Teaching Oscar Wilde’s Short Story “The Selfish Giant” to Young ESL/EFL Learners through Reader Response Approach
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INTRODUCTION

CHAPTER 1

1.1. Background of the Study

English language learning, and in parallel to that, teaching has become more of an issue at the beginning of the twenty-first century when we compare it with the twentieth century. As David Crystal (1997) indicated “English language today has a special status in at least 70 or so countries and is the most widely taught foreign language in over 100 other countries” (qtd. in Ghosn, 2004, p.109). English language includes multifarious disciplines ranging from technology to popular culture; from medicine to educational systems; from science to literature, and so forth. That is why, all around the globe, millions of people each year start to learn the English language to keep up with globalization. English has also become a medium of communication between people of different languages. In other words, as Robert Burchfield (1985) stated “English has become a lingua franca” (qtd.in Şeker, 2007, p.1) throughout the globe. Hence, the methods and approaches used in English language teaching have gained prominence according to the demands of English language learners, especially English as a Second Language (ESL) and English as a Foreign Language (EFL) learners.

In some non-English speaking countries, English teaching starts from primary school. One of the reasons why English is introduced at such an early stage is a hypothesis which emerged at the beginning of 1970s. The hypothesis, named “critical age” hypothesis by Eric Lenneberg (1967) proposed that foreign language learning is easier when the target language is learned in childhood. Furthermore, Wilder Penfield carried out neurophysics
studies on young children about the critical age hypothesis in 1965. The result of Penfield’s neurophysics studies with young children showed that “children’s brains were more open to language improvement. This belief was also supported by many researchers such as Lenneberg, 1967; Krashen, 1981; Cummins & Swain, 1986” (qtd.in Şeker, 2007, p.1). Unless right methods and approaches are applied during English language teaching to young learners, teaching can become an onerous job. Thus, while teaching English to young learners, activities used in teaching should be entertaining and colorful. Moreover, children’s cognitive development plays a crucial role in their learning. As Meral Şeker (2007, p.50) noted that Lynne Cameron (2001) argued how young learners are active sense-makers, constructing their own knowledge from working with objects and ideas. Activities such as play, imitation, and problem-solving trigger the transition from physical to mental activity. Thought derives from action, action is internalized, or carried out mentally in the imagination, and in this way thinking develops.

The English language is taught through four main skills which are listening, speaking, writing, and reading. At the beginning of ESL/EFL learning process, speaking and listening are given priority, and emphasis. Annamaria Pinter (2006) contended that “[speaking and listening] are two main skills to teach first because children often cannot read and write at all yet, or with much confidence” (p.45). However, in my research, the study group members’ age ranged from fifteen to sixteen years old. Therefore, the participants have already built up their speaking and listening skills and they can actively be involved in reading and writing activities. Nonetheless, “reading is often referred to as the most important of the four language skills for [ESL] / EFL learners” (Gu, 2003 p.102). Joseph C. Alderson (2000) also described reading as “an enjoyable, intense,
private activity from which much pleasure can be derived, and in which one can become totally absorbed” (p.28).

Teaching English through literature enables young ESL/EFL learners to express their feelings, emotions, and ideas freely and independently in an intellectual environment. Özlem Atay (2007) pointed out that “language learning and the study of literature are interrelated areas that cannot be separated from each other” (p.1). Moreover, David S. Miall (1988) indicated that “literary texts are admitted to evoke more emotions than other text types” (Oatley, 1996 ; qtd. in Özkul, 2007, p.2 ).Therefore, Young ESL/EFL learners can easily involve in English as a target language when they engage with literary texts which stimulate their emotions and feelings.

Reader response approach, which was defined by Louise Rosenblatt (1938), “is a ‘new’ methodology for teaching literature; an essentially reader-based methodology that attended directly to what real readers thought of the literature they were reading” (in Flood & Lapp, 1988, p.62). In reader response approach, learner’s emotions, feelings and their individual ideas are crucial in teaching reading. Learners’ reading skills and their comprehension increase with the help of reader response approach. As Asselin Marlene (2000) pointed out “reader-based approaches to literature and reading instruction can now be found in many elementary and secondary classrooms. Benefits of these approaches include increased motivation to read, higher levels of response and improved reading ability” (p.62).

The selection of the text is highly important in teaching English to young ESL/EFL learners through reader response approach because the text should stimulate the students’ emotions and feelings. I chose the short story genre since short stories are limited in length, and they can be read and analyzed with students in one or two seminars, and
according to Seçil Sapitmaz (2005) “[short stories] reveal universal truths about life and deepen our understanding of the human condition” (p 27). Oscar Wilde’s short story “The Selfish Giant” was selected according to the following criteria: the nationality of the author, the length of the text, emotional intensity in the text, the variety of metaphors in the text, and the type of text.

To be more specific about the criteria in the selection of the text, I chose Oscar Wilde since my field of research is Irish literature, and I am interested in Oscar Wilde’s works. “The Selfish Giant” was written for children, and is comparatively limited in length when compared to Oscar Wilde’s other short stories written for children. The type of the short story is fable. Therefore, in the text inanimate characters are animated to give a moral message to the readers, and metaphors are used to evoke the reader’s thinking. During the interaction with the short story, the changing flow of the text may stimulate the readers’ emotions, and feelings intensely.

1.2. Statement of the Problem

Every child is an artist. The problem is how to remain an artist once he grows up.

Pablo Picasso

Young ESL/EFL learners’ feelings, emotions, creativity, and imagination are neglected while teaching the skeleton of the language, which is grammar and the flesh of the language, which is vocabulary of English in the ESL/EFL classroom. One of the means of teaching English to ESL/EFL learners is reading, since with the help of reading, vocabulary, grammar, and comprehension can be taught. Henry G. Widdowson (1990) indicated that “[i]t has been traditionally supposed that the language presented to learners
should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (p.67). However, English teachers should use authentic texts in the lesson in order to teach English to ESL/EFL learners through reading didactically. Charles Wallace (1992) defined authentic texts as “real-life texts, not written for pedagogic purposes” (qtd.in Berardo, 2006, p.61). Literary texts can be regarded as authentic texts in teaching reading. Gulistan Ç. Özkul (2007) indicated that “[t]he emotions evoked in literary reading originates from the ‘livelikeness’ of literature. In other words, literary texts represent real life, real places and real people to a certain extent” (p.1). Students should interact with the text individually when the reading activity is carried out in the English lesson. However, Arthur N. Applebee (1989) (qtd. in Marlene, 2000, p. 62) indicated that traditional approaches to literature education regard meaning as residing in the text. Each literary work contains a ‘correct’ interpretation that teachers, as mediators between critics and students, hold the keys to unlocking. Text-based reading emphasizes students’ knowledge of literary conventions and expects them to derive designated meanings from the literature. Many of us, particularly in secondary and university English courses, learned about literature this way. The last national survey of literature instruction in the United States showed that these views still dominate. Thus, in this essay, I aimed to analyze the data related to teaching short stories through reader response approach to secondary school students, and apply the data on students to see whether short stories, especially Oscar Wilde’s short story, “The Selfish Giant” can be taught to young ESL/EFL learners through reader response approach, which enables students to interpret texts according to their emotions, feelings, and background knowledge.
1.3. Purpose Statement

The purpose of the essay is to investigate the applicability and feasibility of short stories, especially Oscar Wilde’s short story “The Selfish Giant” to young ESL/EFL learners through reader response approach in the ESL/EFL classroom.

1.4. Limitations

The limitations of the study are given as follows:

- The study was carried out with a small number of participants, which were twenty-eight participants.

- During the practice part of the study, neither of the lessons for the both groups (controlled and semi-guided group) were recorded and this type of record could have been used to keep track of what was said and done rather than having to rely on anecdotal records. Recording could have captured detailed and specific observations of what was accomplished in the classroom and what was heard.

- The number of the participants for the controlled group and the semi-guided group was uneven. In the controlled group, there were sixteen participants, and in the semi-guided group, there were nine participants. Furthermore, in the first questionnaire, in semi-guided group, eleven participants filled in the questionnaire. For the controlled group, sixteen participants who attended the seminar filled in the first questionnaire.

- In the semi-guided group, participants were not used to analyzing texts through reader response approach, and they were asked to analyze and response within sixty minutes.
Therefore, this might have affected the participants’ responses in the semi-guided group.

- In the study, the data was not analyzed with the SPSS program.

REVIEW OF LITERATURE

CHAPTER 2

2.1. Introduction

In this chapter of the essay, I will define the characteristics of young learners, and second language learning. I will also explain teaching reading skills to young ESL/EFL learners, and teaching short stories to young ESL/EFL learners. Lastly, I will conclude this part by defining the reader response approach briefly.

2.2. Young Learners and Second Language Learning

Each child is considered to have unique characteristics. Nevertheless, Jean Piaget argued that there are four universal stages that all children pass through. As Pinter (2006) indicated “[e]ach child follows these stages in exactly the same order and development unfolds as a result of the biological process of growth and the development of the child’s brain”. These stages are sensori-motor, pre-operational, concrete operational, and formal operational stages. The characteristics of these stages and range of ages were defined by Piaget (1923) (qtd.in Pinter, 2006, p.7) in the following table:
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sensori-Motor stage</strong></td>
<td>The young child learns to interact with the environment by manipulating objects around him.</td>
</tr>
<tr>
<td><strong>Pre-operational stage</strong></td>
<td>The child’s thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. On the whole, this stage is characterized by egocentricism (a kind of self-centeredness) and lack of logical thinking.</td>
</tr>
<tr>
<td><strong>Concrete operational stage</strong></td>
<td>Year 7 is the turning point in cognitive development because children’s thinking begins to resemble ‘logical adult-like thinking. They develop the ability to apply logical reasoning in several areas of knowledge at the same time (such as maths, science, or map reading) but the ability is restricted to the immediate context. This means that children at this stage cannot generalize the understanding.</td>
</tr>
<tr>
<td><strong>Formal operational stage</strong></td>
<td>Children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operations such as deductive reasoning in a systematic way. They achieve formal logic.</td>
</tr>
</tbody>
</table>

The age range, in the first three stages, does not involve the age group in my study. Therefore, I did not emphasize those three stages in this essay. In my study, the age of the study group ranges from fifteen to sixteen years old. Thus, my target group fits the formal operational stage. In the formal operational stage, the range of ages is open-ended. Pinter (2006) argued that “[w]ith regard to the final [formal operational] stage, Piaget’s descriptions were simply overconfident. The ultimate intellectual challenge of being able to think according to the rules of formal logic is not actually fully and automatically achieved by all teenagers or even adults” (p.9). Thus, it is problematic to give the
specific age when childhood ends, and adulthood starts. Nevertheless, it is clear to name children, who undergo those stages, “young learners” in terms of second language learning. Children or young learners should start to learn second language before “the critical age”. Christopher Brumfit (1991) justified the need for this as follows: “the brain is more adaptable before puberty than after, and the acquisition of languages is possible without self-consciousness at an early age” (qtd. in Şeker, 2007, p.53). The critical age hypothesis of Lenneberg (1967) was also supported by Mayo & Lecumberri (2003) as follows: “young children can learn a second language particularly effectively before puberty is often used to support the early introduction of foreign language teaching” (qtd. in Kütük, 2007 p.27). Hence, the participants in my target group are in the last year of secondary school, and they are in the liminal space between childhood and adulthood. In other words, they are neither children nor adults. Participants in my research all have started learning English before the critical age. As Naom Chomsky (1969) argued: “children between 5 to 10 years old are still acquiring the structures of their first language” (qtd. in Bronwyn, 2003, p.2). Therefore, it would be hard for the participants under ten years old to give reasonable responses to a literary text. However, my study group have already built up the structures in their first language, and become competent in speaking and listening skills in their foreign language which is English.

2.3. Teaching Reading to Young ESL/EFL Learners

Özkul (2007) stated that “[r]eading is a complex cognitive process in which the aim of the reader is to construct meaning” (p.1). In other words, readers are expected to encode what the author has decoded. Kenneth S. Goodman (1970) defined reading “as a guessing
game in which the reader reconstructs, as best he can, a message which has been encoded by a writer” (qtd. in Carrell &Eisterhold, 1983, p. 554). However, reading ‘as a guessing game’ in a foreign language is much more complex than the reading process in a mother tongue. ESL/EFL readers have a number of differences from readers of first language in terms of grammar and vocabulary knowledge, and social-cultural diversity. William Grabe (1991) listed the differences between ESL/EFL readers and first language readers in the following statements:

- L1 [first language] readers have a different linguistic knowledge base.
- L2 [ESL/EFL] readers are disadvantaged when they first start reading owing to their limited knowledge of vocabulary and grammar.
- L2 readers are not familiar with L2 print whereas L1 readers are exposed to written form in their own language even before they start reading.
- L2 readers differ in their L1 reading abilities.
- L1 and L2 readers have a different socio-cultural knowledge base.
- L2 readers’ purposes for reading in a second language are different from reading purposes of L1 readers.
- L2 readers need to transfer their L1 reading skills into the target language.
- L2 readers need to be aware of their metacognitive and metalinguistic skills.

(qtd.in Özkul, 2007, p.10).

Even though the differences of first language readers and ESL/EFL readers were stated by Grabe (1991) above, Paul Harvey (2005) indicated that some similar factors affect the reading process for both readers: “linguistic aspects (cohesion, grammatical complexity, unknown vocabulary), the types of text (genre, content, style), author stance (argument, bias, assumption), text features (length, layout, font, visuals)” (p.30).
Teaching reading to young ESL/EFL learners has also some advantages when we compare to first language young learners. Nevertheless, one of the significant advantages lies in the “[young ESL/EFL learners’] experience with reading in their first language. They usually come to the English lesson already able to read and write in their mother tongue and bringing with them some potentially useful strategies” (Pinter 2006, p.68). Therefore, the reading ability in young ESL/EFL learners’ first language affects their second language reading ability beneficially. Young ESL/EFL learners learn reading more easily.

As Pinter (2006) stated unfortunately there is no formula to follow or no single effective technique to use when it comes to teaching native speaker children to read English. Needless to say, if there is no formula for teaching reading to children whose first language is English, then there is certainly no formula for teaching reading in English as a second or foreign language because second language contexts can be varied and complex (p.65). Hence in the English lesson, reading can be taught authentically and didactically without applying any formulas. ESL/EFL learners internalizing the text and constructing their own meaning is far more significant. Nicole J. Anderson (1999) proposed that “[r]eaders as language learners need to go through an active process that requires an interaction between the reader and the text rather than simply decoding the graphic representations” (qtd.in Ertan & Karakaş, 2007, p. 114).

Literary texts can be considered to be “authentic texts”, and as Christine Nuttall (1996) stated: “[a]uthentic texts can be motivating because they are the proof that language is used for real-life purposes by real people” (p.162). Moreover, the interaction between the text and the reader enables ESL/EFL learners to involve in both the meaning and the linguistic aspects in the text implicitly and indirectly. However, according to
"language threshold theory", which was termed by Grabe (1991), “a reader cannot transfer all his/her abilities into L2 reading if he/she is ‘below language proficiency threshold’. In other words, linguistic skills are influential in L2 comprehension” (qtd.in Özkul, 2007, p.11). Considering my study groups’ age range, my participants are competent in their ESL/EFL linguistic skills, and easily comprehend literary texts.

2.3.1. Teaching Short Stories to Young ESL/EFL Learners

Seçil Sapıtmaz (2005) indicated that “[s]hort stories are easy to apply in the [English] class because they usually can be read and interpreted in one or two sessions” (p.26). Moreover, teaching English through short stories to young ESL/EFL learners can be easily applicable and feasible in the English lesson since children or young learners have been generally exposed to hearing stories in the family environment since they were born. Nitinou Loukia (2006) indicated that children have already formed their schema of what a story is since early childhood. Within the family environment children have had numerous opportunities to listen to stories being read to them, to hold and discover the world of the colorful pictures and, later, to make efforts to “decode” the letters and sounds until they make sense to them as words and sentences (p.27).

Tijen Türeli (1998) claimed that ESL/EFL learners prefer reading short stories rather than any other types of literary text due to the following reasons:

- Readers consider that the language of short stories is easily understood and analyzed.
- Readers find short stories more realistic and thus enjoy reading them.
- Readers are able to comprehend them easily since there are not many events and characters.
- Readers are able to complete reading short stories in one ‘session’.
- The stories are depicted well in short stories (qtd. in Özkul, 2007, pp. 40-41).

Short stories or authentic texts which are not written for pedagogical purposes entertain and motivate readers. As Joanne Collie & Stephen Slater (1987) alleged “authentic materials deals with every present human concerns and allows students to enter and inhabit the landscape of a text that touches emotions and invites personal involvement” (qtd.in Atay, 2007, p.1). Egan (1992) also supported the same notion arguing that “[short] stories are good for ‘educating us into the virtues’ because the story not conveys information and describes events and actions but because it engages our emotions” (p. 55).

Young ESL/EFL learners can easily involve in short stories since they are short. The length of short stories enables young ESL/EFL learners engage in the text easily and willing. Moreover, teaching short stories activates learners’ emotions and feelings, and encourages learners express themselves freely in the English lesson.

2.4. Reader Response Approach

Reader response is a theory which was defined by Louise Rosenblatt, and has gained prominence between late 1960s and early 1970s. Aynur Kesen (2006) noted that “in 1970s, there was a shift from the focus on the author to the reader” (p.190) Therefore, reader response theory became popular in the field of literature. According to Rosenblatt the reading activity is an interaction between the reader and the text. Furthermore,
Rosenblatt (1938, 1978) claimed a new view that readers can make meaning from the text according to these features: “1) the focus on readers’ psychological processes and 2) seeing literature as a means of promoting critical thinking and multiple perspectives” (qtd.in Marlene, 2000, p. 62).

Some theorists in the field of literature such as Alan Cooper, Alan C. Purves, Norman Holland, and Richard Beach have supported the reader response theory and contributed their ideas with their studies. Those theorists also alleged that “readers bring their preconceptions and dispositions to the reading process” (qtd. in Özkul, 2007, p.41). Ross C. Murfin (1991) defined the reader response approach in the following statement, “[it] focuses on what texts do to-or in-the mind of the reader rather than regarding a text with something with properties exclusively its own” ( qtd.in Tucker, 2000, p.199).

Reader response theory is generally applied in teaching as an approach so as to have the students engage in literature by getting minimum inference from the teacher. Lois P. Tucker (2000) defined the goals of the reader response approach in teaching with the following statement: [Reader response approach] enables students to experience relevance in the reading task, involves them in an active, not passive encounter with the literature, validates them as critical readers who are capable of determining meaning in texts, and provides them with the opportunity to express themselves freely (p.199).

Furthermore, Elizabeth A. Flynn (1991) stated that “[t]he reader-response approach often encourages students to relate literature to their own experience” (p. 80). Literary texts are open to interpretation, and James Flood and Diane Lapp (1988) proposed that “[a] reader-response based method of teaching literature is a fundamental shift from the viewpoint that literary interpretation is a right/wrong entity to a view in which literary interpretation is perceived as a transaction between the reader and the text” ( p. 61).
As Steven Mailloux (1982) stated, “reading is not the discovery of the meaning but the creation of it” (qtd. in Flood & Lapp, 1988, p.62). Hence, teachers of English should encourage their students to create their own meanings from the text they are dealing with since in the process of creation of meaning students can identify themselves easily.

Özkul (2007) indicated that “literature creates emotions in readers and the readers respond to the literary works. When readers experience emotions and when they are able to feel empathy towards the fictional characters or identify themselves with them, they are emotionally involved in reading” (p. 28). The reader interprets the text with the help of his/her emotions, experiences, and knowledge derived from reading the text. However, Meei-Ling Liaw (2001) claimed that “students’ attitudes toward literature were found to be linked to their FL proficiency. Students who felt that they had a very good command of English appreciated the use of literature. On the other hand, the majority of students found many literary works too boring, too long, and too hard to comprehend” (p.36). Therefore, ESL/EFL students should be competent in using the four skills in English. Yet, students should not be forced to use grammatically correct sentences and using the target language effectively at the beginning levels of reader response approach. Instead, students can be asked to respond to the text by drawing, acting, and singing or just using words when they give interpretations about the text. The idea of reader response-based comprehension questions is related to “the self produce knowledge of self” (Flood & Lapp, 1998, p. 63). The comprehension questions (see appendix III) which were given to my semi-guided group in my study aimed to give opportunity to the participant to reflect about their own interpretations and judgments by using their five senses in this way:

- What is the color of the short story?
- What is the smell of the short story?
- What kind of meal this short story is?
- What kind of a melody/rhythm do you feel while reading this short story?
- How would you touch / change the story if you had a chance to get into the short story?

(Inspired by Flood & Lapp, 1988, p. 64)

To conclude, Marlene (2000) alleged that opportunities to represent thoughts and feelings that arise during reading are important for two reasons: one, to capture the variety and diversity of students’ responses, and to facilitate metacognitive development of the response processes. Many professional resources stress the use of reader response journals. Others, inspired by theories of multiple intelligences and multicultural education, encourage alternative forms of representing readers’ responses such as drama and art (p.62). With the help of the reader response approach young ESL/EFL learners both facilitate their metacognitive development of the response process by using art, drama, music and so forth.
METHODOLOGY

CHAPTER 3

3.1. Overview

This chapter of the essay deals with the design of the research, participants, and the selection of the material, which is Oscar Wilde’s short story “The Selfish Giant”. The research was applied upon young ESL/EFL learners, the ages of whom ranged between fifteen and sixteen years old in one of the secondary schools in Sweden. The main concern of the research is whether teaching “The Selfish Giant” through reader response approach is applicable and feasible in the English lesson or not. The research was carried out with two study groups. These were: the controlled group and the semi-guided group. Furthermore, with the help of two questionnaires and two different groups’ participants’ responses to the text. I observed and discussed the participants’ frequency of how they comprehended and responded to the text. Finally, the data that I gathered from the questionnaires and participants’ responses were analyzed and the results were presented.

3.2. Research Design

The study was designed as an experimental research, involving twenty-eight ninth-grade students in one of the secondary schools in Sweden. Twenty-eight participants were divided into two study groups. The first group was the semi-guided group, and the other group was the controlled. Reading through reader response approach was applied on the semi-guided group. Reading through conventional approach is applied on the
controlled group. One seminar of teaching for each group was presented and two questionnaires were given to the participants to collect data about the research. The first questionnaire was given to the participants before the teaching, and the second was given to the participants after the teaching. Questions were designed as both open-ended and close type of questionnaire. One week before the seminar for the controlled group, a meeting session was organized, and the first questionnaire (see appendix IV) was given to the controlled group to fill in. Two days before the seminar for the semi-guided group, a meeting session was organized, and the first questionnaire (see appendix V) was also given to the semi-guided group to fill in. The second questionnaire was given to each group after the seminar. Furthermore, the data obtained from the participants were both quantitative and qualitative. Close type questions in the questionnaires were considered as quantitative data, and open-ended type questions in the questionnaires were considered as qualitative data. The duration of the seminar for both groups was sixty minutes including a break. The lesson plan template for the controlled group (see appendix II), and the lesson plan template for the semi-guided group (see appendix III) were prepared separately.

Oscar Wilde’s “The Selfish Giant” (see appendix I) was analyzed, and discussed with both groups, yet with different approaches. In the controlled group, the text was analyzed, and discussed through conventional approach in reading. In that group, participants were asked to read the text and afterwards simply respond to the questions by referring to the text. The questions were given through while-reading and post-reading activities. On the other hand, in the semi-guided group, participants were asked to read the text, and respond to the questions by referring to their emotions, feelings, and their associations with what they had watched or read so far. The questions were also given as while-
reading and post-reading activities. However, this time, participants were required to draw pictures, write poems, riddles, chants, quotations, and lyrics of the songs or act or perform one scene in the text rather than responding the questions referring to the text. As Jonathan Culler (1997) indicated “[t]he meaning of a work is not what the author had in mind at some point, nor is it simply a property of the text or the experience of a reader. It is simultaneously an experience of a subject and a property of a text. It is both what we understand and what in the text we try to understand” (p.63).

3.3. Participants

Twenty ninth-grade participants, whose age ranged from fifteen to sixteen were, planned to be selected with random sampling selection. However, it was hard to gather twenty participants from the whole ninth graders, and separate them into two groups, and give them time slots to get them to analyze and respond to the text outside the school. Hence, two English teachers helped me in the selection of the participants. Two ninth-grade English classes, English class 9/X and English class 9/Y were chosen by the participants’ English teachers, and participants were asked to attend the seminar about the analysis of the text “The Selfish Giant” in the meeting session held one week before the seminar. In the controlled group, sixteen participants volunteered to join the seminar to analyze the text and they all attended both the seminar and replied to the questionnaires. In the semi-controlled group, eleven participants volunteered the text analysis in the meeting session held two days before the seminar. Those eleven participants filled in the first questionnaire in the meeting session. Three participants did not attend the seminar held two days later. Moreover, one participant who was not in the meeting session did not
fill in the first questionnaire, yet attended the seminar. Briefly, eleven participants filled in the questionnaire, and nine participants attended the seminar. Furthermore, the participants’ level of English is intermediate, and participants attend English lessons two times in a week. Each lesson takes sixty minutes.

The sex of the participants was not taken into consideration while conducting the study. The real names of the participants were not used. Instead of their real names, pseudo names (see table 1, 2, 3, 4), which showed the characteristics of the participants, were used.

**Example:** C1 (controlled group 1st participant)

SG1 (semi-guided group 1st participant)
4.1. Introduction

In this chapter of the essay, I will present the analysis of the data compiled from the two study groups in two questionnaires. The data is analyzed both with the quantitative analysis and qualitative analysis. The quantitative analysis includes the tables which show the number of the participants who answered the questions in questionnaires. The quantitative analysis includes participants’ answers to the open-ended questions in the questionnaire.

4.2. Data Analysis

Questionnaire 1 (see appendix IV)

Controlled group: 16 participants (see appendix VI, table 1)

Semi-guided group: 11 participants (see appendix VI, table 2)

Question 1

Do you read short stories in the English classroom?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>11</td>
<td>-</td>
</tr>
</tbody>
</table>

The first question aimed at eliciting whether participants’ read short stories in the English classroom or not. The finding of this question indicated that all the participants in both controlled and semi-guided group, read short stories in the English classroom.
Question 2

How often do you read short stories in the English lesson?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Every Week</th>
<th>Every two weeks</th>
<th>Every month</th>
<th>Once in a while</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Semi-Guided group</td>
<td>7</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

According to participants’ responses, in the controlled group, eight of the sixteen participants answered *once in a while*. Although the rest of the controlled group participants were in the same class, four of the participants (C1, C6, C13, and C15) answered *every week*, two participants (C5, C12) answered *every two weeks*, and two participants (C7, C8) answered *every month*. The main reason why participants’ answers were different from each other was that short stories and comprehension questions were given by the participants’ English teachers as assignments. Therefore, some of the participants might have considered outside the seminar hours when they answered this question. That situation involved both groups.

In the semi-guided group, seven of the eleven participants answered *every week*. The results showed that in the controlled group, eight participants read short stories in the English lesson almost once in two months or more than that. Although the rest of the semi-guided group participants were in the same class, three participants (SG5, SG8, and SG9) answered *every month*, and one participant (SG10) answered *once in a while*. 
Question 3

Do you like short stories?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>11</td>
<td>-</td>
</tr>
</tbody>
</table>

This question aimed to find out the number of participants who like and dislike reading short stories, and eliciting the reason or reasons of participants’ answers. In the controlled group, thirteen of sixteen participants responded yes and three participants responded no to this question. Participants responding yes stated why they like short stories according to these grounds, short stories are short in length, funny, entertaining, educational in terms of English language learning. Participants responded ‘no’ stated why they did not like short stories in the following sentences: C14: “I just don’t think it’s funny. It is boring.” C15: “I don’t find short stories interesting.” C16: “I don’t like reading short stories in English because I don’t understand anything.”

In the semi-guided group, all of the participants answered that they like reading short stories. They stated their reasons according to these grounds, short stories are easy to handle, comprehensible, short in length, funny, and interesting.

Question 4

What kind of short stories do you like reading?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Folkloric</th>
<th>Fairy</th>
<th>Fable</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

This question aimed at specifying what types of stories the participants like reading. In the controlled group, four participants (C2, C6, C9, and C13) responded fairy tales. Only one participant (C12) responded folkloric. Eight of the sixteen participants
responded *others*, their tastes apart from the items in the questionnaire are murder, horror, thriller, adventure, and love. Moreover, three participants (C14, C15, C16) responded *no* to the third question did not answer this question (see appendix IV).

In the semi-guided group, four participants (SG2, SG4, SG7, and SG11) responded *fairy tales*. Two participants (SG1, SG5) responded *fables*, and five participants responded *others*. The participants who responded *others* stated their answers as follows: history, horror, romance.

**Question 5**

**What is the most important aspect you pay attention to when reading a text in English?**

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Grammar</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Length</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Semi–guided group</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

This question aimed at eliciting what is the most important aspect participants pay attention to when reading a text. The answers of the participants in the controlled group demonstrated that five participants pay attention to *grammar*; five participants pay attention to *comprehension*, and one participant (C8) pay attention to the *length* of the text. Furthermore, participants responded ‘others’ pay attention to the characters, setting, and point of view in the text.

In the semi-guided group, nine of the eleven participants responded *comprehension*, and two participants (SG8, SG9) responded *others*. Participant SG8 pays attention to the purpose of the text, and participant SG9 pays attention to the characters in the text.
Questionnaire 2 (see appendix V)

**Controlled group:** 16 participants *(see appendix VII, table 3)*

**Semi-guided group:** 9 participants *(see appendix VII, table 4)*

**Question 1**

**Did you like the lesson?**

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>13</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The answers of the controlled group participants revealed that thirteen participants liked the lesson in general. Thirteen of the sixteen participants stated that the reasons why they liked the lesson were that the text was interesting, entertaining, and educational; the lesson was funny, engaging, and informative. Mostly participants liked the lesson due to the text since the participants found “The Selfish Giant” text appealing. Only one participant (C6) did not like the lesson, and participant C6 stated that “I did not like the end of the story.” Moreover, two participants (C13, C15) responded *not sure*, and participant C13 alleged that “I liked the story but I did not like the after before [post-reading] activity.” Participant C15 did not state the reason why he/she was not sure.

In the semi-guided group, the answers of the participants showed that nine of the nine participants, which was the whole group, liked the lesson. The participants stated why they liked the lesson according to these grounds, “the activities in the lesson were creative, entertaining, interesting; the lesson was full of fun, imagination, and creativity. It was the first time I have experienced of such an interesting lesson. I went back to my kindergarten years.” (SG1, SG3, SG4, SG6 SG7, SG9)
Question 2

Which part of the lesson did you like the most?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Beginning</th>
<th>While-reading</th>
<th>Post –reading</th>
<th>None of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>-</td>
<td>9</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>2</td>
<td>-</td>
<td>7</td>
<td>-</td>
</tr>
</tbody>
</table>

The aim of this question was to find out which part of the lesson participants liked the most, and elicit the reasons of the participants’ answers. In the controlled group, nine of the sixteen participants answered *while-reading* activity since those participants found the *while-reading* activity easy to answer. Six of sixteen participants liked the *post-reading* activity since the activity is done with cooperation in a group of four participants. That is why they found the activity interactive and cooperative. In addition to that, one participant (C6) responded *none of them*, and participant (C6) stated his/her reason: “I *think the lesson was boring.*”

In the semi-guided group, the answers of the participants demonstrated that they mostly liked the *beginning* and the *post-reading* activity part of the lesson. Seven of the nine participants liked the *post-reading* activity and two of the nine participants liked the *beginning* of the lesson.

Question 3

Which part of the lesson did you like the least?

<table>
<thead>
<tr>
<th>Study groups</th>
<th>Beginning</th>
<th>While-reading</th>
<th>Post –reading</th>
<th>None of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>

The purpose of this question was to determine which part of the lesson participants liked the least, and elicit the grounds of participants’ answers. In the controlled group,
twelve of the sixteen participants responded *none of them* which indicated that the majority of the class liked the three activities which were done in the seminar. However, two participants (C10, C15) responded that they liked the *while-reading* activity the least since participant C10 stated that “*I didn’t find the activity interesting.*” Participant (C15) did not state the reason why he/she liked the *while-reading* activity the least. Moreover, two participants (C4, C5) answered *post reading* activity since participant C4 found the instruction of the activity unclear, and participant C5 stated that he/she could not participate in the activity.

In the semi-guided group, five of the nine participants liked the three activities. However, three participants (SG4, SG5, and SG12) did not like the *while-reading* activity since participant SG5 explained that “*I didn’t understand the activity.*” SG4 and SG12 stated that they could not relate the activity to the text. Furthermore, one participant (SG8) liked the *beginning* of the lesson the least since participant (SG8) stated that “*it is hard to draw something when you do not know anything.*”

**Question 4**

*If you were the teacher, how would you teach?*

<table>
<thead>
<tr>
<th>Study groups</th>
<th>The same way</th>
<th>Different way</th>
<th>None of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled group</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Semi-guided group</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The answers of the participants in the controlled group proposed that nine participants would teach *the same way*, four participants (C1, C4, C11, and C15) stated that they would teach the lesson by using a *different technique* if they were the teacher. Three participants (C6, C10, and C13) would teach neither the same way nor in a different way if they were the teacher.
In the semi-guided group, nine of five participants responded that they would teach the same way, and three (SG4, SG6, SG12) of nine participants responded different way if they were the teacher. Moreover, one participant (SG3) answered none of them since participant SG3 stated that “I am not sure.”

**Question 5**

**If you would like to give comments, feel free to do so?**

In the controlled group, most of the participants stated that they liked the lesson. Nevertheless, some of the participants did not like my class management. Some of the participants’ comments were given in the following statements:

“If it was a nice lesson and you teach well. Try to have more control over the children. Don’t let them ignore you.” (C2)

“It was an all over funny lesson. Keep it up.” (C5)

“It was a nice lesson but some of my classmates were disrespectful.” (C11)

“It was a good and fun experience.” (C3)

In the semi-guided group, the participants also liked the overall form of the lesson. Some of the participants’ comments were given in the following statements:

“It was fun and I learned a lot. The drawing was the best part of the lesson.” (SG3)

“It was fun to help you with the research. I wish you good luck!” (SG6)

“It was my first time I have experienced such a creative lesson.” (SG7)
DISCUSSION AND CONCLUSION

CHAPTER 5

5.1. Introduction

I have defined young learners and second language teaching, teaching reading and short stories to young ESL/EFL learners, and reader response approach up to now. Moreover, a case study research design was followed to find out the applicability and feasibility of teaching short stories, especially Oscar Wilde’s “The Selfish Giant” to young ESL/EFL learners through reader response approach in the English lesson. The data collected from the participants before and after the teaching was analyzed in the previous chapter. In this chapter, the findings of data will be presented and discussed briefly. Furthermore, conclusion and suggestions for further studies will be presented.

5.2. Discussion

In data analysis chapter, all of the participants out of twenty seven, regardless of whether they were in the controlled or in the semi-guided group, responded that they read short stories in the English lesson. Hence, it was understood that both groups’ English teachers use short stories as authentic materials in the lesson to teach English didactically. However, the controlled group and the semi-guided group were different in terms of the frequency of reading short stories in the English lesson. In the controlled group, eight of the sixteen participants answered that they read short stories once in a while in the English lesson. Nevertheless, in the semi-guided group, seven of the eleven participants answered every week. The reason was that both the controlled group and the semi-guided group have a different English teacher, and both teachers use short stories according to
their methods in their teachings. In other words, short stories are used as a tool to improve students’ comprehension, and they are used in the lesson only if the teacher needs them.

Twenty-four of the twenty-seven of the participants responded yes to the question “do you like short stories?” The participants’ responses and their reasons why they like reading short stories are almost the same as the reasons that Türeli’s (1998) presented regarding why ESL/EFL learners prefer reading short stories rather than any other types of texts (see p.14). Participants’ responses were justified according to those reasons of Türeli (1998): “Readers consider that the language of short stories is easily understood and analyzed […], [r]eaders are able to complete reading short stories in one session. Short stories are not long which assist the readers’ concentration. The stories are depicted well in short stories” (qtd. in Özkul, 2007, pp. 40-41). However, short stories should be selected according to the taste of students. Thirteen of the twenty-seven participants chose the option others to the question “what kind of short stories do you like reading?” Those thirteen participants like to read murder, horror, thriller, adventure, love, romance, and history types rather than the given choices in the questionnaire, folkloric, fairy tales, and fable types of short stories.

Fourteen of the twenty-seven participants pay attention to comprehension while reading a text in English. This finding revealed that English texts are used to check students’ comprehension of English rather than teaching grammar, vocabulary and so forth. Furthermore, seven of the twenty-seven participants pay attention to the characters, the setting, the point of view and the purpose of English text. This finding demonstrated the notion that comprehension is the primary purpose of using English texts in both groups’ English lesson. Nevertheless, in the semi-guided group, nine of the eleven
participants pay attention to *comprehension*, and this facilitated the application of reader response approach in the lesson.

Both in the controlled and the semi-guided group participants liked the lesson. However, all participants in the semi-guided group liked the lesson. In the controlled group one participant did not like the lesson, and two participants were indecisive about their liking for the lesson. Therefore, participants in both groups comprehend the text, and the lesson objectives in both groups were successfully fulfilled. Nevertheless, in the controlled group, the participants’ reasons why they liked the lesson showed that participants did not state that they specially liked the activities, yet they found the text interesting, funny and entertaining, therefore they liked the lesson. Yet, according to the controlled group participants’ responses to the following question were that nine of the sixteen participants liked the while-reading activity (see appendix II) and six of the sixteen participants liked the post-reading activity (see appendix II) the most. On the other hand, in the semi-guided group, the participants found the activities in the lesson creative, interesting, and entertaining. That is why participants in the semi-guided group liked the pre-reading and post-reading activities (see appendix III) the most. Nonetheless, they did not find the while-reading activity, (see appendix III) which includes the reader response approach questions, interesting or engaging. The reasons would be that in the pre-reading, and post-reading activities, participants might have developed their own responses and judgments in drawing and interpreting their feelings, and emotions with words more effectively rather than attributing their responses to while-reading questions which aimed at having the participants activate their five senses. Moreover, the semi-guided study group experienced a reading lesson through reader response approach for the first time, and they might have found the while-reading activity unconventional.
In conclusion, participants in the controlled group comprehended the text and responded to any questions the teacher asked as related to the text correctly. Moreover, the controlled group participants attributed their responses to the text. In the semi-guided group, participants also comprehended the text, yet they developed their own responses and judgments through reader-text transaction. Semi-guided participants created a new meaning inside the text by doing drawings and interpreting their drawings with words. Moreover, the semi-guided group participants not only reflected on the text but also on themselves. The participants reflected on the text by putting themselves in one of the characters in the story in their drawings. In other words, they displayed empathy to the characters and events in the text. Applebee’s (1978) seminal study argued that “Piaget’s formal operational stage (level 1) (12-15 years of age) children displayed empathy in their responses; and at level 2 (16 years old to adulthood) students were able to make generalizations” (qtd.in Flood & Lapp, 1998, p.63), which explains why my semi-guided group’s seven of the nine participants, the age of whom displayed empathy in their responses towards fictional characters in “The Selfish Giant”. Moreover, two of the nine participants, aged sixteen, displayed generalizations in their interpretations, for instance, all the giants should be male. Furthermore, Özkul (2007) indicated that “literature creates emotions in readers and the readers respond to the literary works. When readers experience emotions and when they are able to feel empathy towards the fictional characters or identify themselves with them, they are emotionally involved in reading” (p.28).
5.3. Conclusion

The purpose of the study was to investigate the applicability and feasibility of short stories, especially Oscar Wilde’s “The Selfish Giant” to young ESL/EFL learners through reader response approach in the ESL/EFL classroom.

To recapitulate, the study was carried out with research on ninth grade secondary school students in Sweden. Two study groups, a controlled group and a semi-guided group were involved in the research. One seminar of teaching was implemented for both groups separately, and two questionnaires were given to the participants. The first questionnaire was given before the teaching, and the second one was given after the teaching to the participants.

The findings of the data collected from the participants’ responses to the questionnaires demonstrated that short stories can be used as an authentic material in the ESL/EFL classroom to check students' comprehension of the text. The finding of the semi-guided group demonstrated that Oscar Wilde’s “The Selfish Giant” evoked the participants’ emotions, feelings, and ideas. Moreover, the participants developed their own way of reflecting responses with drawings, and word-based interpretations. Nevertheless, a longitudinal research is required to find out how participants can develop an awareness of their own way of reading/analyzing the text since participants in the semi-guided group found the reader response questions in ‘while-reading activity’ unconventional when compared to the ‘while-reading’ question in the controlled group. Participants in the semi-guided group preferred to reflect their feelings, emotions, and ideas with the drawings than reflect their responses to the questions which aimed at activating their five senses.
To conclude, reader response approach is applicable and feasible in the secondary school English class. However, teachers should apply reading through the reader response approach from the controlled way to semi-guided way, and later on independent way since it might be hard to break the ice between the students who have been accustomed to responding to conventional comprehension questions and reader response-based comprehension questions for the first time. Moreover, teachers who aim to teach reading through reader response approach should select texts which stimulate students’ emotions, feelings, and ideas. Oscar Wilde’s “The Selfish Giant” is an appropriate text to teach reading to young ESL/EFL learners through reader response approach.

5.4. Suggestions for Further Studies

This study was conducted in Sweden with twenty-eight participants. However, the study would be beneficial if conducted in another country with twenty-eight participants, the same text, and the same approach, so as to see the results of the applicability and feasibility of the study in different countries.

In this study, I applied the “short story” genre while teaching the text through reader response approach. However, it would be worthwhile to apply other literary genres such as poetry, novel, and drama to investigate whether those genres are applicable and feasible in the ESL/EFL classroom.
REFERENCES


Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'any one can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice-board.

TRESPASSERS WILL BE PROSECUTED

He was a very selfish Giant.

-----------------------------------------------------------------------------------

**Selfish:** (adj) *egoistisk*
**Peach:** (noun) *persika*
**Delicate:** (adj) *fin, finkänslig*
**Bore:** (verb) *past form of bear*
**Cornish:** (adj): *the Brittonic language of Cornwall, which has been extinct since the late 18th century*
**Ogre:** (noun) *a giant or monster in legends and fairy tales that eats humans*
**Gruff:** (adj) *sträng*
**Trespasser:** (noun) *inkräktare, lagbrytare*
**Prosecute:** (verb) *to punish*
The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.

'How happy we were there,' they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still Winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the Snow and the Frost. 'Spring has forgotten this garden,' they cried, 'so we will live here all the year round.' The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down. 'This is a delightful spot,' he said, 'we must ask the Hail on a visit.' So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

'I cannot understand why the Spring is so late in coming,' said the Selfish Giant, as he sat at the window and looked out at his cold white garden; 'I hope there will be a change in the weather.'

But the Spring never came, nor the Summer. The Autumn gave golden fruit to every garden, but to the Giant's garden she gave none. 'He is too selfish,' she said. So it was always Winter there, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees.
One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open casement. 'I believe the Spring has come at last,' said the Giant; and he jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still Winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. 'Climb up! little boy,' said the Tree, and it bent its branches down as low as it could; but the little boy was too tiny.

And the Giant's heart melted as he looked out. 'How selfish I have been!' he said; 'now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever.' He was really very sorry for what he had done.

Linnet: (noun) a common brown or gray bird known for its singing: a songbird.

Casement: (noun) a window sash that opens outward by means of hinges, fönster med gångjärn

Creep: (verb) crept (past) krypa, kräla

Twitter: (verb) to sing or chirp

Bitterly: (adv) sadly

Melt: (verb) melted (past) grow softer
So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away and the garden became Winter again. Only the little boy did not run, for his eyes were so full of tears that he died not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck, and kissed him. And the other children, when they saw that the Giant was not wicked any longer, came running back, and with them came the Spring. 'It is your garden now, little children,' said the Giant, and he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long they played, and in the evening they came to the Giant to bid him good-bye.

'But where is your little companion?' he said: 'the boy I put into the tree.' The Giant loved him the best because he had kissed him.

'We don't know,' answered the children; 'he has gone away.'

'You must tell him to be sure and come here to-morrow,' said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. 'How I would like to see him!' he used to say.

Years went over, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge armchair, and watched the children at their games, and admired his garden. 'I have many beautiful flowers,' he said; 'but the children are the most beautiful flowers of all.'

Fling: (verb) Flung (past) to throw Axe: (noun) yxa
Wicked: (adj) evil Bid: (verb) to say
Long for: (verb) to desire strongly to see again feeble: (adj) weak
One winter morning he looked out of his window as he was dressing. He did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.

Suddenly he rubbed his eyes in wonder, and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were all golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came near to the child. And when he came quite close his face grew red with anger, and he said, 'Who hath dared to wound thee?' For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

'Who hath dared to wound thee?' cried the Giant; 'tell me, that I may take my big sword and slay him.'

'Nay!' answered the child; 'but these are the wounds of Love.'

'Who art thou?' said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him, 'You let me play once in your garden, to-day you shall come with me to my garden, which is Paradise.'

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

Hath: archaic form of “has”

Thee: archaic form of “you” (object form)

Nay: archaic form of “no”

What art thou? : Who are you?

Smile on: (archaic) modern English: to smile at

Source:

Appendix II

Lesson Plan Template

Controlled Group

Title of the lesson: The Selfish Giant

Prepared by: Hasan Selcuk

Student profile: 15/16-year-old ninth graders (according to Swedish education)

There is going to be ten participants in the seminar

Skills to be emphasized: The lesson will focus on building “Reading” skills

Duration: 60 minutes + 5 minutes break

Content: pre-reading, while-reading, and post-reading activities

Objectives: At the end of the lesson, students will be able to comprehend the text

At the end of the lesson, students will be able to respond to any questions the teacher asks related to the text. The students will be expected to attribute their responses to the text.

Materials: The text on Oscar Wilde’s short story “The Selfish Giant”, worksheet about while-reading and post-reading activities, the audio material of “The Selfish Giant”.

Procedure: On entering the classroom, the teacher greets the students (participants), introduces himself, and tells students what they are going to do for sixty minutes. (The introduction session will be held one week before the seminar so that during the seminar, the teacher will not spend time on introducing himself, and the topic students will discuss during the seminar.) (2 min)

Pre-reading activity: Before handing in the text to students, the teacher reads out Oscar Wilde’s short biography to students.

<table>
<thead>
<tr>
<th>Oscar Wilde (1854–1900)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Oscar Wilde was an Anglo-Irish novelist, playwright, poet and critic, and a celebrity in late 19th century London.</td>
</tr>
<tr>
<td>▪ Oscar Fingal O'Flahertie Wills Wilde was born in Dublin on 16 October 1854.</td>
</tr>
<tr>
<td>▪ Wilde’s father was a successful surgeon and his mother a writer and literary hostess.</td>
</tr>
<tr>
<td>▪ Wilde was educated at Trinity College, Dublin and Magdalen College, Oxford. While at Oxford, Wilde became involved in the aesthetic movement.</td>
</tr>
<tr>
<td>▪ After Wilde graduated, he moved to London to carry on a literary career.</td>
</tr>
</tbody>
</table>
- Wilde’s first publication was a volume of his poetry in 1881 but as well as composing verse; he contributed to publications such as the ‘Pall Mall Gazette’.
- Wilde wrote fairy stories and published a novel 'The Picture of Dorian Gray' (1891).
- His greatest talent was for writing plays, and he produced a string of extremely popular comedies including 'Lady Windermere's Fan' (1892), 'An Ideal Husband' (1895) and 'The Importance of Being Earnest' (1895). 'Salomé' was performed in Paris in 1896.
- Wilde married Constance Lloyd in 1884 and they had two sons, but in 1891 Wilde began an affair with Lord Alfred Douglas, nicknamed 'Bosie'. In April 1895, Wilde sued Bosie's father, the Marquis of Queensberry, for libel, after the Marquis has accused him of being homosexual.
- After details of his private life were revealed during the trial, Wilde was arrested and tried for gross indecency. He was sentenced to two years of hard labour.
- While in prison he wrote a long letter to Douglas, posthumously published under the title 'De Profundis'.
- Wilde was released with his health badly damaged and his reputation ruined. He spent the rest of his life in Europe, publishing 'The Ballad of Reading Gaol' in 1898. He died in Paris on 30 November 1900.


After reading Oscar Wilde’s short biography, the teacher writes the title of the text they will read, and asks them:” what kind of short story they are going to read?” (Fairy tale, folk tale, fable or another kind of short story) After receiving answers from students, the teacher asks from where they guess what type of short story they are going to read.(From the title, from the short autobiography of Oscar Wilde…etc.). (6-7 min)

Aim: The aim of the pre-reading activity is to prepare students for the reading. It can be considered as a warm-up activity to have students attract their concentration on the text they are reading in couple of minutes.

While-reading activity:

The teacher hands in the text to the students, and has them read the text once. After the students finish reading the text, the teacher turns to the class, and asks: “how do you find the text?” After getting feedbacks from students, the teacher hands in the while-reading activity worksheet. When all students get the worksheet, the teacher has the students read the questions, and listen to the audio short story by paying attention to the questions. The teacher also suggests taking notes under the questions.
While reading activity

1) What features of the Giant’s garden are mentioned?
2) What two points show that the Giant was a very selfish giant?
3) How was Spring brought back into the Giant’s garden?
4) Why does one corner of the Giant’s garden remain wintry?
5) How is the Giant changed from selfishness to love?

After the students listen to the audio short story, the teacher gives five minutes to the students to answer the questions. (35 minutes)

The students’ first reading takes 7-10 minutes
The audio short story takes 10 minutes
Answering the questions and the discussion take 10 -15 minutes

Aim: The aim of this activity is to check the students’ comprehension of the text asking question related to the text.

Five minutes break is given

Post-reading activity:

The teacher divides the class into five groups and has them to work with their partners about the next activity. Post-activity questions are given to the students.

The tale is told in quite simple language. Its different phrases are shown in the changing descriptions of the flowers, the twelve-peach trees, the bird and the children. Follow the changes of description during the story.

<table>
<thead>
<tr>
<th>In the Garden</th>
<th>change of description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The flowers</td>
<td>Before</td>
</tr>
<tr>
<td></td>
<td>After</td>
</tr>
<tr>
<td>The twelve peach-trees</td>
<td>Before</td>
</tr>
</tbody>
</table>
After the students finish answering, they will describe the changes to their friends.

(12 min)

**Aim:** The aim of the activity is to check the students’ understanding of the text with the help of group work activity. The aim of the group work activity is to give a chance to the students who have not taken part in while-reading activity.

**While-reading and post-reading activities are taken from:**


**Appendix III**

**Lesson Plan Template**

**Semi-Guided Group**

**Title of the lesson:** The Selfish Giant

**Student profile:** 15/16-year-old ninth graders (according to Swedish education)
There is going to be ten participants in the seminar

**Skills to be emphasized:** The lesson will focus on building “Reading” skills

**Duration:** 60 minutes + 5 minutes break
Content: pre-reading, while-reading, and post-reading activities

Objectives: At the end of the lesson, students will be able to comprehend the text.

At the end of the lesson, students will be able to respond to any questions in the activities by developing their own responses and judgments through reader-text transaction.

At the end of the lesson, students not only reflect on the short story but also on themselves.

Materials: The text on Oscar Wilde’s short story “The Selfish Giant”, a worksheet about while-reading and post-reading activities, the audio material of “The Selfish Giant.”

Procedure: On entering the classroom, the teacher greets the students (participants), introduces himself, and tells students what they are going to do for sixty minutes. (The introduction session will be held one week before the seminar so that during the seminar, the teacher will not spend time on introducing about himself, and the topic students will discuss during the seminar.) (2 min)

Pre-reading activity:

After the introduction period, the teacher writes the story that they are going to read in the lesson, and distributes one while blank sheet of paper to each student. When each student gets the paper, the teacher shows a picture of a giant, and hangs this picture on his jacket. Then, the teacher has the students draw the giant they envisage in their imagery world. On drawing the picture of the giant, students are asked to explain from where the image(s) of the giant they have drawn come (a story they have read before, a cartoon character, a famous advertisement icon…tec.) The teacher asks the students to keep their papers since at the end of the lesson, students will again draw another picture of a giant. This time they will refer the image of giant to the story they have perceived. After getting answers related to the students description of their drawings, the teacher asks what the role of the giant and how the giant is perceived in fairy/folk takes or cartoon movies/advertisements ( these depends on students answers). (10 minutes)

Aim: the aim of this activity is to have the students be prepared for the text they are going to read in a couple of minutes. The aim of this activity is to activate students’ imagination before reading the story.

While-reading activity:

The text and while-reading activity worksheet is given to the students. The teacher asks the students read the while-reading activity questions first and bear the questions in their minds. Afterwards, the teacher requests students to take the while-reading activity worksheet away, and read the text once.
While-reading activity

1) What is the color of the short story?
2) What is the smell of the short story?
3) What kind of meal this short story is?
4) What kind of a melody/rhythm do you feel while reading this short story?
5) How would you touch / change the story if you had a chance to get into the short story?

On reading the text once, the students are asked to think about the answers of the questions (the aim is to derive logic from the short story). Meanwhile, the teacher tries to fix the tape recorder. The teacher turns to the class, and asks students to listen to the audio story of *The Selfish Giant*, and the teacher specially requests the students to choose one or more than one question in the worksheet, and answer them. After students listen to the audio story of *The Selfish Giant*, the teacher gives five more minutes to students to answer the questions.

The teacher expects students not simply to answer the questions. For instance, for the first question, students may draw the changes in the short story with different colors, or for the fourth question, students may write the melodies or the name of the song when they notice that the flow of the story is changing.

When students are done with answering the questions, the teacher asks them to present their answers to their friends. (30 minutes)

The students’ first reading takes 7-10 minutes
The audio short story takes 10 minutes
Answering the questions and the discussion take 10 minutes

Aim: The aim of this activity is to have students respond to the short story “Selfish Giant” according to their existing reading or writing knowledge. Thus, students can individualize the short story, and the impact of reading will be greater.

Five minutes break is given

Post-reading activity:

The teacher has students take out their Giant pictures they have drawn before reading the text. When students are ready, the teacher requests them to draw the Giant in the story...
with colorful pens, and describe the Giant’s situation and change by writing a poem, a quotation, words, riddle, chant, song, or any other description suits the Giant according to student’s perspective. (20 minutes)

7-10 minutes is given to students to draw the Giant and describe him. 10 minutes is spent for the presentations

Aim: The aim of this activity is to have students enjoy the process of learning and instill confidence and courage while creating something, and presenting something in English.

Appendix IV

Questionnaire (1)

Age:
Gender:
Class:

Dear participants, this Questionnaire aims to find out some clues about short story teaching in the English lesson. The answers will be used only for research purposes. There are five questions in the questionnaire. This is not a test, and you are not going to be assessed on the basis of this questionnaire. Therefore, be free to answer as you wish because there are no right or wrong answers. It is enough to spend 5 to 7 minutes on filling the questionnaire. Thank you very much for your participation and your valuable contribution.

1) Do you read short stories in English classroom?

( ) yes ( ) no

✓ If your answer is yes, go to the next question, but if your answer is no go to the third question please.

2) How often do you read short stories in the English lesson?

( ) every week
( ) every two weeks
( ) every month
( ) once in a while
( ) other(s)...

3) Do you like short stories?

( ) yes ( ) no
Please explain your answer’s reason or reasons.

✓ If your answer is yes, go to the next question, but if your answer is no go to the fifth question please.

4) What kind of short stories do you like reading?

( ) folkloric ( ) fairy ( ) fable ( ) other(s) ….

5) What is the most important aspect you pay attention to when reading a text in English?

( ) grammar
( ) comprehension
( ) vocabulary
( ) length
( ) other(s)…

Thank you very much for answering the survey

Appendix V

Questionnaire (2)

Dear participants, this Questionnaire aims to find out some clues about short story teaching in the English lesson. The answers will be used only for research purposes. There are five questions in the questionnaire. This are not a test and you are not going to be assessed out of this questionnaire. Therefore, be free to answer as you wish because there is no right or wrong answers. It is enough to spend 5 to 7 minutes on filling the questionnaire. Thank you very much for your participation and your valuable contribution.
1) Did you like the lesson?

(   ) yes (   ) no (   ) not sure

Please explain your answer’s reason or reasons.

2) Which part of the lesson did you like the most?

(   ) beginning
(   ) while-reading activity
(   ) post-reading activity
(   ) none of them above

Please explain your answer’s reason or reasons.

3) Which part of the lesson did you like the least?

(   ) beginning
(   ) while-reading activity
(   ) post reading activity
(   ) none of them above

Please explain your answer’s reason or reasons.

4) If you were the teacher, how would you teach it?

(   ) the same way
(   ) different way
(   ) none of them above

5) If you would like to give comments, feel free to do so?
(Not more than 5 sentences)

Thank your very much for answering the survey
### Appendix VI

**Questionnaire 1**

#### Table 1 Controlled Group

<table>
<thead>
<tr>
<th>Participants</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>yes</td>
<td>every week</td>
<td>yes</td>
<td>others</td>
<td>grammar</td>
</tr>
<tr>
<td>C2</td>
<td>yes</td>
<td>once in a while</td>
<td>yes</td>
<td>fairy tales</td>
<td>others</td>
</tr>
<tr>
<td>C3</td>
<td>yes</td>
<td>once in a while</td>
<td>yes</td>
<td>others</td>
<td>comprehension</td>
</tr>
<tr>
<td>C4</td>
<td>yes</td>
<td>once in a while</td>
<td>yes</td>
<td>others</td>
<td>others</td>
</tr>
<tr>
<td>C5</td>
<td>yes</td>
<td>every two weeks</td>
<td>yes</td>
<td>others</td>
<td>comprehension</td>
</tr>
<tr>
<td>C6</td>
<td>yes</td>
<td>every week</td>
<td>yes</td>
<td>fairy tales</td>
<td>grammar</td>
</tr>
<tr>
<td>C7</td>
<td>yes</td>
<td>every month</td>
<td>yes</td>
<td>others</td>
<td>comprehension</td>
</tr>
<tr>
<td>C8</td>
<td>yes</td>
<td>every month</td>
<td>yes</td>
<td>others</td>
<td>length</td>
</tr>
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<td>C9</td>
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<td>once in a while</td>
<td>yes</td>
<td>fairy tales</td>
<td>comprehension</td>
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<td>once in a while</td>
<td>yes</td>
<td>others</td>
<td>others</td>
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<tr>
<td>C11</td>
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<td>once in a while</td>
<td>yes</td>
<td>others</td>
<td>others</td>
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<tr>
<td>C12</td>
<td>yes</td>
<td>every two weeks</td>
<td>yes</td>
<td>folkloric tales</td>
<td>grammar</td>
</tr>
<tr>
<td>C13</td>
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<td>every week</td>
<td>yes</td>
<td>fairy tales</td>
<td>comprehension</td>
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<tr>
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<td>once in a while</td>
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<td>---</td>
<td>others</td>
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<td>every week</td>
<td>no</td>
<td>---</td>
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<tr>
<td>C16</td>
<td>yes</td>
<td>once in a while</td>
<td>no</td>
<td>---</td>
<td>grammar</td>
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<tr>
<td>Participants</td>
<td>Question 1</td>
<td>Question 2</td>
<td>Question 3</td>
<td>Question 4</td>
<td>Question 5</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>---------------</td>
<td>------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SG1</td>
<td>Yes</td>
<td>Every week</td>
<td>Yes</td>
<td>Fable</td>
<td>Comprehension</td>
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<tr>
<td>SG2</td>
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<td>Yes</td>
<td>Fairy tales</td>
<td>Comprehension</td>
</tr>
<tr>
<td>SG3</td>
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<td>Every week</td>
<td>Yes</td>
<td>Others</td>
<td>Comprehension</td>
</tr>
<tr>
<td>SG4</td>
<td>Yes</td>
<td>Every week</td>
<td>Yes</td>
<td>Fairy tales</td>
<td>Comprehension</td>
</tr>
<tr>
<td>SG5</td>
<td>Yes</td>
<td>Every moth</td>
<td>Yes</td>
<td>Fable</td>
<td>Comprehension</td>
</tr>
<tr>
<td>SG6</td>
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<td>Every week</td>
<td>Yes</td>
<td>Others</td>
<td>Comprehension</td>
</tr>
<tr>
<td>SG7</td>
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<td>Every week</td>
<td>Yes</td>
<td>Fairy tales</td>
<td>Comprehension</td>
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<td>SG8</td>
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<td>Every month</td>
<td>Yes</td>
<td>Others</td>
<td>Others</td>
</tr>
<tr>
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<td>Every month</td>
<td>Yes</td>
<td>Others</td>
<td>Others</td>
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<td>Once in a while</td>
<td>Yes</td>
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<td>Every week</td>
<td>Yes</td>
<td>Fairy tales</td>
<td>Comprehension</td>
</tr>
</tbody>
</table>
### Appendix VII

**Questionnaire 2**

**Table 3 Controlled group**

<table>
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<tr>
<th>Participants</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Yes</td>
<td>While-reading activity</td>
<td>None of them</td>
<td>Different way</td>
</tr>
<tr>
<td>C2</td>
<td>Yes</td>
<td>While-reading activity</td>
<td>None of them</td>
<td>The same way</td>
</tr>
<tr>
<td>C3</td>
<td>Yes</td>
<td>Post-reading activity</td>
<td>None of them</td>
<td>The same way</td>
</tr>
<tr>
<td>C4</td>
<td>Yes</td>
<td>While-reading activity</td>
<td>Post-reading activity</td>
<td>Different way</td>
</tr>
<tr>
<td>C5</td>
<td>Yes</td>
<td>While-reading activity</td>
<td>Post-reading activity</td>
<td>The same way</td>
</tr>
<tr>
<td>C6</td>
<td>No</td>
<td>None of them</td>
<td>None of them</td>
<td>None of them</td>
</tr>
<tr>
<td>C7</td>
<td>Yes</td>
<td>Post-reading activity</td>
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<td>The same way</td>
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<tr>
<td>C8</td>
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<td>Post-reading activity</td>
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<td>The same way</td>
</tr>
<tr>
<td>C9</td>
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<td>While-reading activity</td>
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<td>The same way</td>
</tr>
<tr>
<td>C10</td>
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<td>Post-reading activity</td>
<td>While-reading activity</td>
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<tr>
<td>C11</td>
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<td>While-reading activity</td>
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<td>Different way</td>
</tr>
<tr>
<td>C12</td>
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<td>C13</td>
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Table 4 Semi-guided group

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<tr>
<th>Participants</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG1</td>
<td>Yes</td>
<td>Post-reading activity</td>
<td>None of them</td>
<td>The same way</td>
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<tr>
<td>SG2</td>
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<td>Beginning</td>
<td>None of them</td>
<td>The same way</td>
</tr>
<tr>
<td>SG3</td>
<td>Yes</td>
<td>Beginning</td>
<td>None of them</td>
<td>None of them</td>
</tr>
<tr>
<td>SG4</td>
<td>Yes</td>
<td>Post-reading activity</td>
<td>While-reading activity</td>
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