions quickly.

**Strategy 6: Using glossaries with technical documents**

If you are reading large amounts of difficult technical material, it may be useful to photocopy or



compile a glossary. Keep this beside you as you read. It will probably also be useful to note down the key concepts in your own words, and refer to them when necessary.

Usually it is best to make notes as you go. The most effective way of doing this may be to use

Key points:

This section shows 6 different strategies and techniques that you can use to read more effectively.

These are:

- Knowing what you need to know, and reading appropriately
- Knowing how deeply to read the document: skimming, scanning or studying
- Using active reading techniques to pick out key points and keep your mind focused on the material
- Using the table of contents for reading magazines and newspapers, and clipping useful articles
- Understanding how to extract information from different article types
- Creating your own table of contents for reviewing material
- Using indexes, tables of contents, and glossaries to help you assimilate technical information.

# Dying for Their Beliefs: Christian Scientist Parents on Trial in Girl's Death

By Jeffrey Good from the *St. Petersburg Times*

1 Amy Hermanson was a sunny, seven-year-old with blond hair and bubbly ways. She liked to serenade adults with her favorite song: Disney's "It's a Small World After All."

2 But Amy's world went awry<sup>1</sup> one Sunday in 1986. An adult friend of her family noticed the child's sunken eyes, her listless manner, the way her clothes hung from her tiny bones. She tried to get the child to sing her favorite song.

3 "She used to come over and sing every verse to me. I couldn't even get her to make a comment on the song, let alone sing it," the friend, Mary Christman, would later tell investigators. She recalled her husband saying, "If the child does not receive medical attention, she will be dead within a week."

4 But Amy's parents are Christian Scientists. They decided to try to heal the child with prayer rather than seek a doctor's aid. Two days after the Christmas saw her, Amy died of diabetes.

5 On Monday, Amy's parents are scheduled to go on trial in the Sarasota County Courthouse on charges of third-degree murder<sup>2</sup> and felony child abuse.<sup>3</sup> Prosecutors say William and Christine Hermanson committed a crime by putting religious principles ahead of protecting their daughter. The Hermansons say their accusers are wrong. If

convicted, the couple could face three to seven years in jail.

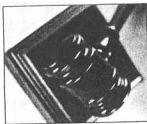
6 At issue is a legal principle with national ramifications. Since 1967, no Christian Scientist in the United States has

stood trial for denying children medical care for religious reasons. Six similar cases are pending, but the Hermansons are the first to go to court.

7 "The children are entitled to protection, and if the parents won't give it to them, they [the parents] will suffer the [legal] consequences," says Mack Futch, an assistant state attorney in Sarasota County.

8 The Hermansons, however, have maintained that prosecutors want to violate their constitutional right of religious freedom. And in interviews last week, their supporters maintained that the couple treated their daughter with a proven—if unconventional—method of healing.

9 Frederick Hillier, a Christian Science "practitioner" who was ministering to the child when she died, said that Christian Scientists regard prayer as a better treatment than conventional medicine. "A Christian Scientist is doing nothing any different than



anyone who has found medical treatment to be effective," said Hillier, who also acts as the spokesman for Florida Christian Science churches. "Why do Christian Scientists rely on spiritual healing when they could go to a physician if they wanted to? In their experience, they found it to be effective."

10 Church members acknowledge that their methods sometimes fail, just as doctors sometimes fail, he said. But that doesn't mean the Christian Scientists deserve criminal charges any more than the doctors do, he said. "We don't claim any more than anyone else claims to be 100 percent effective," Hillier said. "Even Jesus didn't."

11 Amy's third grade report card was her last. It showed As in reading, English, spelling, mathematics, science, and social studies. "Amy takes a keen interest in all her work," a teacher wrote.

12 But in September 1986, Amy began fourth grade as a different child. Teachers noticed her dozing off in class, shedding weight at an alarming rate, and complaining of stomachaches. At one point, she held her hands over her ears and pleaded, "Stop the noise. Stop the noise," at the sound of a pencil scratching paper.

13 "After the school year began, Amy was often upset. She would cry and say that she did not feel well," said June K. McHugh, director of the private Julie Rohr Academy attended by Amy and her older brother, Eric. McHugh told investigators that about a week before Amy's death, she told Mrs. Hermanson her daughter might be suffering from a physical ailment. McHugh recalled that Mrs. Hermanson said, "The situation was being handled."

14 On September 22, one of the practitioners began praying for the child.

15 On September 23, the Hermansons left Amy in a baby-sitter's care and went to Indiana for a Christian Science conference on spiritual healing. They returned on September 29.

16 But at 8:30 A.M. on September 30, 1986, a state social worker in Sarasota took a call from Amy's aunt. The worker's notes sketched a chilling picture: "Over the last two weeks [Amy] has lost 10 pounds, drinks constantly, eats large amounts of food, muscle tone is virtually gone, eyes are sunken and functioning separately. Child can barely walk and has to be carried.—All indications point to diabetes but parents refuse to take said child to the doctor as they are Christian Scientists."

17 A court hearing was scheduled for 1:30 P.M. and Amy's father arrived early. At 1:27 P.M., Hermanson took a phone call from home reporting that Amy had taken a turn for the worse and an ambulance was en route. Learning this, the judge ordered that a medical doctor examine Amy.

18 But it was too late. With Christian Science practitioner Hillier nearby, Amy had died in her parents' bed.

### Most Important Right

19 After performing an autopsy on the child, Associate Medical Examiner James C. Wilson concluded that medical treatment up to just hours before her death probably could have saved Amy. The Hermansons have acknowledged they never sought such treatment. That does not make them criminals, say their lawyers and supporters.

20 "There isn't anyone who is more loving to their children than Christian Scientists," said Bob Drabik, chairman of the board of directors at Sarasota's First Church, Christian Science, where the Hermansons are members.

21 Florida law says parents can't be judged "abusive or neglectful" because they withhold conventional medical treatment for religious reasons. Similar laws exist in most states. They were enacted under heavy lobbying from the Boston-based church after one of its members, Dorothy Sheridan of Harwich, Massachusetts, was convicted in

<sup>1</sup> *awry*: wrong, to not happen as planned  
<sup>2</sup> *listless*: lacking energy  
<sup>3</sup> *third-degree murder*: murder without intention  
<sup>4</sup> *felony child abuse*: a serious crime involving hurting a child physically or psychologically

1967 of manslaughter in the death of her child. "William and Christine Hermanzon, at all times material" to the facts in this case, followed the religious teachings of their church and relied upon Christian Amy Hermanzon, the court record states.

22 Within the legal community, there is considerable debate over whether that is an adequate defense when a child dies. Harvard law professor Alan Dershowitz said that church members view prayer as the best way to make sick children well. He did "want the right to do harm to do what is good for children."

<sup>3</sup> *materially* important to, related to

freedom of religion, and children's right to grow up healthy.

23 In cases where one right must take priority, Dershowitz says, the choice is clear: "It's not a difficult question. Children have their own religious decisions."

24 Hillier, the Christian Science spokesman, said that church members view prayer as the best way to make sick children well. He did "want the right to do harm to do what is good for children."

**READING FOR MAIN IDEAS**

Complete the following sentences based on your understanding of the reading. Complete sentences with a partner.

1. Amy's disease was \_\_\_\_\_
2. Amy might have been saved if \_\_\_\_\_
3. Her parents are going on trial because \_\_\_\_\_
4. Christian Scientists and other supporters defend the Hermanzons because \_\_\_\_\_
5. Some people in the legal community believe that the two main issues are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**READING FOR DETAILS**

Write true (T) or false (F) for each sentence.

1. If Amy had received medical care just two hours before she died, she probably would have been saved.
2. Some of the symptoms of Amy's disease were: loss of weight, \_\_\_\_\_
3. The Hermanzons feel children have the right to make their own religious decisions.
4. Christian Scientists and their supporters believe they want only to do what is good for their children.
5. Christian Scientists believe prayer is better than conventional medicine.
6. In Florida, parents can be judged "abusive or neglectful" if they choose to deny their children conventional medical care for religious reasons.

**REACTING TO THE READING**

**I** Work in a group. Decide which person could have made each statement. Write the name of the person who could have made the statement. Refer to the reading to support your answers.

- |                          |                                  |
|--------------------------|----------------------------------|
| a. Amy Hermanzon,        | d. Frederick Hillier,            |
| sick child               | and spokesman                    |
| b. Alan Dershowitz,      | e. Dorothy Sheridan,             |
| Harvard law professor    | Christian Scientist convicted of |
| c. Mark Fack,            | manslaughter                     |
| assistant state attorney | f. James C. Wilton,              |
|                          | associate medical examiner       |
1. If parents don't give their children medical protection, then the court system or the government must get involved.
  2. Prayer, although not always effective, is the best treatment available.
  3. The Hermanzons are responsible for Amy's death.
  4. This was a senseless death. Medically, it could have been prevented.
  5. Our right to religious freedom allows us to decide what is best for our children.
  6. Being a good student is easy if you can concentrate on your schoolwork.
  7. Children should be able to live long enough to make their own religious decisions.
  8. It's worth being convicted of a crime if what we do is for the benefit of our children.
  9. Spiritual healing is just as legitimate a type of medical treatment as drugs.
  10. A child's right to live is more important than his or her parents' religious beliefs.

2

28

## APPENDIX 6

.....  
(Write a Suitable Title)

1. Do you read the title of a reading text?
2. Do you search the name of the writer in a reading text?
3. What do you do first when you start reading a text?
4. Do you take notes when you are reading short texts?
5. Do you underline some sentences in short reading texts?
6. What do you do about unknown words?
7. When do you read the questions of a short reading text?
8. Do you apply a special technique which belongs to you, in a short reading text with questions?

## APPENDIX 7

Directions: Here are several passages with multiple choice questions. Read the passages and choose the best one (A), (B), (C), (D) or (E) for each question.

**Questions 1 to 3 are based on the following passage :**

### THE EIFFEL TOWER

When Gustave Eiffel was commissioned to build his tower in Paris, no one, least of all, he thought it would still be standing a century later. The tower had been intended as the crowning glory of the 1889 Paris Exhibition, but the Parisians became so attached to it that no one had the heart to take it down. So there it stayed and soon it became the city's most famous landmark.

1. The writer points out that the tower was.....
  - a) known to stand a century later
  - b) the idea of Gustave Eiffel
  - c) meant to stand for centuries
  - d) not expected to be the symbol of Paris
  - e) not built to serve any purpose
  
2. The main reason for building the tower was .....

  - a) to commission Gustave Eiffel
  - b) to give Parisians what they wanted
  - c) is being most famous landmark
  - d) the fact that it was glorious
  - e) the 1889 Paris Exhibition

  
3. The tower was not pulled down .....

  - a) since it was built for Paris Exhibition
  - b) as it was the most famous thing in Paris
  - c) although Parisians wanted to take it down
  - d) although it did not mean much to Parisians
  - e) because Paris was soon identified with it.

**Questions 4 to 6 are based on the following passage :**

### THE COTTAGE

Norah had a cottage on a cliff above a big bay. In winter it could be very nasty because of strong winds and sea spray. In fact, when a gale was blowing, Norah and her husband got used to sleeping in a small room downstairs, because their bedroom upstairs, which faced the gales, had a very big window, and they were afraid that an extra violent gust might break it and blow pieces of broken glass over them. Also, the salt spray from the sea put an end to many of the colourful plants Norah planted in the garden.

4. It is obvious that the room upstairs in Norah's house is .....

- a) very comfortable
- b) not cold
- c) small
- d) tidy
- e) not safe

5. They sleep in the room downstairs .....

- a) it is larger than the one upstairs
- b) the strong wind may break the windows upstairs
- c) it has a stove which warms very well
- d) it has many large windows
- e) they can see the gale better there

6. The flowers in Norah's garden .....

- a) attract everybody's attention.
- b) need looking after carefully.
- c) should be watered every week.
- d) are badly affected by the salt spray.
- e) like to be sprayed with salty water.

**Questions 7 to 9 are based on the following passage:**

### **BALLONING**

One of my great ambition is to learn how to pilot a balloon on my own. I look forward to weekends because my father, who is a ballonist, takes us all ballooning with him every weekend. I am the onlyone who rides with him in the basket, which is fastened to the bottom of the balloon with nylon ropes. Sometimes he allows me to pilot the balloon on my own when the wind is not too strong, but he always stays with me in the basket.

7. The writer always wanted .....

- a) to have his own balloon
- b) to ride with his father
- c) to be a ballonist like his father
- d) to be a pilot
- e) to learn how to fly a balloon

8. The writer pilots the balloon .....

- a) only on weekends
- b) when his father without him
- c) only when the weather is calm
- d) because his father is a balloonist
- e) because his father takes the on every weekend

9. From the passage we understand that.....

- a) his father stays on the ground when it is not windy
- b) his father always with him when he is piloting
- c) the writer pilots the balloon but the others do not help him
- d) ballooning on one's own is very difficult
- e) ballooning is a very nice outdoor activity

**Questions 10 to 14 are based on the following passage:**

### **CULTURAL VALUES of TODAY'S YOUTH**

The establishment and maintenance of cultural values have been greatly altered by new technology in communication. In the past, families and *significant others* were the ultimate teachers of a child's value systems. The other major contribution to value establishment of the young was the immediate social environment and the religious sector of the population that one lived in.

Today however, there has been an alteration in this pattern. Role models are no longer the immediate environment. Television, cinema, newspapers, magazines and peers from many distant areas are the primary determiners of a young persons value system. This in itself may seem to be the normal pattern of life and unimportant. However, there has been a very unusual change in what is seen as right and wrong.,

Artificial values and fantasy worlds are partial determiners of what the youth of today consider significant or unimportant. The young have seemed to lose the ability to discriminate between reality and fantasy due to the bombardment of stories of crime and violence so often placed in apparently normal situations, in films on TV and the cinema.

10. Changes in the cultural values of youth today are effected by .....

- a) developments, in the area of communication
- b) the role of the religious sectors in development
- c) the effect of nature and environment on youths of today
- d) the value systems of families only
- e) the ultimate teachers

11. This passage is about .....

- a) the generation gap between young and old
- b) the effects of technology on families of today
- c) chances of what the young see as correct or wrong on television
- d) how behaviour changes with development
- e) the immediate social environment

12. Artificial values and fantasy worlds are .....

- a) considerably significant or unimportant depending on how it is seen
- b) difficult to evaluate because of the bombardment of films
- c) apparently normal situations
- d) discrimination between reality and fantasy
- e) created for TV and the cinema

13. Significant others refers to.....

- a) one who is valued as part of the family
- b) the teachers that influence children
- c) those who were responsible for the child's welfare
- d) people who influence the development of the child
- e) role models

14. New technology in communication .....

- a) refers to magazines, televisions, cinema, newspapers
- b) is affected by values of the children
- c) is responsible for the value of a system
- d) results in discrimination between reality and fantasy
- e) is considered significant or unimportant

**Questions 15 to 17 are based on the following passage:**

### **ENVIROMENTAL CHEMIST**

Different types of careers are developing as needs alter with modernisation of the world. Today one of the most important fields that is developing has to do with the environment and maintenance of the equilibrium of the environment despite increased industry, developments in technology and the increasing population of the world. One job in this field is the environmental chemist. These people determine and identify the level of pollutants in various parts of our ecosystem. Their work is a branch of analytical chemistry. They spend most of their time analyzing composition of soil and water samples, air pollution and also of waste materials. Hazardous waste which is of ten disposed of improperly can contaminate



water systems which would eventually be used by people. These chemists work for the government, private business and also for various research agencies.

15. Different needs are .....

- a) the cause of the creation of new job
- b) the effect equilibrium of the environment
- c) for the increasing population of the world
- d) hazardous to the wastes that are disposed of
- e) environmental chemist

16. The identification of pollutants .....

- a) in the soil and water as well as air samples
- b) spends a great deal of time working with samples
- c) is the main job description of the environmental chemist
- d) is the career of choice these days
- e) increase industry

17. The primary employer of environmental chemists .....

- a) want them to spend time analyzing
- b) is a branch of analytic chemistry
- c) is the government
- d) include increasing populations of the world
- e) water systems

**Questions 18 to 20 are based on the following passage:**

### **POPULATION AND NATURAL RESOURCES**

The rapidly growing world population has had the obvious consequence of an increased scarcity of food and natural resources. Although industrial raw materials such as petrol, minerals, etc. many become scarcer, the major products of concern to the world today are the products of agriculture.

Lack of food has increased dramatically over the years. Hunger and starvation is on the increase even with all the improvements in technology and agriculture.

Although the history of men has known many periods of starvation the increase of population around the world and the political as well as socio-economical situations that have been created due to this increase, have created major problems of hunger.

Many underdeveloped as well as developing nations can not sufficiently grow the food

that their populations need. This has led to that as well as countries where most of the citizens are mentally and physically underdeveloped. Poverty is apparent but the most important factor in development of a country : the mental and physical energy and ability of its people is lacking.

Without one the other cannot improve. Thus a vicious cycle has developed and the whole world is effected to the point where problems are unsolvable even with all the help that is being given by the so called developed nations.

18. This passage is about .....

- a) sources that people don't know how to use
- b) how underdeveloped nations will develop
- c) people that aren't conscious about eating habits
- d) hunger and starvation because of population growth
- e) countries where most of the citizens are mentally and physically underdeveloped

19. The problem of hunger .....

- a) is because of limited production of produce
- b) effects people only mentally and physically
- c) does not have any natural resources that it can use to correct itself
- d) is similar to problems with other natural resource limitation
- e) is only seen in underdeveloped countries

20. These problems .....

- a) are developing in underdeveloped and developing nations
- b) are meeting the needs of populations for natural resources
- c) are a course of poverty in underdeveloped countries
- d) have produced factors directly related to mental and physical conditions
- e) are only seen in developed countries

**Questions 21 to 22 are based on the following passage:**

### AN ADVERTISEMENT

#### BUY THE CAR OWN THE ROAD

When you get behind the wheel of a new Grand Am, the road is yours. Driving excitement begins with a sport suspension and a smoother 150 horsepower DOHC engine. Its new force balance system cancels unwanted noise and vibration while its multi-valve design gives you unsurpassed standard power in its class. All at a smart price that is thousands less then Accord or Camry.

Add to that a standard driver's side airbag and anti-lock brakes, the Pontiac Grand Am

just makes sense. And its all backed by PONTIAC CARES, a 3 year /36000 mile no-deductive bumper to bumper limited warranty, plus free 24 hour Roadside Assistance and Courtesy transportation. See your dealer for details

Call 1-800-2PON for complete information.

21. The cost of a new Grand Am is .....

- a) determined by the engine and vibration
- b) based on the unsurpassed design
- c) much less than the cost of an Accord
- d) a smart price that is easy to determine
- e) much more than the cost of a Camry

22. If your car breaks down on the road .....

- a) they will take you home for 24 hours
- b) there is a service to assist you 24 hours a day
- c) they will help you to make sense of situation
- d) there is a 3 year warranty
- e) they carry you for 36000 miles

**Questions 23 to 26 are based on the following passage:**

### **POPULATION CONTROL**

A population is defined as all members of a given species living within a specified area.

Dramatic fluctuations in population sizes are common place in early stages of succession and in simple ecosystems such as those of the tundra and northern coniferous forests. The interrelationships within such ecosystems are few, and this probably promotes instability in the populations of resident species. The lemmings( a mouse-like animal) of northern Europe sometimes reproduce more rapidly than foxes and owls can eliminate them through predation. Periodically the lemming population explodes, individuals become very aggressive and large numbers undergo mass migrations that result in the death of the vast majority. Population size is reduced by the death of many members of the population. This population control is achieved by what is called a crisis.

23. The instability within certain ecosystems .....

- a) causes interrelationships within the system
- b) makes living in coniferous forests impossible for man
- c) causes early deaths of many populations
- d) is probably due to the succession that the particular system is going through
- e) is defined as population

24. One type of population control .....

- a) becomes a problem when foxes and owls are not in adequate numbers
- b) exists only in northern Europe
- c) is self elimination when over population becomes a problem
- d) is created when explosion is found to occur
- e) periodical control

25. Mass migration of lemmings .....

- a) is an example of population control by crisis
- b) occurs when dramatic fluctuations in their ecosystem occurs
- c) is necessary when foxes and owls cannot act as predators
- d) is a natural consequence of interrelationships of ecosystems
- e) is due to discovering new places

26. Newly developed ecosystems have.....

- a) develop and stable relationships among resident species
- b) occur most often in northern Europe
- c) many lemming population explosions instability of resident species
- e) undergo mass migrations

**Directions:** Read the following passage and write short answers for the questions

**Questions 27 to 30 are based on the following passage:**

### AN UNKNOWN EXTINCTION

About 200 million years ago, as the Triassic Period came to a *close*, many species of animals disappeared from the face of the Earth. Scientists previously believed that the series of extinctions happened over a period of 15 to 20 million years. Recent discoveries in Nova Scotia suggest, however, that the extinctions may have happened over a much shorter period of time, perhaps less than 850,000 years.

Evidence for a rapid extinction of species at the end of the Triassic Period is found in the McCoy Brook Formation along the Bay of Fundy, in Nova Scotia. Fossils found in this formation indicate a rapid disappearance of species rather than a slow and gradual change over time. One explanation for a relatively sudden extinction at the end of the Triassic may be that a large meteorite struck the earth at the time and is responsible for a responsible for a 70 kilometer hole nearby. If geologists and other researchers can find evidence, such as shocked quartz in the rock formations, that a meteorite did strike the earth, it would give more credence to the theory of rapid Triassic extinctions. It is possible, however, that even if a rapid extinction happened in and around Nova Scotia, it did not necessarily occur in the rest of the world.

27. What is the main topic of this passage? (4 pts)

28. What is the factor which has changed the belief of scientists? (3 pts)

29. According to the passage, what would give evidence that a meteorite struck the earth?(4 pt)

30. In line 12, the underlined "it" refers to :(4 pts)

**Questions 31 to 36 are based on the following passage:**

### **ECOSYSTEMS OF DEEP SEA VENTS**

In 1977, the first active deep-sea hot spring or vent was discovered in the Galapagos Rift of the Pacific. Since that time numerous vents have been found under the sea along the known lines of volcanic activity. The interesting and unusual finding concerning the vents was not the vent itself but the dense population of unexpected and unknown species of life, a complete ecosystem, which had been established around this vent. The unusual and intriguing question posed by scientists had to do with how life and energy continued in the darkness of 2500 metres under the surface.

Researchers had already found that photosynthesis which required sunlight, only occurred in the upper 100-200 meters of the oceans. What investigations and experimentation found was that certain bacteria which were present in this area, had the capacity of chemosynthesis of H<sub>2</sub>S. Thus these bacteria could produce carbonhydrates needed by all the animals in the vent ecosystem. Plankton and worms fed on these bacteria as well as giant clams.

31. Where are deep-sea hot spring or vents generally located ? (3 pts)

32. What was the interesting finding about the vents ? (5 pts)

33. How do certain bacteria in the ecosystem produce carbonhydrates ? (3 pts)

34. What do giant clams need in order to feed themselves ? (3 pts)

35. What do bacteria chemosynthesize? (3 pts)

36. Is the sunlight necessary for chemosynthesis ? (3 pts)

## APPENDIX 8

Directions: Here are several passages with multiple choice questions. Read the passages and choose the best one (A), (B), (C), (D) or (E) for each question.

**Questions 1 to 3 are based on the following passage :**

### THE SECRET of LONG LIFE

In the mountains of Georgia, in what was once the Soviet Union, a sixty-year-old is twice as likely to live over ninety as the average person in the developed world. Georgians also tend to give birth and work until they are much older. They live on a balanced and varied diet that comprises daily helpings of matzoni, a low-acid yogurt containing enzymes are said to reduce cholesterol levels.

1. We understand that the area mentioned in the passage.....

- a) is a part of the Soviet Union
- b) mainly inhabited by old people
- c) is not suitable for ninety year-old-people
- d) do not have many mountains
- e) used to belong to Soviet Union

2. When compared with a person in the developed world, a Georgian.

- a) is more likely to live over ninety
- b) is less likely to live over ninety
- c) don't live more than sixty
- d) possibly dies younger
- e) is likely to do before sixty

3. It's clear from the passage that.....

- a) Georgians' cholesterol levels are very high.
- b) Georgians don't eat yogurt everyday.
- c) Georgians pay special attention to their diets.
- d) Matzoni is made from yogurt.
- e) Matzoni helps them a lot in their work.

**Questions 4 to 6 are based on the following passage :**

### DIFFICULT LIFE

Sixty-eighth-year old Mary Cooper leads a very difficult life in a block of flats in Dover. There is no central-heating installed in the flats, so in winter Mrs. Cooper sits in front of her small electric fire in the kitchen. She goes to bed with her clothes because she is *too cold* to take them off. She has to put newspapers between her blankets to keep warm. Sometimes she isn't *well enough* to get up, so she stays in bed all day.

4. Mrs. Mary Cooper .....

- a) likes reading in bed very much.
- b) is fond of collecting old newspapers.
- c) is lazy because she reads newspapers all day.
- d) puts blankets between her newspapers to keep warm.
- e) supports her blankets with newspaper so as not to feel cold.

5. She doesn't change her clothes.....

- a) because it is very cold in her house.
- b) when she feels very lazy to take them off.
- c) because she is sixty eight years old.
- d) since she doesn't have many clothes.
- e) although she stays home all day.

6. She sits in the kitchen.....

- a) when the central heating is off.
- b) because she likes sitting in front of the electric fire.
- c) as the other rooms of the house are very cold.
- d) when she doesn't feel well enough to go to bed.
- e) because the only central heating is in the kitchen.

**Questions 7 to 9 are based on the following passage:**

### **THE STRANGER**

We are more than halfway now; it is only two miles farther to the tavern, said the driver." I'm glad of that!" answered the stranger, in a more sympathetic mood. He meant to say more but the east wind blew clear down a man's throat if he tried to speak. The girlish voice was something quite charming, however, and presently he spoke again. " You don't feel the cold so much at twenty below zero out in the Western Country. There is none of this damp chill," he said, and then it seemed as if he had blamed the uncomplaining young driver.

7. It is obvious from the passage that they have.....

- a) come only two miles
- b) two miles left
- c) more than two miles to go
- d) less than two miles
- e) a lot of miles to cover

8. We learn from the passage that the driver .....

- a) has been driving for some time
- b) is a close friend of the passenger
- c) is traveling with a beautiful lady.
- d) is driving a woman to her house
- e) is bored with the passenger.



9. One may conclude from the passage that the stranger .....
- a) has been to the Western Country before.
  - b) is used to such a climate
  - c) is not from the Western Country
  - d) has been complaining about the driver.
  - e) doesn't like the driver at all.

**Questions 10 to 14 are based on the following passage:**

### **FOOD PRESERVATION**

Louis Pasteur's scientific investigations into various microorganism' growth led to many advances that even today play major roles in our daily lives. We seldom consider these of any importance and the value of his well-known findings have overshadowed the significance of these studies.

One of the direct result of his work in microbiology has led to betterment in the field of food preservation.his study of microorgainsms that caused food spoilage led to advancements in different methods o preservation. One of the most important, of course, being pasteurisation of milk.

However, Louis Pasteur was not the first person to be interested in this field. The limited time that most foods will remain edible has been the reason that various forms of food preservation were practised since the *remotest* times.

The first products of conservation of food were probably cheese, butter, wine, dried fruits and smoked and salted meats. Advancements in this field led to modern methods of dehydration, freeze-drying, heating, refrigeration, hermetic sealing to remove air and atomic radiation to destroy microorganisms.

Preserving agents are still used, as they were many years ago. These include salt, vinegar, sugar, smoke, alcohol, either alone or in combinations. Today , we can add chemical agents to this but as we all know the extent to which chemical agents are used is being increasingly quesitoned by the public and the trend to use natural methods of preservation are on the uprise.

10. One of the most important contributions of Pasteur's to scientific investigations was.....
- a) investigation of microbiology
  - b) study of food spoilage causing microorganisms
  - c) the study of time limits on edibility of food
  - d) research into public trends of food preservation
  - e) quesitoned by the public
11. This passage describes.....
- a) the steps of food preservation
  - b) Pasteur's contirbutions to the art of food preservation.
  - c) The methods of food preservation
  - d) The pasteurisation of milk
  - e) life of scientists

12. The discussion that is still continuing among people is.....

- a) which preserving agents are needed today.
- b) how combining preserving agents is more effective
- c) whether chemical agents should or should not be used
- d) if Pasteur was the first to institute food spoilage studies
- e) to remove air and atomic radiation

13. The first foods to be conserved,.....

- a) were refrigerated
- b) had to have different chemical preservatives
- c) were changed into different forms
- d) led to advancements in this fields
- e) were vinegar, sugar and smoke

14. Find the synonym of "remotest" in line 9

- a) frosty
- b) standoffish
- c) most distant
- d) far-off
- e) new

**Questions 15 to 17 are based on the following passage:**

### **RACIAL SEGREGATION**

The word apartheid is defined as " An official policy of racial segregation promulgated in the Republic of South Africa." in one major dictionary. This means that in the Republic of South Africa, racial segregation is legal. The enactment of this law caused many brutalities ranging from forcible expulsion of blacks from their land to major inequality in education, health care and other social services. This in turn led to the exploitation of black workers at all levels of life and every area of the country from urban areas to tribal areas. To uphold this system, there was the well-organized government armed force that at various times, acted not as only a security force for the government but also as a death squad.

15. According to the passage, in the Republic of South Africa.....

- a) brutalities were practiced as a part of the law
- b) the system was well-organized by the government
- c) segregation was an official policy
- d) the country tribal areas were exploited
- e) has lots of urban areas

16. The army of the government .....

- a) acted for a well-organized government
- b) were well-organized to act only as a security force
- c) exploited the black-workers at all levels
- d) was also in the position to act as executioners of the unwanted
- e) was locked in tribal areas

17. One of the lesser of the brutalities was.....

- a) inequality in education
- b) social services benefits
- c) army enlistment
- d) optimal health care
- e) apartheid

**Questions 18 to 20 are based on the following passage:**

### SUPERNOVAS

Supernova is the name given to exploding stars that suddenly increase in energy output and then slowly fade to less than their original brightness. Considering the tremendous distances of the earth from such objects, it is interesting that some of these events of a cataclysmic nature can be seen by the naked eye from earth as though occurring at that moment, yet the actual occurrence is far into time.

It is said that the supernova represents the catastrophic stage of stellar evolution. The sudden implosion of the core of certain massive stars which produce a rapidly rotating collapsed remnant. The most notable reaction during this procedure is the intense brightness which can outshine the entire galaxy in which the star occurs. The energy output is as much as a billionfold the star's normal energy.

18. Supernovas are stars that.....

- a) that can be seen with the naked eye
- b) make up stellar evolution
- c) that explode into stellar remnants
- d) have exploded inwards
- e) occur only at night

19. According to the passage the supernova is.

- a) the cataclysmic nature in the heavens
- b) the end stage of the evolution of a star
- c) a bright object that has energy like other stars
- d) made of gases that once planets
- e) an entire galaxy

20. The stars first produce an increase of energy that increases its brightness.

- a) that makes difficult of sight for the naked eye on earth
- b) which can be seen instantaneously on earth
- c) that is blinding to us on earth
- d) which we can see on earth many years later
- e) represents the catastrophic stage

**Questions 21 to 22 are based on the following passage:**

**GUM**

A stick of gum may help more than just your breath. Recent studies have shown that it is actually seems to relieve heartburn. Chewing gum is known to stimulate saliva production which in turn clears away irritating gastric acids responsible for heartburn.

The research done by doctors at the University of Alabama in Birmingham (U.S.A.) show that any (preferably) sugarless gum does the job.

Reflux happens when digestive acids buildup into the esophagus and begin a burning sensation which cause many yo run in search of antacids. The studies show that gum might offer an attractive therapeutc alternative for many , especially pregnant women who frequently suffer heartburn but who don't want to expose their unborn children to any from of drugs.

21. Gum is known to.....

- a) be responsible for heartburn
- b) be prefeable as sugarless
- c) cause reflux in the esophagus
- d) help your breath
- e) to be heartburn

22. Current research shows.....

- a) doctors in Alabama that in the USA many people prefer sugarless gum to do the job
- b) that gum may be an alternative to antacids
- c) that women who are pregnant frequently suffer heartburn
- d) that women prefer to expose their unborn children to any from of drugs
- e) that gum clear away irritating gastric acids

**Questions 23 to 26 are based on the following passage:**

**PABLO RUIZ Y PICASSO**

The long career of Pablo Ruiz Y Picasso cast across the twentieth century a shadow as long as those of Michelangelo and Titian across the sixteenth . He created one of the most important movements of the centurty in the field of art, and influenced every phase of artistic activity throughout the world in one way or another until his extreme old age. Throughout his entire life he showed an incredible range of ideas and styles, and though in later years he did not expand his imagination as others had, he remains a towering figure in this field. The best works among his prodigious output have taken their place among the masterpieces of twentieth-century art.

23. Picasso's influence in the world of art.....

- a) made his work prodigious in output
- b) is as great as Michelangelo and Titian
- c) was of every phase of activity that showed
- d) created the most important movement of art
- e) cast across the twentieth century

24. He remained an influential character.....

- a) in the field of art until his death
- b) until he towered over the other figures
- c) with his masterpieces of the twentieth century
- d) as he showed style and ideals
- e) prodigious output

25. During his life.....

- a) he showed many ideas and styles
- b) he was influenced by twentieth-century art
- c) he influenced Michelangelo
- d) he dealt in many forms of art
- e) he lived in Genova

26. His works are among

- a) the masterpieces of modern art
- b) those of Titian in the sixteenth century
- c) those created during his extreme old age
- d) the prodigious ones of the centuries
- e) the most expensive antiques

**Directions:** Read the following passage and write short answers for the questions

**Questions 27 to 30 are based on the following passage:**

### **TRANSFORMERS**

Our eyes and ears might be called transformers because they sense the light and sound around us and turn them into electrical impulses that the brain can interpret. These electrical impulses have been transformed by the eyes and ears reach the brain and are turned into messages that we can interpret. For the eye, the process begins as the eye admits light waves, bends them at the cornea and lens, and then focuses *them* on the retina. At the back of each eye, nerve fibers bundle together to form optic nerves, which join and then split into two optic tracts. Some of the fibers cross so that part of the input from the right visual field goes into the left side of the brain, and vice versa. The process in the ear is carried out through sensory cells that are carried fluid-filled canals and extremely sensitive to vibration. Sound that is transformed into electricity travels along nerve fibers in the auditory nerve. These fibers form a synapse with neurons that carry the messages to the auditory cortex on each side of the brain.

27. Where do our eyes & ears turn the light & sound into electrical impulses? {4 pts}

28. Where are the nerve fibers located? (3 pts)

29. How many auditory cortex are there in human body?(4 pt)

30. In line 5, the underlined "them" refers to :(4 pts)

**Questions 31 to 36 are based on the following passage:**

**GESTALT**

Gestalt is the name of a school of psychology that interprets as organized wholes, rather than as aggregates of distinct parts. It expresses the belief that the importance of an event or perception depends not on the specific constituent elements but on the whole. It specifies that parts may be missing but this does not change the significance of the situation which occurred.

This theory which had originated in Germany, influenced and contributed to the studies of [earning, memory, thinking and human personality and motivation. Famous psychologist such as Max Wertheimer, Wolfgang Kohler and Kurt Koffka gave approaches to analysis which placed emphasis on detachment from the human value systems.

Gestalt Therapy which was generated from this school of thought, draws in part on psychoanalysis but focuses on present experiences rather than on the exploration of the person's past. It's main goal is to change the habitual ways of perceiving and responding to needs and focuses on newly emerging patterns that could become central to attention as part of a new whole of experiences. Much attention is also given to non-verbal aspects of behaviour.

31. What does gestalt focus on when examining an event or perception ? (3 pts)

32. What is the target of Gestalt Theory ? (5 pts)

33. Which fields of science were affected from Gestalt Theory ? (3 pts)

34. What does psychoanalysis focus on ? (3 pts)

35. What was the occupation of Kurt Koffka? (3 pts)

36. Write two aspects of behaviour ? (3 pts)

## APPENDIX 9

<b>CONTROL GROUP</b>		
<b>Student</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	37	41
2	32	42
3	27	37
4	50	66
5	60	60
6	31	37
7	43	47
8	31	55
9	39	45
10	45	44
11	44	40
12	53	49
13	38	50
14	50	34
15	44	42
16	54	46
17	43	45
18	47	41
19	45	45
20	38	40

CONTOL GROUP

Pre-Test Mean Score = 42.55  
Post-Test Mean Score = 45.3

<b>EXPERIMENTAL GROUP</b>		
<b>Student</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	38	57
2	29	47
3	33	55
4	47	47
5	36	42
6	39	38
7	41	39
8	48	37
9	38	32
10	71	44
11	42	40
12	51	55
13	46	41
14	52	47
15	65	49
16	50	57
17	47	61
18	36	39
19	48	44
20	64	43

EXPERIMENTAL GROUP

Pre-Test Mean Score = 46.05  
Post-Test Mean Score = 45.7

## APPENDIX 10

### THE SCOTTISH MENTALITY

Although I had stayed in Scotland for two years, it was difficult for me to understand the Scottish mentality. Traveling to the office everyday, I watched people concealing their faces behind newspapers. They rarely conversed with each other, occasionally lifting their eyebrows to look at their fellow passengers. But when I started a conversation under the pretext of the weather I found many had a natural gift for gossip.

#### Reading Comprehension

1. The writer was quite surprised
  - a) as he could understand the Scottish mind
  - b) because almost nobody on the train was talking to each other
  - c) since most people were reading newspaper
  - d) after he saw people traveling by train
  - e) when he saw the Scottish way of life
  
2. Using the excuse of the weather.....
  - a) does not work all the time
  - b) is how one can get the Scottish talk
  - c) requires natural gift for gossip
  - d) is good for gossiping about nature
  - e) makes it easy to change the subject
  
3. It can be inferred from the passage that....
  - a) people in Scotland cover their faces with a newspaper
  - b) the Scottish do not look at anybody in the train
  - c) the Scottish are in fact have a tendency to talking
  - d) Scotsman always read something
  - e) The author wanted to stay more



## DEATH

Some old people are troubled by the fear of death. The young have a reason for this feeling. Young men who have reason to dread the idea that they will be slain in the battle may rightly feel sad in the thought that they have been cheated of the best things that life has to offer. But the fear of death is nothing for an old man, who has known human joys and sorrows.

1. Unlike young people.
  - a. old people are not in their fear of death
  - b. most old people are not afraid of death
  - c. old people are always sad
  - d. old people are always cheated of best things
  - e. human joys are not experienced by old people
  
2. Young people are right.....
  - a. because they did not have best things
  - b. to trouble the old people
  - c. as they are always cheated
  - d. for not having a reason for their fear
  - e. for their fear of death
  
3. Although they have experienced almost everything life will offer.
  - a. all the old people fear death
  - b. most young people are not ready to die in the battle
  - c. some old people are still affected by the idea of death
  - d. young people feel sad because they will be old someday
  - e. old people get sad when they think of those happy days

## DOOLE'S LIFE

Doole was in business , in fire places. But he would often go for a stroll in the afternoon between two and three. "Nobody comes back from lunch till three, you might as well not have telephone", so he often said to himself. Doole took out his watch and checked the time. Nearly half an hour before he need think of the office." What a wholly delightful day!" he contemplated. Indeed, the varied colorful flowers in the park shone very brightly in that September light.

1. We understand from the passage that.....

- a) employees in the office always go to park
- b) people return to the office at about three o'clock
- c) nobody telephones the office
- d) Doole prefers to be near the fireplace
- e) Doole does not like to eat out

2. It's obvious in the passage that Doole.....

- a) only goes out if it is fine
- b) has his lunch at three o'clock
- c) does not call at the office
- d) works alone in the office
- e) enjoys walking in the park

3. We can infer from the passage that....

- a) it was a fine autumn day
- b) the weather was very cold
- c) it was a beautiful summer day
- d) Doole preferred to be in a different place
- e) Nobody goes to that park

## IMPROVED BREEDS

Plants that are custom-designed to suit the needs of particular areas are now part of our world. For centuries farmers have tried to create improved varieties of plants. Parents with desirable characteristics were bred to each other to produce superior offsprings. But it was not until the mid 1800's when Gregor Mendel, an Austrian monk, started studying and experimenting with hereditary characteristics that this process became a science.

This work has now become involved not only with cross-breeding, but involved genetic alteration of the DNA molecules.

Every plants as all other life forms, has thousands of genes. When different genes are inserted or existing genes changed, plants with new characteristics can be created. This system of inserting new genes into the DNA molecule is referred to as electroporation.

Another way of doing this is using viruses and bacteria as the transporter of new genes into cells. One bacteria commonly used for this purpose is called the Agrobacterium. This type of process has been used successfully with tobacco plants to give them greater resistance to the herbicides that are used to kill weeds.

**1.** Farmers have been trying to create

- a) characteristics in breeds that will be resistant to weeds
- b) transportation of genes into cells
- c) cross-breeding techniques used in Austria
- d) plants that are suitable for particular areas
- e) genetic alteration

**2.** In the 1800's Gregor Mendel.....

- a) was an Austrian monk who experimented with agrobacterium
- b) began the study of transportation of new genes into cells
- c) began the scientific study of hereditary characteristics
- d) created the study of custom designing genes for breeding
- e) was living in Australia

**3.** Today, breeding of new plants.....

- a) inserts the DNA molecules into electroporation
- b) includes cross-breeding and genetic alteration
- c) uses bacteria to change the breeds of various monks
- d) are used to alter the genes of bacteria and viruses
- e) causes new types of genes

## GENEVA

Geneva is considered a model city. Although it has lagged behind the rest of the country in recovering from the recession there is an unmistakable recovery visible, it is considered a near-perfect city to both professional analysts and to the casual observers. More than 35% of its population is non-Swiss, yet there is seldom a hint of ethnic tensions that afflict other cities. It is orderly with excellent public services. These positive aspects of the city may well come from the role it has played to many international organisations: first, it is host to the offices of several international organisations both governmental and nongovernmental and is regularly the venue for conferences and all types of business negotiations. The Genevese prospered well from their guests but when the bubble burst in 1989, unemployment which had until now been unknown in this city established itself.

The change in the flow of money into the city finally brought about an awakening of the city government who changed their long played role of passive taker into an active role of a manager who showed interest in those international organisations stationed there. There is now dynamic force behind the renewed interest in customers of the city and establishment of an internationally important city. More so than at any time in the past.

### 1. lagged

- a) paused
- b) procrastinated
- c) hesitated
- d) lingered

### 2. recession

- a) depression
- b) gloom
- c) concavity
- d) hollow

3. Geneva has had difficulty\_\_\_\_\_.

- a) with recovery from the recession that the world has gone through
- b) maintaining its position as a model city
- c) prospering from their guests as there was too much unemployment
- d) with the public service system it supports guests with

4. It has taken a long time\_\_\_\_\_.

- a) for most of the non-Swiss population to develop tensions of ethnic origin
- b) since the first guests decided to leave
- c) for a dynamic force to motivate the government
- d) for the government to take an active role in their city's future

## CHANGE IN POSITION

The president of Sony the world known hi-tech production company, announced last month that he would be stepping down from his position. However, he also announced that he would be maintaining a new role as the chairperson of the company and so would be able to retain control of the company.

The company policy which states that presidency must be given up on reaching the age of 65 is the reason for his change in position. His statements however cast some doubts over the chain of command that will be maintained at the company, in his role as chairperson he will be working hand in hand with the new president and will continue to maintain a strong hold in decision making for Sony and will not allow the post of chairman to be what it has been in the past, largely ceremonial.

The massive expansion of this company over the past few years has lead to difficulty in managing a huge conglomerate of businesses dealing with electronics hardware, music, movie and cable-TV interests. To alleviate these problems Sony has introduced a more streamlined structure in which businesses are divided into eight companies with greater autonomy to function as necessary.

### 1. announced

- a) introduced
- b) ushered
- c) proclaimed
- d) published

### 2. stepping down

- a) different
- b) retiring
- c) withdrawal
- d) pensioning

### 3. retain

- a) remember
- b) recollect
- c) withhold
- d) reserve

### 4. The president of Sony

- a) has finally been forced to retire
- b) has decided to remain in position as to keep control of the company
- c) will continue to remain in power of the company as chairman now
- d) will change the chain of command in the company

### 5. The conglomerate of business

- a) has had a great deal of difficulty in management because of its size
- b) is more interested in management
- c) likes to allow autonomy in order to control ali businesses
- d) alleviated ali its problems when the president retired

## CAVE ART

The latest findings in the south of France have altered many convictions pertaining to the artistic abilities of early man. Early this year, a park ranger stumbled across one of the most significant archaeological finds of the century. Close to the famous Lascaux Cave, another limestone cavern was found in which the walls were covered with spectacular paintings from the depths of prehistory. The Lascaux cave had art work thought to be about 17,000 years old, but this new cave contained paintings with paint that was tested with radiocarbon dating. The testing done in three different laboratories showed the paint to be 30,000 or more years old. More important than the antiquity of the paintings is the significance of the quality of the paintings. The drawings are of exquisitely rendered likenesses that show that early man was capable of more than simple linear drawings. The concept that artistic ability progressively developed with the development of man has been completely upset by this finding. Hopefully other caverns will be found and with these, the development of man's artistic ability and more important, his mind and capability will be more easily understandable.

### FIND THE SYNONYMS

**1. findings**

- a) strikes
- b) discoveries
- c) torments
- d) catches

**2. convictions**

- a) confidences
- b) beliefs
- c) assurances
- d) trust

**3. pertaining**

- a) belonging
- b) relating
- c) fitting
- d) conforming

**4. stumbled**

- a) tripped on
- b) miscued
- c) reeled over
- d) found accidentally

### COMPLETE THE SENTENCES WITH THE BEST CHOICE

**5.** The new cavern found in France\_\_\_\_\_.

- a) was of the same era as the Lascaux Cave
- b) had artwork about 17,000 years old
- c) was nearby the famous Lascaux Cave
- d) showed paintings that were made of radiocarbon paint

**6.** According to the passage these new findings-----

- a) have changed man's knowledge of how early artistic ability started
- b) have upset the previously held beliefs concerning development of man's capabilities
- c) show slow and steady development of man's artistic abilities
- d) have encouraged man to review art work previously found in caverns

## ROBOTS

Some experts believe that robots will be able to do jobs, which at the moment only human beings can do; however, there are also others who disagree. One London Company, UAS has already developed machines that can be employed as 'home - helps' for old people unable to look after themselves and who are living on their own. These machines can now carry out such things as cook eggs and clean the floor, and the company says that future models will be directed by simple voice instructions and controlled by a 'brain'. Yet it is believed that we have along way to go before we can develop truly intelligent machines.

1. Explain the two opposite views about robots.
2. Who has been the target audience of UAS ?
3. Can the robots produced by UAS be accepted as truly intelligent ? Why ? Why not ?

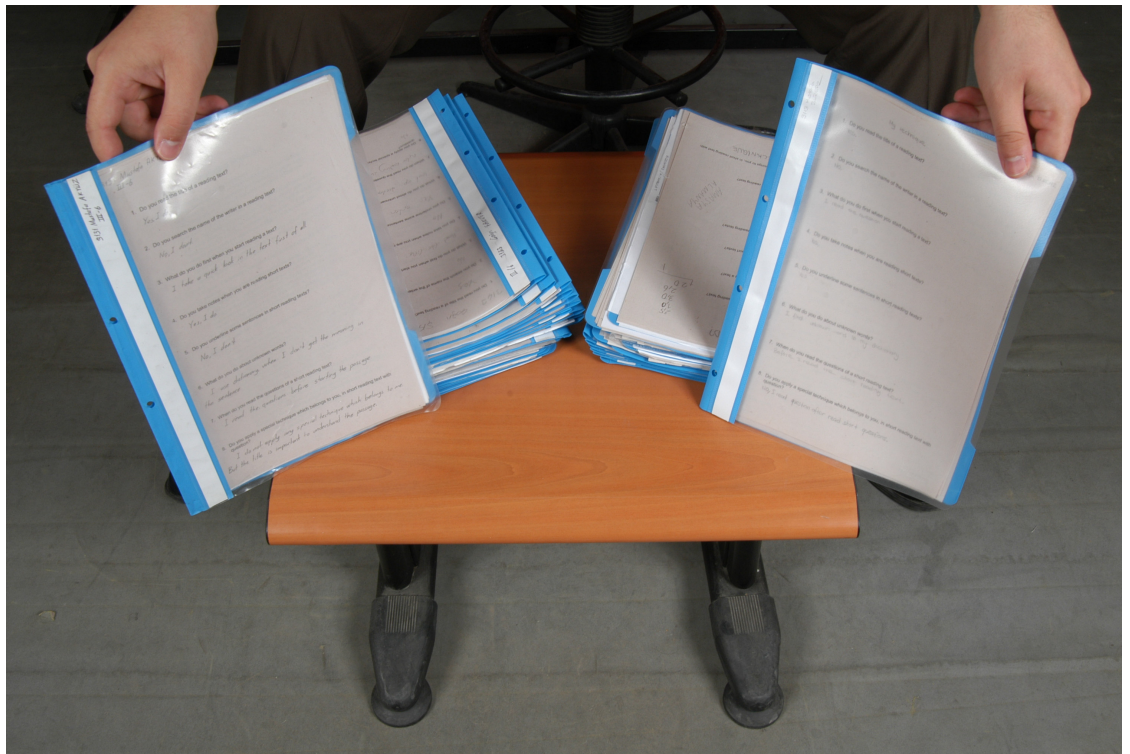
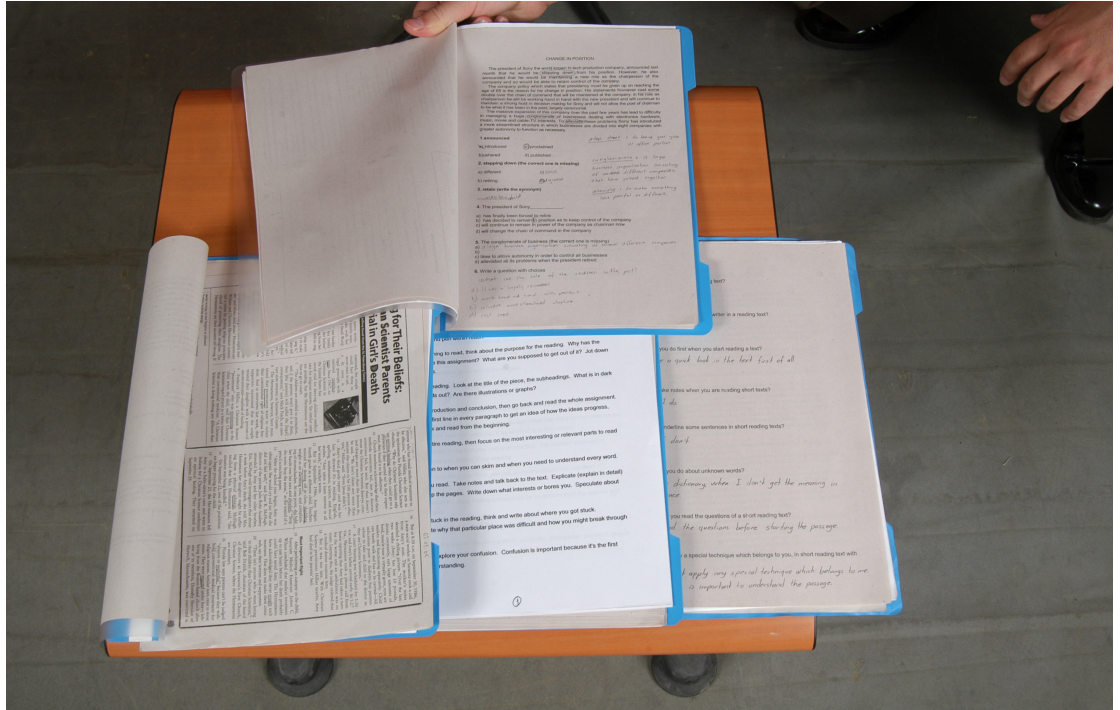
## AN UNKNOWN EXTINCTION

About 200 million years ago, as the Triassic Period came to a *close*, many species of animals disappeared from the face of the Earth. Scientists previously believed that the series of extinctions happened over a period of 15 to 20 million years. Recent discoveries in Nova Scotia suggest, however, that the extinctions may have happened over a much shorter period of time, perhaps less than 850,000 years.

Evidence for a rapid extinction of species at the end of the Triassic Period is found in the McCoy Brook Formation along the Bay of Fundy, in Nova Scotia. Fossils found in this formation indicate a rapid disappearance of species rather than a slow and gradual change over time. One explanation for a relatively sudden extinction at the end of the Triassic may be that a large meteorite struck the earth at the time and is responsible for a responsible for a 70 kilometer hole nearby. If geologists and other researchers can find evidence, such as shocked quartz in the rock formations, that a meteorite did strike the earth, it would give more credence to the theory of rapid Triassic extinctions. It is possible, however, that even if a rapid extinction happened in and around Nova Scotia, it did not necessarily occur in the rest of the world.

1. What is the main topic of this passage? (4 pts)
2. What is the factor which has changed the belief of scientists? (3 pts)
3. According to the passage, what would give evidence that a meteorite struck the earth?(4 pt)
4. In line 11, the underlined "it" refers to :(4 pts)

# APPENDIX 11





## APPENDIX 12

Directions: Here are several passages with multiple choice questions. Read the passages and choose the best one (A), (B), (C), (D) or (E) for each question.

**Questions 1 to 3 are based on the following passage :**

### THE COTTAGE

Norah had a cottage on a cliff above a big bay. In winter it could be very nasty because of strong winds and sea spray. In fact, when a gale was blowing, Norah and her husband got used to sleeping in a small room downstairs, because their bedroom upstairs, which faced the gales, had a very big window, and they were afraid that an extra violent gust might break it and blow pieces of broken glass over them. Also, the salt spray from the sea put an end to many of the colourful plants Norah planted in the garden.

1. It is obvious that the room upstairs in Norah's house is .....

- a) very comfortable
- b) not cold
- c) small
- d) tidy
- e) not safe

2. They sleep in the room downstairs .....

- a) it is larger than the one upstairs
- b) the strong wind may break the windows upstairs
- c) it has a stove which warms very well
- d) it has many large windows
- e) they can see the gale better there

3. The flowers in Norah's garden .....

- a) attract everybody's attention.
- b) need looking after carefully.
- c) should be watered every week.
- d) are badly affected by the salt spray.
- e) like to be sprayed with salty water.

**Questions 4 to 6 are based on the following passage :**

### **BALLONING**

One of my great ambition is to learn how to pilot a balloon on my own. I look forward to weekends because my father, who is a ballonist, takes us all ballooning with him every weekend. I am the onlyone who rides with him in the basket, which is fastened to the bottom of the balloon with nylon ropes. Sometimes he allows me to pilot the balloon on my own when the wind is not too strong, but he always stays with me in the basket.

4. The writer always wanted .....
- a) to have his own balloon
  - b) to ride with his father
  - c) to be a ballonist like his father
  - d) to be a pilot
  - e) to learn how to fly a balloon
5. The writer pilots the balloon .....
- a) only on weekends
  - b) when his father without him
  - c) only when the weather is calm
  - d) because his father is a ballonist
  - e) because his father takes the on every weekend
6. From the passage we understand that.....
- a) his father stays on the ground when it is not windy
  - b) his father always with him when he is piloting
  - c) the writer pilots the balloon but the others do not help him
  - d) ballooning on one's own is very difficult
  - e) ballooning is a very nice outdoor activity

**Questions 7 to 11 are based on the following passage:**

### **CULTURAL VALUES of TODAY'S YOUTH**

The establishment and maintenance of cultural values have been greatly altered by new technology in communication. In the past, families and *significant others* were the ultimate teachers of a child's value systems. The other major contribution to value establishment of the young was the immediate social environment and the religious sector of the population that one lived in.

Today however, there has been an alteration in this pattern. Role models are no longer the immediate environment. Television, cinema, newspapers, magazines and peers from many distant areas

are the primary determiners of a young persons value system. This in itself may seem to be the normal pattern of life and unimportant. However, there has been a very unusual change in what is seen as right and wrong.,

Artificial values and fantasy worlds are partial determiners of what the youth of today consider significant or unimportant. The young have seemed to lose the ability to discriminate between reality and fantasy due to the bombardment of stories of crime and violence so often placed in apparently normal situations, in films on TV and the cinema.

7. Changes in the cultural values of youth today are effected by .....

- a) developments, in the area of communication
- b) the role of the religious sectors in development
- c) the effect of nature and environment on youths of today
- d) the value systems of families only
- e) the ultimate teachers

8. This passage is about .....

- a) the generation gap between young and old
- b) the effects of technology on families of today
- c) chances of what the young see as correct or wrong on television
- d) how behaviour changes with development
- e) the immediate social environment

9. Artificial values and fantasy worlds are .....

- a) considerably significant or unimportant depending on how it is seen
- b) difficult to evaluate because of the bombardment of films
- c) apparently normal situations
- d) discrimination between reality and fantasy
- e) created for TV and the cinema

10. Significant others refers to.....

- a) one who is valued as part of the family
- b) the teachers that influence children
- c) those who were responsible for the child's welfare
- d) people who influence the development of the child
- e) role models

11. New technology in communication .....

- a) refers to magazines, televisions, cinema, newspapers
- b) is affected by values of the children
- c) is responsible for the value of a system
- d) results in discrimination between reality and fantasy
- e) is considered significant or unimportant

**Questions 12 to 14 are based on the following passage:**

### **ENVIROMENTAL CHEMIST**

Different types of careers are developing as needs alter with modernisation of the world. Today

one of the most important fields that is developing has to do with the environment and maintenance of the equilibrium of the environment despite increased industry, developments in technology and the increasing population of the world. One job in this field is the environmental chemist. These people determine and identify the level of pollutants in various parts of our ecosystem. Their work is a branch of analytical chemistry. They spend most of their time analyzing composition of soil and water samples, air pollution and also of waste materials. Hazardous waste which is of ten disposed of improperly can contaminate water systems which would eventually be used by people. These chemists work for the government, private business and also for various research agencies.

12. Different needs are .....

- a) the cause of the creation of new job
- b) the effect equilibrium of the environment
- c) for the increasing population of the world
- d) hazardous to the wastes that are disposed of
- e) environmental chemist

13. The identification of pollutants .....

- a) in the soil and water as well as air samples
- b) spends a great deal of time working with samples
- c) is the main job description of the environmental chemist
- d) is the career of choice these days
- e) increase industry

14. The primary employer of environmental chemists .....

- a) want them to spend time analyzing
- b) is a branch of analytic chemistry
- c) is the government
- d) include increasing populations of the world
- e) water systems

**Questions 15 to 17 are based on the following passage:**

### **POPULATION AND NATURAL RESOURCES**

The rapidly growing world population has had the obvious consequence of an increased scarcity of food and natural resources. Although industrial raw materials such as petrol, minerals, etc. many becomes scarcer, the major products of concern to the world today are the products of agriculture.

Lack of food has increased dramatically over the years. Hunger and starvation is on the increase even with all the improvements in technology and agriculture.

Although the history of men has known many periods of starvation the increase of population around the world and the political as well as socio-economical situations that have been created due to this increase, have created major problems of hunger.

Many underdeveloped as well as developing nations can not sufficiently grow the food that their populations need. This has led to that as well as countries where most of the citizens \ are mentally and physically underdeveloped. Poverty is apparent but the most important factor in development of a country : the mental and physical energy and ability of its people is lacking. Without one the other cannot improve. Thus a vicious cycle has developed and the whole world is effected to the point where problems are unsolvable even with all the help that is being given by the so called developed nations.

15. This passage is about .....

- a) sources that people don't know how to use
- b) how underdeveloped nations will develop
- c) people that aren't conscious about eating habits
- d) hunger and starvation because of population growth
- e) countries where most of the citizens are mentally and physically underdeveloped

16. The problem of hunger .....

- a) is because of limited production of produce
- b) effects people only mentally and physically
- c) does not have any natural resources that it can use to correct itself
- d) is similar to problems with other natural resource limitation
- e) is only seen in underdeveloped countries

17. These problems .....

- a) are developing in underdeveloped and developing nations
- b) are meeting the needs of populations for natural resources
- c) are a course of poverty in underdeveloped countries
- d) have produced factors directly related to mental and physical conditions
- e) are only seen in developed countries

**Questions 18 to 19 are based on the following passage:**

**AN ADVERTISEMENT**

**BUY THE CAR OWN THE ROAD**

When you get behind the wheel of a new Grand Am, the road is yours. Driving excitement begins with a sport suspension and a smoother 150 horsepower DOHC engine. Its new force balance system cancels unwanted noise and vibration while its multi-valve design gives you unsurpassed standard power in its class. All at a smart price that is thousands less than Accord or Camry.

Add to that a standard driver's side airbag and anti-lock brakes, the Pontiac Grand Am

just makes sense. And its all backed by PONTIAC CARES, a 3 year /36000 mile no-deductive bumper to bumper limited warranty, plus free 24 hour Roadside Assistance and Courtesy transportation. See your dealer for details

Call 1-800-2PON for complete information.

18. The cost of a new Grand Am is .....

- a) determined by the engine and vibration
- b) based on the unsurpassed design
- c) much less than the cost of an Accord
- d) a smart price that is easy to determine
- e) much more than the cost of a Camry

19. If your car breaks down on the road .....

- a) they will take you home for 24 hours
- b) there is a service to assist you 24 hours a day
- c) they will help you to make sense of situation
- d) there is a 3 year warranty
- e) they carry you for 36000 miles

**Questions 20 to 22 are based on the following passage:**

### **POPULATION CONTROL**

A population is defined as all members of a given species living within a specified area.

Dramatic fluctuations in population sizes are common place in early stages of succession and in simple ecosystems such as those of the tundra and northern coniferous forests. The interrelationships within such ecosystems are few, and this probably promotes instability in the populations of resident species. The lemmings( a mouse-like animal) of northern Europe sometimes reproduce more rapidly than foxes and owls can eliminate them through predation. Periodically the lemming population explodes, individuals become very aggressive and large numbers undergo mass migrations that result in the death of the vast majority. Population size is reduced by the death of many members of the population. This population control is achieved by what is called a crisis.

20. The instability within certain ecosystems .....

- a) causes interrelationships within the system
- b) makes living in coniferous forests impossible for man
- c) causes early deaths of many populations
- d) is probably due to the succession that the particular system is going through
- e) is defined as population

21. Mass migration of lemmings .....

- a) is an example of population control by crisis
- b) occurs when dramatic fluctuations in their ecosystem occurs
- c) is necessary when foxes and owls cannot act as predators
- d) is a natural consequence of interrelationships of ecosystems
- e) is due to discovering new places

22. Newly developed ecosystems have.....

- a) developed and stable relationships among resident species
- b) occurred most often in northern Europe
- c) many lemming population explosions instability of resident species
- d) been the target of the old ones
- e) undergone mass migrations

**Directions:** Read the following passage and write short answers for the questions

**Questions 23 to 26 are based on the following passage:**

### AN UNKNOWN EXTINCTION

About 200 million years ago, as the Triassic Period came to a close, many species of animals disappeared from the face of the Earth. Scientists previously believed that the series of extinctions happened over a period of 15 to 20 million years. Recent discoveries in Nova Scotia suggest, however, that the extinctions may have happened over a much shorter period of time, perhaps less than 850,000 years.

Evidence for a rapid extinction of species at the end of the Triassic Period is found in the McCoy Brook Formation along the Bay of Fundy, in Nova Scotia. Fossils found in this formation indicate a rapid disappearance of species rather than a slow and gradual change over time. One explanation for a relatively sudden extinction at the end of the Triassic may be that a large meteorite struck the earth at the time and is responsible for a responsible for a 70 kilometer hole nearby. If geologists and other researchers can find evidence, such as shocked quartz in the rock formations, that a meteorite did strike the earth, it would give more credence to the theory of rapid Triassic extinctions. It is possible, however, that even if a rapid extinction happened in and around Nova Scotia, it did not necessarily occur in the rest of the world.

27. What is the main topic of this passage? (4 pts)

28. What is the factor which has changed the belief of scientists? (3 pts)

29. According to the passage, what would give evidence that a meteorite struck the earth?(4 pt)

30. In line 12, the underlined "it" refers to :(4 pts)



**Questions 31 to 36 are based on the following passage:**

### **ECOSYSTEMS OF DEEP SEA VENTS**

In 1977, the first active deep-sea hot spring or vent was discovered in the Galapagos Rift of the Pacific. Since that time numerous vents have been found under the sea along the known lines of volcanic activity. The interesting and unusual finding concerning the vents was not the vent itself but the dense population of unexpected and unknown species of life, a complete ecosystem, which had been established around this vent. The unusual and intriguing question posed by scientists had to do with how life and energy continued in the darkness of 2500 metres under the surface.

Researchers had already found that photosynthesis which required sunlight, only occurred in the upper 100-200 meters of the oceans. What investigations and experimentation found was that certain bacteria which were present in this area, had the capacity of chemosynthesis of H<sub>2</sub>S. Thus these bacteria could produce carbonhydrates needed by all the animals in the vent ecosystem. Plankton and worms fed on these bacteria as well as giant clams.

31. Where are deep-sea hot spring or vents generally located ? (3 pts)

32. What was the interesting finding about the vents ? (5 pts)

33. How do certain bacteria in the ecosystem produce carbonhydrates ? (3 pts)

34. What do giant clams need in order to feed themselves ? (3 pts)

35. What do bacteria chemosynthesize? (3 pts)

36. Is the sunlight necessary for chemosynthesis ? (3 pts)

**Directions:** Read the following passage and match the underlined words with their synonyms below. There are two (2) extra synonyms *Be Careful!* (6 X 2 = 12 pts)

### FRANK McCOURT

Frank McCourt was born in Brooklyn, New York, in 1930. His parents, Angela and Malachy, had moved to New York from Ireland in search of a better life. Unfortunately, life was not easy in New York. His father could not earn enough money to support his family. The McCourts returned to Ireland hoping their life would improve. Again, it didn't. Life in Ireland was equally hard if not harder than in New York. Three of Frank 's siblings died as babies. Eventually, his father abandoned the family, forcing his four sons and Angela to live a merger existence.

Frank's childhood was filled with misery. There was never enough food. Their house was small, dirty, and very cold in the wintertime. When it rained, the floor would flood with water. Frank and his brothers yearned for a better life.

Frank did, however, have ways to escape from his tormented childhood. He loved to read, and even though his dilapidated house had no electricity, he would read under the street lamp outside his home. He also had a strong sense of humour. Humour was the McCourts' defense against their life of relentless poverty and hopelessness( ex). Even in the worst of times, the McCourts could find something to laugh about.

In 1949, Frank returned to the United States. He was 19-year-old Irish boy with an eight-grade education. He was full of shame about his past and often invented stories about his sordid childhood instead of telling the truth. However, Frank was never defeated by his obstacles; in fact, Frank eventually used his humor and storytelling talents to overcome the challenges life had set before him.

Ex: *hopelessness*: being without any hope

- |        |                           |        |                      |
|--------|---------------------------|--------|----------------------|
| a..... | : sadness                 | e..... | : left               |
| b..... | : embarrassment           | f..... | : poor, sparse       |
| c..... | : desired, wanted         | g..... | : immoral, dishonest |
| d..... | : in a terrible condition | h..... | : painful            |

### APPENDIX 13

Directions: Here are several passages with multiple choice questions. Read the passages and choose the best one (A), (B), (C), (D) or (E) for each question.

**Questions 1 to 3 are based on the following passage :**

#### THE SECRET of LONG LIFE

In the mountains of Georgia, in what was once the Soviet Union, a sixty-year-old is twice as likely to live over ninety as the average person in the developed world. Georgians also tend to give birth and work until they are much older. They live on a balanced and varied diet that comprises daily helpings of matzoni, a low-acid yogurt containing enzymes are said to reduce cholesterol levels.

1. We understand that the area mentioned in the passage.....

- a) is a part of the Soviet Union
- b) mainly inhabited by old people
- c) is not suitable for ninety year-old-people
- d) do not have many mountains
- e) used to belong to Soviet Union

2. When compared with a person in the developed world, a Georgian.

- a) is more likely to live over ninety
- b) is less likely to live over ninety
- c) don't live more than sixty
- d) possibly dies younger
- e) is likely to die before sixty

3. It's clear from the passage that.....

- a) Georgians' cholesterol levels are very high.
- b) Georgians don't eat yogurt everyday.
- c) Georgians pay special attention to their diets.
- d) Matzoni is made from yogurt.
- e) Matzoni helps them a lot in their work.

**Questions 4 to 6 are based on the following passage :**

#### DIFFICULT LIFE

Sixty-eight-year old Mary Cooper leads a very difficult life in a block of flats in Dover. There is no central-heating installed in the flats, so in winter Mrs. Cooper sits in front of her small electric fire in the kitchen. She goes to bed with her clothes because she is *too cold to* take them off. She has to put newspapers between her blankets to keep warm. Sometimes she isn't *well enough to* get up, so she stays in bed all day.

4. Mrs. Mary Cooper .....

- a) likes reading in bed very much.
- b) is fond of collecting old newspapers.
- c) is lazy because she reads newspapers all day.
- d) puts blankets between her newspapers to keep warm.
- e) supports her blankets with newspaper so as not to feel cold.

5. She doesn't change her clothes.....

- a) because it is very cold in her house.
- b) when she feels very lazy to take them off.
- c) because she is sixty eight years old.
- d) since she doesn't have many clothes.
- e) although she stays home all day.

6. She sits in the kitchen.....

- a) when the central heating is off.
- b) because she likes sitting in front of the electric fire.
- c) as the other rooms of the house are very cold.
- d) when she doesn't feel well enough to go to bed.
- e) because the only central heating is in the kitchen.

**Questions 7 to 9 are based on the following passage:**

### **THE STRANGER**

We are more than halfway now; it is only two miles farther to the tavern, said the driver. "I'm glad of that!" answered the stranger, in a more sympathetic mood. He meant to say more but the east wind blew clear down a man's throat if he tried to speak. The girlish voice was something quite charming, however, and presently he spoke again. "You don't feel the cold so much at twenty below zero out in the Western Country. There is none of this damp chill," he said, and then it seemed as if he had blamed the uncomplaining young driver.

7. It is obvious from the passage that they have.....

- a) come only two miles
- b) two miles left
- c) more than two miles to go
- d) less than two miles
- e) a lot of miles to cover

8. We learn from the passage that the driver .....

- a) has been driving for some time
- b) is a close friend of the passenger
- c) is traveling with a beautiful lady.
- d) is driving a woman to her house
- e) is bored with the passenger.

9. One may conclude from the passage that the stranger .....
- has been to the Western Country before.
  - is used to such a climate
  - is not from the Western Country
  - has been complaining about the driver.
  - doesn't like the driver at all.

**Questions 10 to 14 are based on the following passage:**

### **FOOD PRESERVATION**

Louis Pasteur's scientific investigations into various microorganism' growth led to many advances that even today play major roles in our daily lives. We seldom consider these of any importance and the value of his well-known findings have overshadowed the significance of these studies.

One of the direct result of his work in microbiology has led to betterment in the field of food preservation.his study of microorgainsms that caused food spoilage led to advancements in different methods o preservation. One of the most important, of course, being pasteurisation of milk.

However, Louis Pasteur was not the first person to be interested in this field. The limited time that most foods will remain edible has been the reason that various forms of food preservation were practised since the *remotest* times.

The first products of conservation of food were probably cheese, butter, wine, dried fruits and smoked and salted meats. Advantcements in this field led to modern methods of dehydration, freeze-drying, heating, refrigeration, hermetic sealing to remove air and atomic radiation to destroy microorganisms.

Preserving agents are still used, as they were many years ago. These include salt, vinegar, sugar, smoke, alcohol, either alone or in combinations. Today , we can add chemical agents to this but as we all know the extent to which chemical agents are used is being increasingly quesitoned by the public and the trend to use natural methods of preservation are on the uprise.

10. One of the most important contributions of Pasteur's to scientific investigations was.....
- investigation of microbiology
  - study of food spoilage causing microorganisms
  - the study of time limits on edibility of food
  - research into public trends of food preservation
  - questioned by the public
11. This passage describes.....
- the steps of food preservation
  - Pasteur's contributions to the art of food preservation.
  - The methods of food preservation
  - The pasteurisation of milk
  - life of scientists

12. The discussion that is still continuing among people is.....

- a) which preserving agents are needed today.
- b) how combining preserving agents is more effective
- c) whether chemical agents should or should not be used
- d) if Pasteur was the first to institute food spoilage studies
- e) to remove air and atomic radiation

13. The first foods to be conserved,.....

- a) were refrigerated
- b) had to have different chemical preservatives
- c) were changed into different forms
- d) led to advancements in this fields
- e) were vinegar, sugar and smoke

14. Find the synonym of "remotest" in line 9

- a) frosty
- b) standoffish
- c) most distant
- d) far-off
- e) new

**Questions 15 to 17 are based on the following passage:**

### **RACIAL SEGREGATION**

The word apartheid is defined as " An official policy of racial segregation promulgated in the Republic of South Africa." in one major dictionary. This means that in the Republic of South Africa, racial segregation is Segal. The enactment of this law caused many brutalities ranging from forcible expulsion of blacks from their land to major inequality in education, health care and other social services. This in turn led to the exploitation of black workers at all levels of life and every area of the country from urban areas to tribal areas. To uphold this system, there was the well-organized government armed force that at various times, acted not as only a security force for the government but also as a death squad.

15. According to the passage, in the Republic of South Africa.....

- a) brutalities were practiced as a part of the law
- b) the system was well-organized by the government
- c) segregation was an official policy
- d) the country tribal areas were exploited
- e) has lots of urban areas

16. The army of the government .....

- a) acted for a well-organized government
- b) were well-organized to act only as a security force
- c) exploited the black-workers at all levels
- d) was also in the position to act as executioners of the unwanted
- e) was locked in tribal areas

17. One of the lesser of the brutalities was.....

- a) inequality in education
- b) social services benefits
- c) army enlistment
- d) optimal health care
- e) apartheid

**Questions 18 to 20 are based on the following passage:**

### SUPERNOVAS

Supernova is the name given to exploding stars that suddenly increase in energy output and then slowly fade to less than their original brightness. Considering the tremendous distances of the earth from such objects, it is interesting that some of these events of a cataclysmic nature can be seen by the naked eye from earth as though occurring at that moment, yet the actual occurrence is far into time.

It is said that the supernova represents the catastrophic stage of stellar evolution. The sudden implosion of the core of certain massive stars which produce a rapidly rotating collapsed remnant. The most notable reaction during this procedure is the intense brightness which can outshine the entire galaxy in which the star occurs. The energy output is as much as a billion fold the stars normal energy.

18. Supernovas are stars that.....

- a) that can be seen with the naked eye
- b) make up stellar evolution
- c) that explode into stellar remnants
- d) have explode inwards
- e) occur only nights

19. According to the passage the supernova is.

- a) the cataclysmic nature in the heavens
- b) the end stage of the evolution of a star
- c) a bright object that has energy like other stars
- d) made of gases that once planets
- e) an entire galaxy

20. The stars first produce an increase of energy that increases its brightness.

- a) that makes difficulty of sight for the naked eye on earth
- b) which can be seen instantaneously on earth
- c) that is blinding to us on earth
- d) which we can see on earth many years later
- e) represents the catastrophic stage

**Questions 21 to 22 are based on the following passage:**

**GUM**

A stick of gum may help more than just your breath. Recent studies have shown that it is actually seems to relieve heartburn. Chewing gum is known to stimulate saliva production which in turn clears away irritating gastric acids responsible for heartburn.

The research done by doctors at the University of Alabama in Birmingham (U.S.A.) show that any (preferably) sugarless gum does the job.

Reflux happens when digestive acids build up into the esophagus and begin a burning sensation which cause many you run in search of antacids. The studies show that gum might offer an attractive therapeutic alternative for many , especially pregnant women who frequently suffer heartburn but who don't want to expose their unborn children to any from of drugs.

21. Gum is known to.....

- a) be responsible for heartburn
- b) be preferable as sugarless
- c) cause reflux in the esophagus
- d) help your breath
- e) to be heartburn

22. Current research shows.....

- a) doctors in Alabama that in the USA many people prefer sugarless gum to do the job
- b) that gum may be an alternative to antacids
- c) that women who are pregnant frequently suffer heartburn
- d) that women prefer to expose their unborn children to any from of drugs
- e) that gum clear away irritating gastric acids

**Directions:** Read the following passage and write short answers for the questions

**Questions 23 to 26 are based on the following passage:**

**TRANSFORMERS**

Our eyes and ears might be called transformers because they sense the light and sound around us and turn them into electrical impulses that the brain can interpret. These electrical impulses have been transformed by the eyes and ears reach the brain and are turned into messages that we can interpret. For the eye, the process begins as the eye admits light waves, bends them at the cornea and lens, and then focuses *them* on the retina. At the back of each eye, nerve fibers bundle together to form optic nerves, which join and then split into two optic tracts. Some of the fibers cross so that part of the input from the right visual field goes into the left side of the brain, and vice versa. The process in the ear is carried out through sensory cells that are carried fluid-filled canals and extremely sensitive to vibration. Sound that is transformed into electricity travels along nerve fibers in the auditory nerve. These fibers form a synapse with neurons that carry the messages to the auditory cortex on each side of the brain.



23. Where do our eyes & ears turn the light & sound into electrical impulses? {4 pts)

24. Where are the nerve fibers located? (3 pts)

25. How many auditory cortex are there in human body?(4 pt)

26. In line 5, the underlined "them" refers to :(4 pts)

**Questions 31 to 36 are based on the following passage:**

### **GESTALT**

Gestalt is the name of a school of psychology that interprets as organized wholes, rather than as aggregates of distinct parts. It expresses the belief that the importance of an event or perception depends not on the specific constituent elements but on the whole. It specifies that parts may be missing but this does not change the significance of the situation which occurred.

This theory which had originated in Germany, influenced and contributed to the studies of [earning, memory, thinking and human personality and motivation. Famous psychologist such as Max Wertheimer, Wofgang Kohler and Kurt Koffka gave approaches to analysis which placed emphasis on detachment from the human value systems.

Gestalt Therapy which was generated from this school of thought, draws in part on psychoanalysis but focuses on present experiences rather than on the exploration of the person's past. It's main goal is to change the habitual ways of perceiving and responding to needs and focuses on newly emerging patterns that could become central to attention as part of a new whole of experiences. Much attention is also given to non-verbal aspects of behaviour.

27. What does gestalt focus on when examining an event or perception ? (3 pts)

28. What is the target of Gestalt Theory ? (5 pts)

29. Which fields of science were affected from Gestalt Theory ? (3 pts)

30. What does psychoanalysis focus on ? (3 pts)

31. What was the occupation of Kurt Koffka? (3 pts)

32. Write two aspects of behaviour ? (3 pts)

**Directions:** Read the following passage and match the underlined words with their synonyms below. There are two(2) extra synonyms *Be Careful!* ( 6 X 2 = 12 pts)

### ECOCITIES

When our grandparents were children, people had very little awareness of environmental problems. They should have been more environmentally conscious, but they might not have believed there would be a shortage of natural resources, such as wood, water, or oil. However, today people all over the world are facing the realization that our natural resources are limited.

What is the root cause of this shortage? One of the causes is our stubborn dependence on cars powered by fossil fuels. Our sprawling cities force us to drive miles and miles every day to satisfy our daily needs. Clogged highways and traffic jams are proof that we are overly dependent on automobiles.

How can we solve this problem? Some urban planners are designing ecocities, cities that are compact, convenient, and environmentally friendly. These cities will have easy access to efficient public transportation, as well as bicycle and pedestrian walking paths. In addition, these communities will be sustainable. They will not simply rob the earth resources in order to exist. They will incorporate solar and wind-powered energy rather than relying solely on fossil fuels. Residents will be able to grow fruits and vegetables in community gardens and indoor solariums. These cities will also have green spaces, parks, and forests, providing a natural habitat for wildlife survival and human relaxation. Furthermore, they will be built with recycled materials and wood from certified sustainable forestry operations. By incorporating all of these features into ecocities, urban planners believe we will be able to start restoring our environment so there will be something left for our grandchildren.

- |        |                          |        |                     |
|--------|--------------------------|--------|---------------------|
| a..... | : include                | e..... | : easily accessible |
| b..... | : congested, overcrowded | f..... | : basic             |
| c..... | : bringing back          | g..... | : expansive         |
| d..... | : supplies               | h..... | : surroundings      |

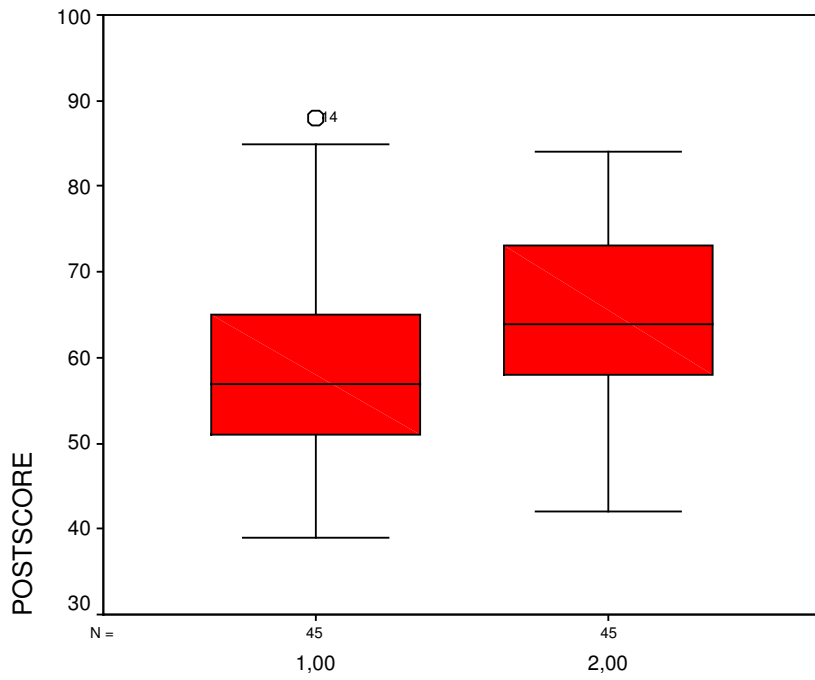
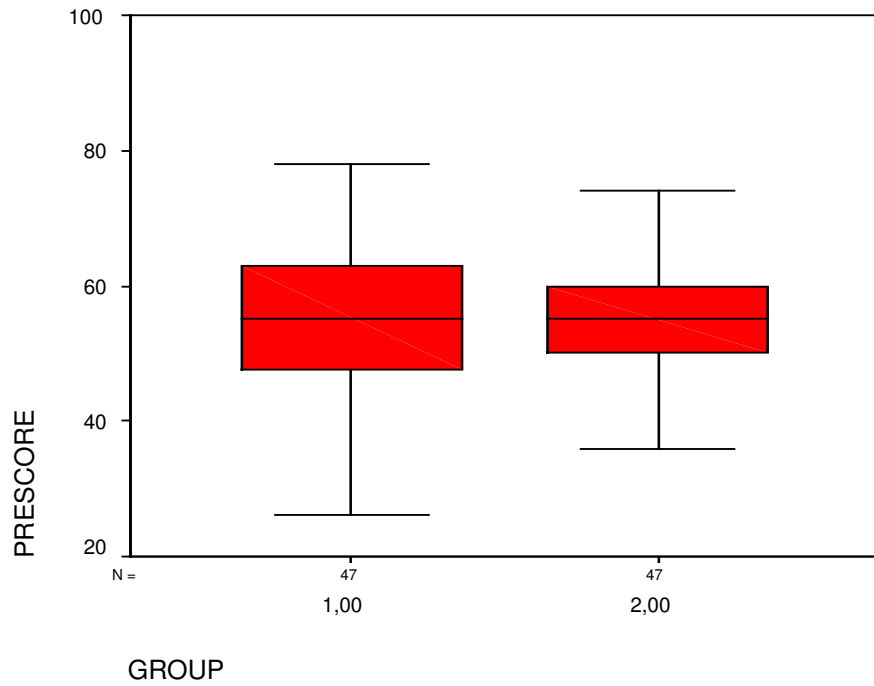
## APPENDIX 14

<b>CONTROL GROUP</b>								
<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>1</b>	40	55	<b>17</b>	68	63	<b>33</b>	59	64
<b>2</b>	54	55	<b>18</b>	67	85	<b>34</b>	68	72
<b>3</b>	64	66	<b>19</b>	60	64	<b>35</b>	72	68
<b>4</b>	62	63	<b>20</b>	52	55	<b>36</b>	43	53
<b>5</b>	54	54	<b>21</b>	63	51	<b>37</b>	63	65
<b>6</b>	51	55	<b>22</b>	62	69	<b>38</b>	54	59
<b>7</b>	57	63	<b>23</b>	46	39	<b>39</b>	61	53
<b>8</b>	67	61	<b>24</b>	55	54	<b>40</b>	44	47
<b>9</b>	52	47	<b>25</b>	44	43	<b>41</b>	56	56
<b>10</b>	63	68	<b>26</b>	51	46	<b>42</b>	26	42
<b>11</b>	48	46	<b>27</b>	48	62	<b>43</b>	41	49
<b>12</b>	49	39	<b>28</b>	75	70	<b>44</b>	46	61
<b>13</b>	46	50	<b>28</b>	47	66	<b>45</b>	66	57
<b>14</b>	92	88	<b>30</b>	45	49	<b>46</b>	55	60
<b>15</b>	56	58	<b>31</b>	78	75	<b>47</b>	44	51
<b>16</b>	60	65	<b>32</b>	56	48			

<b>EXPERIMENTAL GROUP</b>								
<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>STUDENT</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>1</b>	36	58	<b>17</b>	54	68	<b>33</b>	34	71
<b>2</b>	42	68	<b>18</b>	54	51	<b>34</b>	57	58
<b>3</b>	54	76	<b>19</b>	50	70	<b>35</b>	57	60
<b>4</b>	53	62	<b>20</b>	54	42	<b>36</b>	56	58
<b>5</b>	55	74	<b>21</b>	56	53	<b>37</b>	60	58
<b>6</b>	57	55	<b>22</b>	57	73	<b>38</b>	68	65
<b>7</b>	74	84	<b>23</b>	41	78	<b>39</b>	66	79
<b>8</b>	74	84	<b>24</b>	52	62	<b>40</b>	79	83
<b>9</b>	41	50	<b>25</b>	48	58	<b>41</b>	48	70
<b>10</b>	60	64	<b>26</b>	61	69	<b>42</b>	61	70
<b>11</b>	45	48	<b>27</b>	.	.	<b>43</b>	58	76
<b>12</b>	58	52	<b>28</b>	65	50	<b>44</b>	55	76
<b>13</b>	.	.	<b>28</b>	36	52	<b>45</b>	64	70
<b>14</b>	50	63	<b>30</b>	40	56	<b>46</b>	45	73
<b>15</b>	65	60	<b>31</b>	53	70	<b>47</b>	64	64
<b>16</b>	57	59	<b>32</b>	55	76			

APPENDIX 15

DISTRIBUTIONS of BOTH SCORES in BOX-PLOT TABLES



## ÖZGEÇMİŞİM

1977 yılında Amasya’da doğmuşum. İlk öğrenimimi Amasya Atatürk İlkokulun’ da, ortaokul ve lise öğrenimimi Amasya Anadolu Lisesi’nde tamamladım. Ortaokul ve lise yıllarında yarı-profesyonel olarak futbol ve basketbol oynadım. Lise son sınıfta iken ailemin telkini ile takım kaptanı olarak oynadığım Amasya Spor’ un alt yapısından ayrıldım ve aynı yıl girdiğim Üniversite Sınavın’ da Marmara Üniversitesi Atatürk Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünü kazandım. Aynı bölümden 1999 yılında mezun oldum.

2000 yılında Kara Kuvvetleri Komutanlığı’nda Teğmen olarak nasıp edilerek, Işıklar Askeri Lisesin’ de göreve başladım.

2002 yılında Uludağ Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans Eğitimine kabul edildim.

Üsteğmenliğe terfi ettiğim 2003 yılında Yrd.Doç.Dr. Zübeyde Sinem GENÇ’in yanında “Learner Autonomy and Language Learning Portfolios: A Study on the development of reading and vocabulary” konulu teze başladım.

Yunus İŞLER