AN EVALUATION OF HIGH SCHOOL ENGLISH COURSEBOOK READING TEXTS AND SUGGESTING AUTHENTIC LITERARY TEXTS WITH LESSON PLANS

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

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To my family

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LİSE İNGİLİZCE DERS KİTAPLARININ OKUMA PARÇALARININ DEĞERLENDİRİLMESİ VE ÖZGÜN EDEBİ METİNLERİ OLAN DERS PLANLARININ ÖNERİLMESİ

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ÖZ

Son yıllarda edebiyatın, İngilizcenin yabancı dil olarak öğretildiği sınıflarda, özgün materyal olarak kullanımı oldukça önem kazanmış ve dünya çapında dil müfredatlarının ayrılmaz bir parçası haline gelmiştir. Fakat Türkiye'de edebiyat, İngilizcenin yabancı dil olarak öğretildiği sınıflarda göz ardı edilmiştir. Bu çalışmanın amacı; Türkiye'deki yabancı dil derslerinin ana materyali olan lise İngilizce ders kitaplarının özgün edebi metinlerle zenginleştirilmesi ve geliştirilmesini sağlamak ve özgün edebi metinlerle hazırlanmış İngilizce derslerine katılan öğrencilerin, İngiliz diline karşı olan tutumlarında anlamlı bir değişiklik olup olmadığını araştırmaktır. Öncelikle, Milli Eğitim Bakanlığı (MEB) lise İngilizce ders kitaplarının (*Yes You Can* serisi) okuma parçaları analiz edilmiştir. Ardından, özgün edebi metinlerden oluşan ders planları hazırlanmış ve 2016-2017 eğitim öğretim yılı ilk döneminde Nevzat Ayaz Anadolu lisesindeki rastgele seçilen ve çalışmamızın deney grubunu oluşturan 33 9. sınıf öğrencisine uygulanmıştır. Deney grubu 28 kişiden oluşmakta olup, 9. sınıflar arasından rastgele seçilmiştir ve bunlar geleneksel metot ve yöntemlerle eğitim öğretimlerine devam etmişlerdir. Çalışma verileri, Abidin ve Alzwari'nin (2012) İngiliz Diline olan tutumlar anketi aracılığı ile toplanmıştır. Deney grubu ve kontrol grubunun ön-test ve son-test sonuçları SPSS programı ile hesaplanıp, kıyaslanmıştır. Sonuçlar edebi metinlerin dil sınıflarında kullanımının etkili olduğunu ve geleneksel dil

sınıfları ile kıyaslandığında öğrencilerin dil öğrenimine olan tutumlarını; özellikle duygusal olanlarını, değiştirmeye yardımcı olduğunu göstermiştir. Diğer bir değişle, özgün edebi metinler öğrencilerin İngiliz diline karşı olan tutumlarını duygusal olarak geliştirmiştir. Bu çalışma ile İngilizce ders kitaplarını yazma ve basma sorumluluğuna sahip otoritelere, Türkiye'deki lise İngilizce derslerinin temel kaynağı olan ders kitaplarını, özgün edebi metinler entegre etme fikri önerilmektedir.

Anahtar Kelimeler	: Edebiyat öğretimi, özgün materyal, yabancı/ikinci dil olarak İngilizce öğrenenlerin tutumu, İngilizce ders kitabı.
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ABSTRACT

The use of literature in EFL/ESL classes as authentic materials has gained importance recently and it is accounted as an inseparable part of the language curricula throughout the world. However, literature has been neglected in Turkish EFL/ESL classrooms. The aim of this study is to improve and enrich the core material of Turkish High School English coursebooks with authentic literary texts and after this application to explore whether there is any significant difference in students' attitudes towards English as a foreign/second language. Firstly, reading texts in Ministry of National Education (MONE) High School English coursebooks (*Yes You Can* series) were analysed. Then, authentic literary reading texts and their lesson plans were prepared and during the Fall Semester of 2016-2017 Academic Year they were conducted to 33 randomly chosen 9th grade students at Nevzat Ayaz Anatolian High School as the experimental group. The control group, on the other hand, was composed of 28 randomly chosen 9th grade students who were taught with the traditional methods and techniques. The data was collected through Abidin & Alzwari's (2012) English Language attitude questionnaire. Pre-test and post-test results of both the experimental and control groups were calculated and compared via SPSS programme. The results showed that unlike traditional methods, using literary materials was more effective, and helpful for the learners in changing their attitudes towards language learning, especially in the emotional aspect. It is suggested that the authorities who are responsible for writing and publishing English coursebooks may take into consideration integrating authentic literary texts in the core material of Turkish High School English coursebooks.

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A1.1   : MONE *Yes You Can* Series 1st Book of Basic User (Breakthrough Level) according to CEFR

A1.2   : MONE *Yes You Can* Series 2nd Book of Basic User (Breakthrough Level) according to CEFR

A2.1   : MONE *Yes You Can* Series 1st Book of Basic User (Waystage Level) according to CEFR

A2.2   : MONE *Yes You Can* Series 2nd Book of Basic User (Waystage Level) according to CEFR

CEFR   : Common European Framework of Reference for Languages

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ESL   : English as a Second Language

L2   : Second Language

MONE   : Ministry of National Education

CHAPTER 1

INTRODUCTION

1.0 Introduction

In this section, initially, the problem and the statement of the study will be presented. Subsequently, the aim of the study, the importance of the study, assumptions, limitations, and definitions will be clarified.

1.1 Statement of the Problem

People have been interacting with each other for centuries. In this interaction they exchange goods, services, knowledge, and culture. Inevitably, language is the main instrument for all these interactions. In time, as a medium of communication; language also gains importance in exchanging feelings and thoughts. In years this exchange has taken different forms such as; songs, poems, epics, fables, stories, which provide entertainment, enlightenment or instruction to the reader, hearer or observer. Consequently, literature has been constituted and developed through centuries.

The place and importance of literature have been emphasized for several years all over the world (Brumfit, 1985; Brumfit & Carter, 1986; Carter, 1996; Carter & Long, 1991; Collie & Slater, 1987; Hill, 1992; Lazar, 1993; Maley & Duff, 1989; Maley & Moulding, 1985; Rönnqvist & Sell, 1994; Tomlinson, 1986; Widdowson, 1984). Literature has been one of the most valuable sources in language learning and teaching as a first language. In these cases literature has been studied as an academic discipline, which involves a close textual analysis. In English as a foreign language (EFL) or English as a second language (ESL) classes the main objectives of using literature in the classroom are involving the learners in

using their language skills in an active and creative way, and contributing to the whole language learning process.

Using literature in language classes has many advantages for both the learners and the teachers. According to Collie and Slater (1987) literature is beneficial for language classes as it provides "valuable authentic material", "cultural enrichment", "language enrichment" and "personal involvement" of the learners (p. 5-6).

Collie and Slater (1987) explain that literature enrich language classes with "valuable authentic material" as it has generous and varied body of written materials which is universal and eternal. For instance, although Shakespearean plays were written in the sixteenth century, they are still widely explored and read for many reasons such as their language or dialectic input. With the help of literature, learners are gaining familiarity with many literary terms such as; irony, exposition, argument, narration and so on. Furthermore; language cannot be separated from the culture and language teaching idealistically should include both verbal and nonverbal aspects of the cultural elements. Since literature naturally contains thoughts, feelings, customs, traditions of the society in which the language is spoken, it helps the language learners to enrich themselves culturally in the target language. Additionally, literature provides "language enrichment" with a wide range of individual lexical or syntactic items, many structures, and different ways of connecting ideas, which all help learners to improve their communicative and cultural competence. While reading literature, learners are personally involved in the texts. Their reading purpose is not just understanding the statements but living in that text; feeling as the characters feel, sharing the same ideas with them (p. 6-7).

In addition, Maley (1989) asserts that literature is beneficial for language classes because of its "universality", "non-triviality", "personal relevance", "variety", "interest", "ambiguity", "economy" and "suggestive power" (p. 12).

As reported by Hişmanoğlu (2005) "sociolinguistic richness" is another important function of using literature in class. He explains it as such;

> The use of language changes from one social group to another. Likewise, it changes from one geographical location to another. A person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, and casual). The language used changes from one profession to another (i.e. doctors, engineers, and economists use different terminology) (p. 56).

Taking all these into consideration, it is evident that using literature in EFL/ESL classes is quite advantageous. Therefore it is suggested that language material should be enriched with literary texts. The core materials for language classes are predominantly coursebooks. Thus, the coursebooks are suggested to include such authentic literary texts which provide the above mentioned benefits for the learners. It is claimed that the literary texts are often more effective, interesting, and down-to-earth for learners than coursebooks' reading texts.

As opposed to the rising trend of integrating literature in language classes; literature has been neglected in Turkish EFL/ESL classes. Even though there is a wide range of materials and techniques implemented with the rise of technology; and there are abundant opportunities to use literature with those materials and techniques; the use of literature is still being ignored in Turkish EFL/ESL classes. Saraçoğlu (2016) utters that EFL/ESL and even English Language Teaching (ELT) teachers disregard literature as a source of learning and teaching. Reading texts of coursebooks are so "shallow" and unattractive that "learners take neither pleasure nor satisfaction in return" (p. 377). Eventhough accessing literature is not difficult anymore, only learners with special interests can reach and benefit it. Because the learners who are attending state high schools in Turkey, are not interested in or aware of literature it is not so easy and practical for all of them to access literature. As a consequence of all these reasons; most of Turkish High School students try to learn English artificially without encountering any authentic literary texts.

In 2011, the Ministry of National Education (MONE) published a new English Language Curriculum for High School Education and prepared a set of new coursebooks which are to be used from 2012-2013 Academic Year in high schools. This new curriculum is prepared for Anatolian High Schools (with preparatory classes), Science High Schools, Social Sciences High Schools, Anatolian Teacher Training High Schools, and other Vocational High Schools in the country. For the time being, these new coursebooks are valid and being used throughout the country. The aim of this new curriculum mainly aims to increase the quality of the foreign language education. Students are expected to use technology in language learning, to increase their critical thinking abilities while they achieve autonomy in the process of their language learning.

As highlighted in the new curriculum, state high schools in Turkey have the purpose of teaching students at least one foreign language in higher education. The education in high schools are for four years. In vocational high schools there are 2-3 hours of English courses

weekly and in Anatolian High Schools there are 6-8 hours. In both types of schools, the emphasis is mostly on grammar teaching and usually there are not separate reading, listening, speaking or writing courses. The schools which have these courses, skills are mainly limited to reading and writing. Their main concern is usually grammar and activities are mostly controlled. Listening and speaking activities are very rare. The selected texts used in these courses are neither motivating nor entertaining. In general, learners have very few opportunities to reach authentic valuable materials and activities.

Consequently, although there is a rising concern for the use of literature in language classes worldwide, Turkish EFL/ESL classes still ignore it. Most of Turkish High School students try to learn English without actually touching any piece of authentic literary texts.

1.2 Aim of the Study

The main aim of this study is to improve and enrich the core material of Turkish High School English coursebooks with authentic literary texts, and increase students' awareness of literature. With this goal in mind, reading texts of the MONE High School English Language coursebooks will be analysed and evaluated. In the light of these results, authentic literary reading texts and their lesson plans will be prepared and will be applied to students in the selected high school for one term. At the end of the application, the effectiveness of the literary texts will be compared to the MONE's coursebook materials.

In this study, it is mainly intended to answer these questions:

1. What is the importance of using literature in foreign language classes?

2. What is the importance of using literature with adolescents (high school students at the age of 14-18)?

3. Are there any literary texts in MONE High School English coursebooks? If so;

   i. What kind of literary texts are selected in these books?

   ii. How are these literary texts adapted for the levels of students?

   iii. What is the proportion of the literary texts in the total number of reading texts?

   iv. Are there any extra information about figures of literature (author, plot, setting, characterization, themes, and symbols)?

4. What kind of literary texts should be chosen for adolescent Turkish High School students?

   i. What are the appropriate genres?

   ii. What are the appropriate topics?

5. Should the authentic texts be adapted? If so, how should it be?

6. What kind of extra information should be added to the coursebooks?

7. What are the suggested ways of teaching literature in the foreign language classes to the high school students?

8. Are these suggested literary texts beneficial for high school students?

1.3 Significance of the Study

There are several dissertations written on coursebook evaluations in language classes in Turkey by Meltem Dilek (2009), Ferda Erentürk (1999), Mustafa Kerem Kobul (2005), and Özden Onay (1998). All these studies aim to evaluate the coursebooks in different aspects. For example Dilek (2009) evaluates the MONE's High School coursebook "New Bridge to Success" for vocabulary teaching in reading texts. In the present study, there will be also an evaluation of State high school English coursebooks' reading texts. However; differently from Dilek (2009)'s study, this study aims to improve and enrich the core material of State high school English coursebooks with authentic literary texts and suggests appropriate lesson plans. The suggested materials will be employed for the intermediate level high school students for one semester and at the end of the term effectivity of it in comparison to the traditional teaching texts will be tested.

1.4 Assumptions of the Study

This study assumes the following points:

1. Turkish MONE's High School English coursebooks do not have enough literary reading texts.

2. The suggested literary reading texts are selected and adapted for high school students appropriately and effectively.

3. The results of the data collected from the selected group of high school students can be generalized for all students in the same grade.

1. 5 Limitations of the Study

The present study will analyse the reading texts of English coursebooks (*Yes You Can* series, 9th grade) prepared and published by MONE in 2011. The courebooks' levels are determined according to Common European Framework of Reference for Languages (CEFR): A1 Basic User (Breakthrough Level), A2 Basic User (Waystage Level); B1 Independent User (Threshold Level), B2 Independent User (Vantage Level), and C1 Proficient User (Effective Operational Proficiency). In MONE *Yes You Can* series there are 10 books titled with their levels: A.1.1, A.1.2, A.2.1, A.2.2, A.2.3, B.1.1, B.1.2, B.2.1, B.2.2 and C.1.1. However, in the present study only limited number of literary texts and lesson plans will be suggested. These lesson plans will be prepared and applied only to the intermediate level students; 9th grades. The results will be generalized to all the levels.

As only limited number of literary texts and forms could be suggested, there will be a literary selection according to the appropriateness of students' level and interest. This selection will be made from different genres and different themes.

1. 6 Definitions of Some Key Concepts

Authenticity and Authentic Materials: There is not a consensus on the definition of authenticity between the scholars. McDonough and Shaw (1993) associates authenticity with "the world outside the classroom" (p. 43). Porter and Roberts (1981), on the other hand, define the term as "the language produced by native speakers for native speakers in a particular language community" (p. 37). The distinction of the definitions are mainly because of the existence of different types of authenticity. Breen (1985) categorizes these types as "authenticity of the text", "authenticity of the learners", "authenticity of the task" and "authenticity of the situation" (p. 61). For the definition of authentic text and teaching material the most appropriate explanation is done by Morrow (1977): **"**an authentic text is a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (p. 13). Morrow highlights "real language", "real speaker" and "real audience" by referring to the source of the discourse and the context of

its production. According to Nunan (1989) authentic material has not been specifically produced for the purposes of language teaching (p. 54). In this study, literature and the literary works are defined as authentic texts in general.

CEFR: Common European Framework of Reference for Languages. In this study, the term is used for determining the levels of MONE's High School English coursebooks as: A.1.1, A.1.2, A.2.1, A.2.2, A.2.3, B.1.1, B.1.2, B.2.1, B.2.2 and C.1.1.

Coursebook: A book that is designed to be used in class by students taking a particular course of study (Macmillian, 2016). Ur (1996) defines coursebook as "a textbook of which teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course" (p. 183). In this study, coursebook term is used for the MONE High School English language coursebooks which are prepared and published for the purpose of teaching English by the government.

High School: High school education in Turkey includes all the general, vocational and technical education institutions that provide at least three years of education after secondary school. High school education aims to give students minimum level of common knowledge and prepare them for higher education, for life and for business in line with their interests, skills and abilities.

L2: This abbreviation refers to a second language. In this study it refers to English.

Learner Attitude: Attitude is defined by psychologists Hogg and Vaughan (2005) as "beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (p. 150). Eagly and Chaiken (1993) also point out attitude as a psychological tendency to evaluate an object "with some degree of favour or disfavour" (p.1). According to Allport (1935), attitude is "organized through experience" which is originated from all the "individual's response to all objects and situations" (p. 6). For the learner attitude or the attitude towards a language the most appropriate definition is done by Crystal (1997). It is "the feelings people have about their own language or the languages of others" (p. 215).

Literature: In the *Dictionary of Literary Terms and Literary Theory* literature is defined as "the works which belong to the major genres: epic, drama, lyric, novel, short story, ode" (Cuddon, 2013, p. 404). Literature explains human condition using words artistically and the matter of literature can be anything that man experiences or feels (Saraçoğlu, 2016, p. 377).

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CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

In this part, firstly, the definition of literature will be presented. Next, teaching literature using different genres in language teaching and its significance in education and language learning will be introduced. Then, authenticity, and authentic materials will be discussed. Finally, the comparison of coursebooks to authentic literary texts will be presented.

2.1 Definition of Literature

There are several definitions of literature. The most general definition is done by Moody (1971, p. 1). He defines literature as an umbrella term which gives information on different business:

> …literature, for being interested in every kinds of written and spoken business, can be defined as expressing a specific subject e.g. literature for construction, literature for medicine, literature for child raising, literature for construction, texts may express the author's style. (cited in Türker, 1991, p. 299).

In the *Dictionary of Literary Terms and Literary Theory* literature is traditionally defined as the work with superior qualities which makes it uncommon and exceptional. Literary texts embody some qualification such as "the excellence in writing", "originality" and "general aesthetic and artistic merits" (Cuddon, 2013, cited in Saraçoğlu, 2016, p. 377).

On the other hand, in language teaching Baird (1968) defines literature as "the use of language effectively in suitable conditions" (p. 203). In language teaching literary texts can be used as they are appropriate for the purpose of teaching. In this definition one can understood that the most important function of literature is the use of language (cited in

Türker, 1991, p. 300). Therefore, language teachers can develop their materials using literature as long as it is conforming to their teaching purposes.

Different authors have certain implications for the approaches they adapt to using literature in the language classes. Murdoch (1978), for instance, perceives literature as "a sort of disciplined technique for arousing certain emotions." In the same implication according to Pound (1971), "great literature is simply language charged with meaning to the utmost possible degree." and Selden (1989) claims that "literature distorts the practical language" (p. 9-10). In accordance with Seldon, Lazar (1993) also draws attention to the different functions of the literary works and practical language. According to Lazar (1993) practical language is related to "the acts of communication", whereas literary language does not have any "practical function", it just "makes us see things differently." (p. 8)

Scholars have different point of views on the function of literature. Murdoch (1978) summarizes the function of literature as arousing certain emotions. Barthes (1978) narrows the function as asking questions with his statement "literature is the question minus the answer." However, Paley (1974) makes a distinction with her definition as she points out that "whatever makes justice in the world" can be counted as literature (cited in Lazar, 1993, p. 8).

Obviously, it is quite challenging to narrow it down in to one absolute definition. This study will take Lazar's definition as its standpoint: "novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered" (1993, p. 10).

2.2 Teaching Literature

Integrating literature as a part of EFL or ESL curriculum has been much debated for a long time. There have been different views among the academics. Today there is a renewed concentration on the use of literature in the classes.

Maley (1989) differentiates the study of literature and the use of literature as a means of language learning. He claims that the study of literature involves an approach to texts as cultural artefacts while the latter claims that literature is language in use and can therefore be benefited for language learning purposes.

Some linguists, for instance, do not agree with using literature in language classes. Topping (1968) suggests that in EFL/ESL curriculum literature should not be included because it has a complex structure and does not accord to standard grammatical rules (p. 96). According to such scholars literature does not help students' linguistic competence to improve.

Some others do not refuse the role and importance of literature; but they are questioning the effective use of literature for lower level language learners. Leech (1973) is one of them. He believes that literary texts of prose or poetry have many lexical and synthetic items which are too complicated for the learners to understand the rhetorical or literary devices in the texts (metaphors and other figures of speech) (cited in Lazar, 1993).

Like Leech, Culler (1975, p. 189) also approves that lower level learners cannot be able to "generate valid interpretations of a literary text" (cited in Lazar, 1993). Yet, the significant role of using literature in EFL/ESL environment is approved by another colleague Su (2010). In her study, titled as "Motivating and justifiable: Teaching Western Literature to EFL students at a University of Science and Technology", Su (2010) examines a literature course design and instruction (Introduction to Western Literature) of 43 Chinese-speaking English majors at a university in Taiwan. Su (2010) concludes that:

> The results of the study indicate that the students were motivated; the course was conducive to students' language awareness and acquisition and contributed to students' growth in literature learning and literary aesthetic appreciation. The team spirit of cooperating and sharing among the students prevailed in this literature-language classroom (p. 1).

According to Lazar (1993), using literature is advantageous as it is highly "motivating", "authentic", "highly valued", "entertaining for both learners and teachers". She continues expressing the benefits of literature in language classes which have general educational value, and it can be found in many syllabi. Literature helps students appreciate the differences between cultures and societies, and it develops students' interpretative abilities. It also expands students' language awareness and encourages them to talk about their opinions and feelings freely (p. 1-14).

Gajdusek (1988) in the article entitled "Towards wider use of literature in ESL: Why and how" advocates the use of literature especially for "a wide range of mature ESL students." In her article, Gajdusek (1988) examines literature "in terms of current ESL theory (discourse analysis, context and contextualization, schema theory, and class-cultural awareness)" (p. 227-254). Likewise, she presents "an orderly, four-step approach to any literary text, an approach that obliges students to take responsibility for building their own

successively more complex schemata" (Ibid). In order to teach literature in class, some techniques are recommended; such as "Re-reading Activities" where the new vocabulary and background information is given, "Factual In-Class Work" enquires learners to answer wh-questions; who, where, when, and what, "Analysis" deals with the aspects of structure, theme and style and "Extending Activities" are extended class activities about the literary text (Ibid).

According to Collie and Slater (1987) using literature in the classroom is efficient because literature provides "valuable authentic material" as it is generally not created for the purpose of teaching language instead it is created for the purpose of expressing ones thoughts, knowing other people and cultures, entertaining or giving information (p. 3). They harmonise the language classes and real life while bringing authentic situations into the classes. Dealing with authentic, real life situations is quite motivating and meaningful for students. For instance, children love stories and they are very motivated to read and learn them. As literature contains real-life or real-life like contexts; these can be very beneficial for language classes. Another benefit of using literature in language classes is "cultural enrichment". Language and culture are so interwoven that they cannot be separated from each other. Idealistically, language classes are expected to be nourished with verbal and nonverbal aspects of the cultural elements. As literature naturally contains these elements such as thoughts, feelings, customs, traditions, possessions of the society in which the language is spoken, it helps language learners to enhance the culture in the target language. An additional gain is "language enrichment" where literature contributes to language learning with a great variety of individual lexical or syntactic items. By reading literary texts, students are getting exposed to new lexicon, structures, and different ways of connecting ideas which all help them to improve their communicative and cultural competence. Literature provides natural language and promotes vocabulary development in context (cited in Hişmanoğlu, 2005, p. 54-55).

In line with Collie and Slater, Ghosn (2002) indicates "the power of literature in developing empathy and tolerance" and explains literature as "a change agent" which contributes to learners' emotional and personal development (p. 176).

In addition to those mentioned before, Maley (1989, p. 12) counts a number of special virtues for learning English through literature; "universality", "non-triviality", "personal relevance", "variety", "interest", "economic and suggestive power", and "ambiguity".

Literature is universal which deals with the themes which are common to all human beings; death, love, separation, belief, or nature, however the treatment of them may be different for different cultures. On the contrary to most of the language teaching materials, literature does not trivialize. The things what the author is writing are what matters to him/her. Literature includes a great variety of subject matter from technology to religion; and readers are able to relate what they read to their own lives as well (cited in Hişmanoğlu, 2005, p. 55-56).

2.2.1 Approaches to Teaching Literature

It's quite advantageous for language learners to have an EFL or ESL syllabus which integrates literature. While teaching English, language teachers need to determine an approach which is the most suitable for the needs of the learners. There have been some approaches to implementing literature in language teaching.

First two approaches of teaching literature are Maley's (1989) "Critical Literary Approach" and "Stylistic Approach" where the focus is on characterization, motivation, value, psychology, background, literary concepts or text, description and analysis of language.

Succeeding approaches are Carter and Long's (1991) "Language Model", "Cultural Model", and "Personal Growth Model". In "Language Model" the practitioners use literature as a resource which provides stimulating language activities. These can be as simple as finding the verbs in a paragraph from a short story, or as complex as writing the continuation of a paragraph or their own poem. For the "Cultural Model" learners are asked to explore and interpret the social, political, literary and historical context of the text with the use of biography of the author, genre, and the period when it was written. The last model is "Personal Growth Model" where learners are needed to express their feelings, opinions, and ideas. They can compare their feelings and opinions with the author or the characters in the literary works.

"Story Grammar Approach", "Reader Response Approach", "New-criticism", "Critical Literacy", "Stylistics", "Reader-response", "Language-based", and "Structuralism" are also approaches in teaching literature (cited in Khatib, Derakhshan, & Rezaei, 2011, p. 216).

All these approaches in teaching literature have different perspectives in evaluation of the texts. For an approach; it is necessary to find a way to teach literature in the EFL/ESL classes. Literature as a tool in EFL/ESL classes is a viable option. A well thought selection of literary

texts and an eclectic approach in using them can result in a positive experience for both the students and the teachers of EFL/ESL classes.

2.2.2 Difficulties of Using Literary Texts in Language Classes

Despite the fact that using literature in language classes is precious and pedagogically beneficial; there are still some problems or difficulties in its usage. The most common problem encountered is the language. Since the literary language is regarded as complicated and incomprehensible, using literature may be an obstacle for many EFL/ESL teachers and students. According to most of the teachers and students, literary language "does not stick to more common usages, but exploits and even distorts the accepted conventions in fresh and unexpected ways" (Lazar, 1993, p. 115). Vocabulary and grammatical structures can be demanding and complicated for most of the students. The length of the text can be another obstacle in using literature in class. Maley and Duff (1989) state that difficulty of a text may depend on the length; longer texts may be less difficult as they offer an "extended contextual support and repetition". However, the short ones do not offer such a help, therefore shorter texts may be more difficult to comprehend (p. 7).

Culture is another problem of using literature in EFL/ESL classrooms. As stated by Maley and Duff (1989) "cultural factors can present difficulties in a way that it is clearly impossible for outsider to share fully the range of references of an insider". If the literary texts are viewed as "carrying an undesirable freight of cultural connotations" they can also cause some problems (Collie & Slater, 1987, p. 2).

For these reasons, teachers of language may feel reluctant to use literary texts as language learning activities. Still these problems can be solved by selecting the appropriate literary texts for students. This is certainly a challenging task, because teachers need to adapt a set of principles for selecting certain kind of literary texts.

2.2.3 Selecting Appropriate Literary Texts for Language Classes

While selecting the appropriate literary texts for language classes, language teachers should take into account needs, motivation, interests, cultural background and language level of the students (Hişmanoğlu, 2005, p. 57). The selection of literary texts should be done in accordance with the proficiency levels of the students in order not to demotivate them when

they are not linguistically ready. Carter and Long (1991) suggest a general rule: "it is better to choose for teaching literary texts which are not too far beyond the students' normal reading comprehension" (p. 5). Also Hill (1992) emphasizes that "it is necessary to select literary texts which consist largely of words or expressions sufficiently familiar to the students" (p. 142). For the selection of texts, Maley and Duff (1989) add that "it is not necessary to choose texts, which embody special register such as archaism or heightened vocabulary" (p. 12-13). Briefly, students will be more motivated to read and learn literary texts and find these texts more relevant, if the language of the literary text is simple, quite straightforward, and not too difficult for their linguistic levels.

The length of the literary texts and integrating them to the class time is another problem in language classes. Lazar (1993) advises teachers to take the length of the texts into consideration and to decide whether there is enough time to study texts in class or not. She suggests that teachers should also estimate how long students have to study the text at home and how much background information of the text teachers need to give students. If the text is too long, teachers may apply various techniques, such as assigning homework, skipping some parts or leaving some reading to the students so that they can finish exploring the text on time (p. 55).

Teachers and students should be culturally competent with the texts selected. Students would not be motivated to read the text which belongs to a culture, which is beyond students' competence. Hill (1992) advices that the literary text needs to deal with events or experiences which the students have been through (p. 142). Carter and Long (1991) agree that the theme of the texts should be in relation with the country or culture of the readers to some extent (p. 142). In this regard, Lazar (1993) figures out:

> It is also true that texts which may appear to be very remote in time and place from the world today may still have appeal for students in different countries around the world. This is either because they touch on themes which are relevant to the students, or they deal with human relationships and feelings which strike a chord in the students' own lives (p. 53).

If the selected texts are stimulating personal involvement and attracting readers' attention, readers would easily get into reading. When the readers' ideas, experiences and needs are in accordance with the texts, then the reader starts to enjoy and make connection. The more meaningful and enjoyable the assigned literary texts, the more enthusiastically learners try to overcome the linguistic obstacles (Collie & Slater, 1991, p. 6-7).

2.3 Using Different Genres in Language Teaching

2.3.1 Poetry

In the *Dictionary of Literary Terms and Literary Theory,* poetry is described as any kind of metrical composition (Cuddon, 2013, p. 546). According to Thomas Hardy, poetry is emotion put into measure. William Wordsworth (1802) defines poetry as "the spontaneous overflow of powerful feelings" (cited in Saraçoğlu, 2016, p. 48). What distinguishes poetry from other forms of literature is richness of its suggestions, sound of its words, and creating strong feelings.

Poetry offers a rich, innovative and entertaining source of material for EFL/ESL classroom. Nonetheless, poetry "has not been considered as 'proper' material for foreign language learning" (Maley & Duff, 1989, p. 6). There are various factors in which poetry is not commonly used as a language material in EFL/ESL classrooms. These factors can be listed as follows (Maley & Moulding, 1985, p. 134).

To begin with, as the primary goal of structural approaches is teaching grammar, in other words, developing only linguistic competence, poetry is omitted from EFL/ESL classes. Poems are regarded as "too specialized, too difficult and too unpractical" by most EFL/ESL learners and teachers. Thus teachers worry that exposing students to creative uses of language may cause legitimation of unusual or incorrect language in the classroom (Maley & Duff, 1989, p. 12-16).

Secondly, the practical bias of the communicative approach has underestimated poetry. It is believed that poetry distorts attention from any other language material and has practical purpose of obtaining reading or communicational skills (Ibid).

Finally, selection of poems used in the language classes are made on the basis of their literary and historical values, not because they are using authentic, integrative and meaningful resources. In fact, teachers, because of their lack of experiences, do not know how to make use of poems effectively as language learning materials. This may be the reason behind the negative attitudes towards literature in foreign language teaching.

In reverse; poetry offers a significant learning process and seems as a valuable authentic material for language learning. Saraç (2003) underlines the educational benefits of poetry. Initially, poetry provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary. It also triggers

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unmotivated readers as it is so open to explorations and different interpretations. Besides, poetry evokes feelings and thoughts in heart and in mind. It makes students familiar with figures of speech like simile, metaphor, irony, personification, imagery due to their being a part of daily language use, as well (cited in Shalika Banu, 2012, p. 64-65).

Consistent with the scholars' opinions about poetry, Sage (1987) states that students become familiar with supra-segmental aspects of target language, such as stress, pitch, juncture, and intonation with the help of poetry. Since poetry is particularly based on feelings and emotions, it helps readers to understand others' feelings. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements-allusions, vocabulary, idioms, tone that are not easy to translate into another language (p. 12-13).

2.3.2 Short Story

Edgar Allan Poe (1842) defines short story as an artistic composition which produces a single, objective or unique effect (Cuddon, 2013, p. 653). Poe prioritizes short story as "rhymed poem" and describes it as "short prose narrative, requiring from a half-hour to one or two hours in its perusal" (cited in Hubble, 1996).

In language teaching short-stories are one of the most suitable literary forms to use in English classes. Since it is short, and aims at giving a "single effect", there is usually one plot, a few characters; there is no detailed description of setting. Hence, it is easy for the students to follow the story line of the work.

Several researchers support the use of short stories in EFL/ESL classes by explaining their advantages. According to Collie and Slater (1991), short stories can be used in all levels and with all ages of learners as they appeal to different interests of learners. Ellis and Brewster (1991) confirm that "as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences" (p. 1-2).

Short stories allow instructors to teach the four skills to learners. Murdoch (2002) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p. 9).

Furthermore, Oster (1989) affirms that literature helps students to write more creatively (p. 85). Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency (Murdoch, 2002, p. 9).

Since short stories are brief, and can be read at one sitting, students are more motivated to follow the storyline until the end. Elliott (1990) affirms that literature heartens advanced students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities" (p. 197). Also Vandrick (1997) thinks that literature motivates students "to explore their feelings through experiencing those of others" (p. 1).

One of the last but not the least benefit of short stories is their efficiency when teaching culture to EFL/ESL students. Learning culture provides students information about the past and the present, and people's customs and traditions. Culture teaches students how to understand and respect people's differences. As students encounter a new culture, they develop awareness for their own culture. They start comparing their culture to the other cultures. Teachers' role in interpreting texts properly is unquestionable, misinterpretations must be avoided with the help of instructors (Gajdusek, 1998, p. 232).

Short stories provide higher-order thinking skills for the readers. High intermediate/advanced students can analyse what they read; therefore, they start thinking critically when they read stories. Young (1996) announces that,

> …stories have two crucial advantages over traditional content: because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Secondly, the stories put issues of critical thinking in an easily remembered context (p. 90).

Howie (1993) agrees that using short stories in language classes improves students' critical thinking. He points out that instructors have the responsibility to help students develop cognitive skills because everyone needs to "make judgements, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge." With the help of reading short stories, students can acquire these critical thinking skills (p. 24).

2.3.3 Novel

The word 'novel' is derived from Italian novella, which means a tale and it can be defined as extended piece of prose fiction (Cuddon, 2013, p. 478). Novels are quite well-rounded resources for language learners with immense exposure to experiences outside their current reality. Using novels in EFL/ESL classrooms helps students' to improve educationally and linguistically. Lazar (1990) claims that novels make students develop intellectually, emotionally, and linguistically. Carefully chosen novels, corresponding to their needs and interests, may provide a more involving source to students than pseudo-narratives found in coursebooks. With the assistance of a good novel, students can be aware of complex situations and adult dilemmas (p. 89-92).

Widdowson (1984) labels "language capacity" as '"the ability to exploit the resources for making meaning which are available in the language" (p. 246). To increase learners' language learning capacity they should be fully engaged. As in the case of short stories, novels provide learners with opportunities to better their language capacity. For instance, while reading a novel, learners are required to deduce meaning, hypothesize and draw inferences.

In other respects, Helton, Asamani and Thomas (1998) report the educational benefits of novels in their study. Novels stimulate learners' imagination, help them identify with the characters, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions (p. 1-5).

As it is discussed above, using novel in EFL/ESL classrooms is quite beneficial for students. It encourages them to read or listen for the "gist of the events" (Lazar, 1993) or to guess the meanings of new words from the context (p. 145). Povey (1972), on the other hand, claims that using these authentic materials with language learners makes them improve, not one or two but all of their language skills "because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (cited in Bağatur, 2017, p. 533). Salter (1987) also argues that through literary texts including novels, "lexical or syntactical items are made more memorable" (p. 5).

2.3.4 Drama

The *Dictionary of Literary Terms and Literary Theory* defines *drama* as any work meant to be performed on a stage by actors in general (Cuddon, 2013, p. 217). As common mistake *drama* and *play* are perceived as the same but they are not. Drama is a genre that holds various works of dramatic literature, while a play is one of these dramatic works of literature. In language teaching classes dramatic activities are done and role-play is one of them. Applying drama in language classes is advantageous as it helps learners to become familiar with grammatical and lexical structures and as well as how to use the language in context. The use of drama also raises students' awareness of the target language and its culture. Therefore, drama in language classes becomes a tool rather than an end in teaching a foreign language (Hişmanoğlu, 2005, p. 62).

The intense and vivid language of drama is rewarding for learners in facilitating and accelerating development of the oral skills. Wessels (1987) explains that drama demands enthusiasm- not only for the lesson, but also for the students. It depends on the formation of a relationship of mutual trust in which neither teacher nor student feels at risk, but they willingly change roles and status to achieve the aims of the lesson (p. 15). Maley and Duff (1978) draw attention to another aspect of drama:

> Drama attempts to put back some of this forgotten emotional content into language - and to put the body back too. This does not mean that we must suddenly start leaping about the room in an exaggerated fashion, but it does imply that we need to take more account of meaning (p. 7).

Using drama in EFL/ESL classrooms is rewarding for students. Wessel (1987) asserts that drama can overcome students' resistance to learning a new language by making it an enjoyable experience, by setting realistic targets for students to aim for, by linking the language-learning experience with students' own experience of life (p. 53-54).

Finally, in drama classes since more responsibility is on the learners rather than the teachers, with the help of this "creative tension", students are more engaged in language learning (cited in Robinson, 2007).

2.4 Authenticity and Authentic Materials

2.4.1 Definition of Authenticity

McDonough and Shaw (1993) describe authenticity as "a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of

language material and of the activities and methods used for practice in the classroom" (p. 43). Rogers (1988) defines the authentic materials as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication (p. 467). According to Nunan (1989) authentic material is simply "any material which has not been specifically produced for the purpose of language teaching" (cited in Macdonald, Badger &White, 2000, p. 254). Also Bacon & Finnemann (1990) state "authentic materials are texts produced by native speakers for a non-pedagogical purpose." Although there are many definitions of authentic materials, the common point is that they are related to exposure to natural language and not created for the purpose of teaching. In this study, literature and the literary works are defined as authentic texts in general.

2.4.2 Advantages of Authentic Materials

Authentic materials are mostly accepted as advantageous in language learning. Most of the scholars claim that the purpose of using authentic materials in the classroom is to prepare the students for the real world. Linder (2000) thinks that authentic materials are used as effective teaching tools in classrooms because authentic materials seem more complementary for the content of the lesson and more understandable for students (cited in Şaraplı, 2011, p. 40). Larimer and Schleicher (1999) focus on the advantages of authentic materials as below:

> Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials. Exposure to a variety of vocabulary and structures will occur. Students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture (p. 21).

Hereafter, some scholars suggest that as it has a positive effect on learner motivation, the use of authentic materials in language classes provides authentic cultural information, a wide variety of text types, and exposure to real language. These materials relate more closely to learners' needs and interests. Last but not the least, they have a positive effect on comprehension and learner satisfaction (Berado, 2006; Kılıçkaya, 2004; McKnight, 1995; Wong, Kwok, & Choi, 1995).

2.4.3 Disadvantages of Authentic Materials

Besides all these advantages, there are several drawbacks of using authentic materials. Guariento and Morley (2001) claim that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures which cause a burden for teachers in lower-level classes and de-motivate low level students (p. 348). Martinez (2002) mentions that authentic materials may be too culturally biased, therefore texts should be selected carefully according to students' culture, values, and social background. In addition to these, many different structures may cause lower level learners have a hard time in decoding the texts. Kim (2000) explains that the use of authentic materials is time consuming for the teachers who have limited number of hours but many subjects to teach. Authentic materials may not expose students to comprehensible input at the earliest stages of acquisition (p. 189-205).

Guariento and Morley (2001) point out that teacher should select authentic simplest texts. The selected material should maintain the sense of learner's response and it should also engage their interests. It seems difficult to simplify any texts. It is also believed that while some texts lend themselves to competence training, all textual input need to be successfully done by teachers because it may reduce opportunities for students' comprehensible input and cause frustration in lower level learners (p. 348-351). Ruddock (2000) gives an example about when to use authentic texts in teaching grammatical structure of Japanese. The research claims that authentic texts can be used when students reach the intermediate level, because it is considered that authentic texts are difficult for beginners (p. 1-2).

2.4.4 Using Authentic Materials

Apart from Ruddock's (2000) view, Guariento and Morley (2001) affirm that at post-intermediate level, the use of authentic materials is appropriate for classroom use. It is because most students master a wide range of vocabulary in target language. They also note that at lower levels, the use of authentic materials may because students feel de-motivated and frustrated since they lack many lexical items and structures used in target language. Matsuta (1998) expresses that use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.

Yet, this does not mean that authentic materials definitely cannot be used in lower-level classes. According to the study of Chavez (1998), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. In fact they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support such as the provision of a full range of cues especially in listening situations and in reading literary texts (p. 277).

2.5 Learner Attitudes Towards Language

In general attitude is a hypothetical psychological construct which defines or promotes certain behaviours and explains their direction and persistence. Allport (1935) defines attitude as, "... a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Baker, 1992, p. 11). Attitude is a convenient and efficient way of explaining consistent patterns in behaviour which often manages to summarize, explain and predict behaviour (ibid). Most scholars describe attitude as a mental concept that depicts favourable or unfavourable feelings towards an object (Gök & Sılay, 2010, p. 10).

Crystal (1997) explains the attitude to a language as the feelings people have about their own language or the languages of others. Hence, attitude to language is a construct that explains linguistic behaviour in particular (p. 215).

The evaluation that a particular language is different from one person to the other is due to the variation of attitudes towards the language. Attitude change is an important notion since attitudes are affected by experiences. There may be both positive and negative opinions attached to a language. Ajzen (1988) defines attitude as "a disposition to respond favourably or unfavourably to an object, person, institution, or event" (cited in Baker, 1992, p. 11). It means that if a speech community shows their inconvenience to a particular language, that language is unlikely to survive and vice-versa.

There are considerable amount of researches that have been conducted on attitudes towards different languages (Malallah, 2000; Marley, 2004), towards different varieties of English and other languages (Matsuura & Yamamoto, 1994; Zhou, 2002), and on learners' beliefs about language learning (Bilgan, 2016; Sakui & Gaies, 1999). Saracaloğlu (2010) reports that studies on the issue of students' attitude is an integral part of learning and that it should,

therefore, become an essential component of second language learning pedagogy. Researches on students' attitudes towards language learning is important because of several reasons. Kaballa and Crowley (1985) state that first, attitudes towards learning are believed to influence behaviours, such as selecting and reading books, speaking in a foreign language. Second, a relationship between attitudes and achievement has been shown to exist (cited in Weinburgh, 1998). According to Schibeci and Riley (1986) there is support for the proposition that attitudes influence achievement rather than achievement influences attitudes (cited in Weinburgh, 1998).

According to the social psychologists, attitudes have three components: behavioural, cognitive, and affective which are based on the three theoretical approaches of behaviourism, cognitivism and humanism correspondingly (Abidin & Alzwari, 2012, p. 121-122).

2.5.1 Behavioural Aspect of Attitude

The behavioural component pertains to the way in which people act towards an object and its assessment is performed with directly observed behaviours (Salta & Tzougraki, 2004). Kara (2009) expresses that successful language learning enriches the learners to acquire or adapt the native speakers' behaviours;

> Positive attitudes lead to the exhibition of positive behaviors towards courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally (cited in Abidin & Alzwari, 2012, p. 122).

2.5.2 Cognitive Aspect of Attitude

The cognitive component is a set of beliefs about an object and its assessment is performed using paper-and-pencil tests (Salta & Tzougraki, 2004, p. 535). It is mainly about the language knowledge which is received and understood by the learners. Abidin and Alzwari (2012) declare that there are four steps of cognitive attitude; firstly connecting the previous knowledge and the new one, secondly creating new knowledge; after that checking new knowledge, and finally applying the new knowledge in other conditions (p. 122).

2.5.3 Emotional Aspect of Attitude

The affective component includes feelings about an object and its assessment is performed by using psychological indices. (Salta & Tzougraki, 2004, p. 535). According to Feng and Chen (2009);

> Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yielded. What is emotion? Its implication is wide-ranging and rather implicit. It often serves as a general definition of a series of psychological phenomena, such as feeling, inner experience, need, desire, value pursuit, and so on (p. 94).

With the help of emotional attitude learners can connote their feelings about the objects and their surroundings. If the learners' inner feelings and emotions are positive, it will certainly help them to learn target language quite easily (Abidin & Alzwari, 2012, p. 122).

2.6 Learner Attitudes Towards Literature

A large body of researches on students' attitudes towards foreign/second languages has been developed, however some studies have focused on students' attitudes towards literature. In one of these studies, Davis, Gorell, Kline and Hsieh (1992) have shown that students have different perceptions of literature. They examine undergraduate students' attitudes towards study of literature in foreign/second languages as well as factors affecting their opinions. The participants in the study are enrolled in introduction to literature courses in departments of French and Spanish. According to the results of the participants' responses to the questionnaire, more than two-thirds of the respondents indicate positive attitudes towards foreign language study. In addition, two factors statistically treat as independent variables in the questionnaire, namely, the amount of leisure reading done in the foreign language, and the preferred learning styles are found to be significantly related to students' attitudes towards literature study (p. 320).

It is seen that both teachers' instructional methods and students' own reading habits essentially influence students' motivation to study literature. Selecting appropriate literary texts from different literary genres such as novel, short story, poetry and drama appeals to students' tastes and needs mostly.

Herein students' perception of literature becomes a valuable resource because it builds the relationship between the type of literary text and linguistic and literary competence important. Akyel and Yalçın (1990) investigate EFL high school students' perceptions of

prose fiction (i.e. novel and short story), poetry and drama together with their resulting contributions in developing language competence and literary competence. The results show that the students view novel as "the most effective literary form for helping them develop their linguistic skills and cultural awareness", and drama "as the most effective in helping students improve oral expression and gain self-confidence in using English." In contrast, poetry and short stories are thought to make the least contribution to students' language skills development (p. 175).

The above mentioned researches give us some ideas about students' perception of the use of literature in language classes. Under the light of this information, the present study it is aims to investigate whether using literature and authentic materials will change the State high school students' attitudes towards learning English as a foreign/second language. If the results show a meaningful change in the attitudes of the students, then using authentic literary texts will be proved to be beneficial and use of these materials will be suggested to integrate and enrich State high school cousebooks.

2.7 Coursebook vs. Literary Texts

In EFL/ESL classrooms, materials especially coursebooks are important aspects of the curriculum. Teaching methodology can be easily observed from a coursebook and it can contribute greatly to a course's syllabus. O'Neill (1982) explains the four justifications of using coursebooks as such; suitability to the students' needs, removing the surprise in students' expectation, providing material in well-presented and inexpensive form and allowing teachers to improvisation and adaptation. O'Neill (1982) highlights the importance of "spontaneous and creative interaction in the classroom" with the help of coursebooks (p. 111). Coursebooks are cheap and accessible to most of the students, regardless of their learning goals, and they can be adaptable to the diversity of teachers and teaching styles.

Conversely, most experts agree that heavy dependence on a single coursebook is destructive for students' needs. Therefore, coursebooks can be adaptable and supplemental materials are vital supportive additions (Allwright, 1981; Cunningsworth, 1995; Medgyes, 1994; Nunan, 1991).

Allwright (1981) also emphasizes that the "content as potential intake" is not limited and predictable to the coursebooks. Because the content is regarded as "something that emerges

because of the interactive nature of classroom events." Even though coursebooks give the main ideas and draw a road map for the teacher, it cannot determine the over-all content of a language program. In that manner coursebooks hold a limited role (p. 8). A well-designed and balanced coursebook should have some qualifications such as "adaptability" and allowing learners "a degree of spontaneity" (Cunningsworth, 1995; O'Neill, 1982).

A coursebook should be well-designed. It should lead students to whole-person involvement, activate, motivate them to learn target language with various themes. In order to achieve these goals it is aimed in this study to enrich the core material of a language lesson, i.e. coursebooks with literary texts. As literature holds a high status in many cultures and countries, students can feel a real sense of achievement in understanding a piece of highly respected literature. Also literature is often more interesting than the texts found in coursebooks. As a result, instructors should agree that literary texts encourage students to read more, and literary texts which are chosen in accordance with students' language proficiency levels and preferences will certainly be motivating.

2.8 Conclusion

It has been discussed that the use of literature in EFL/ESL context has particular implications for language teaching. Gajdusek (1998) indicates that literary texts try to invite involvement in their worlds through language which is "less explicitly contextualized, more consciously patterned … and less linear" (p. 229). The phrase "less explicitly contextualized language" refers to coursebook texts which are created to convey information and the main concern is teaching a language. On the other hand, learners should make great effort in contextualizing the textual basis of literary texts. Without the valuable support of their teachers, learners may not be able to cope with these demands. On the other hand, language learning through literature may help the acquisition of particular language skills such as inferring meaning, reading between the lines, coping with figurative and ambiguous language use.

With reference to Langer (1995) who defines the role of literature as exploring both ourselves and others, defining and redefining ourselves in the past present and future, the best function of literature is provoking the interlocutors intellectually and humanistically (p. 5). Langer (1997) describes the traditional EFL/ESL classes in which literature is absent (p. 613). In such classrooms, learners do not have a chance to practice language through personal and meaningful engagement and are often limited to studying language in

coursebook texts through low-level literal questions. Learners are often given short passages to read and answer some comprehension questions or fill in exercises which are neither interesting nor meaningful. Because of such reading experiences, learners may have negative attitudes towards reading in English for pleasure (Cho & Krashen, 2001, p. 171).

It should be asked whether the core material for the language learning has kept up with the changes in the goals of language instruction. Even though the traditional coursebook materials might be appropriate in classes whose aim is to provide exposure and enrichment, they may not be able to fulfil the goal to prepare children for real life situations. Since the traditional EFL/ESL classroom materials are prepared for the sake of language teaching, their topics may not meet the students' interests. Moreover, they may fail to give adequate support for the development of academic literacy.

Nevertheless, in literature there are quite interesting and authentic usage of language. "Because it is not possible for any student to live in all of the times and places of human experience, literature can be the vehicle to transport learners into other cultures, places and eras" (Krey, 1998, p. 10). With reference to Krey (1998), literature is a kind of transporter between the other cultures. Lazar (1993) draws attention to literature's rich and complex themes which provide fresh and unexpected usages of language. Novels and short stories are also gripping for readers as they make them wish to unravel the plot (p. 19). To sum up, literature is a prosperous source for language learning and teaching; and it can be used in EFL/ESL classrooms.

CHAPTER 3

METHODOLOGY

3.0 Introduction

In this chapter, methodological details of the study are presented. The first section shows the overall research design of the study. The second section presents the sample of the study. In the third and fourth sections, the details regarding the data collection instrument are explained and the data analysis is given. In the last section the instructional procedure of the study is presented.

3.1 Model of the Study

At the beginning of the study, quantitative data was collected from reading texts of MONE High Schools English coursebooks (*Yes You Can* series); and according to the results, the appropriate literary texts were selected and lesson plans were prepared. Before the application of the lesson plans, a piloting study was conducted in order to test the reliability. In this study the randomized pre-test, post-test, control group design out of the experimental research design were used. The educational study was based on the activities developed from English and American literature.

3.2 Sample

The universe of this study is two classes of 9th grades (9-B and 9-İ) in İstanbul Ümraniye Nevzat Ayaz Anatolian High School. The study was carried out in English courses at the Fall Semester of the 2016-2017 Academic Year. Class 9-B as the experimental group and class 9-İ as the control group were randomly selected for the study. There were 32

participants in the experimental group and 28 participants in the control group. The participants in the study consisted of 61 students; 33 (54,1 %) of them were female and 28 (45,9 %) of them were male. It was observed that 30 (49,2%) students were at the age of 14; and 31 (50,8 %) students were at the age of 15 (see Table 13 and Table 14).

3.3 Data Collection

Data was collected by the researcher's study and from the analysis on MONE's High School English coursebooks (*Yes You Can* series) reading texts. Quantitative data was collected. The reading texts were analysed thoroughly by the researcher in order to determine these questions:

- How many total reading texts are used in these books?

- How many of them are literary texts?

- What kind of literary texts are selected?

- What kind of literary forms are selected?

- Is the number of literary texts enough?

- What is the proportion of the literary texts in the total number of reading texts?

In the analysis of the coursebooks; the first null hypothesis (H_01) is "The MONE's High School English coursebooks have enough authentic literary texts." The first alternate hypothesis (H_11) is "The MONE's High School English coursebooks do not have enough authentic literary texts."

Once the evaluation of the coursebooks' reading texts was done, the experimental and control groups were chosen randomly. Before exposure to any experimental study, both the experimental group and the control group were delivered pre-questionnaires to examine their attitudes towards English as a foreign/second language in general and literature in particular.

The questionnaire utilized in the study is composed of two parts; part one is demographic profile; sex and age and part two is attitudes towards English as a foreign/second language. The attitude questionnaire was retrieved from Abidin & Alzwari's (2012) study titled "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students" (see Appendix 1).

The items were partly adapted from the attitude questionnaire test employed in a study by Boonrangsri et al. (2004). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Furthermore, there were some items based on the researchers' experiences in teaching English. On the whole, there were 45 items concerning language attitudes in terms of: behavioural, cognitive, and emotional aspects of attitude (p. 128).

In the related literature about assessing students' attitudes towards learning English, there are a great number of works with in different cultures and countries where English is taught as a second language. Mamun, M. Rahman, Rahman, and Hossain (2012), for instance, apply their study in Saudi Arabia with Saudi learners of English at the university level; on the other hand Nia and Abbaspour (2012) study on Iranian High School learners. Sonda (2011) and Tsuda (2003) on the other hand, work on Japanese students. Sonda (2011) researches on college students' attitudes, and Tsuda (2003) works on higher education. Lastly, Abidin & Alzwari's (2012) participants are Libyan secondary school students.

In this study, Turkish High School students' attitudes towards learning English will be assessed in behavioural, cognitive and emotional aspects. As the students are Turkish native speakers, the English version of the questionnaire needed to be translated into Turkish. Experts' opinions were taken while translating the questionnaire into Turkish. It was translated simultaneously into Turkish by three experts who have had experience in translation and interpretation. Afterwards, the back translation was made. The original version and the back translated version were compared and necessary changes were done. Two native speakers of Turkish, two English teachers, a pedagogue, and an expert had read the last Turkish version and they were asked about the questionnaire items in regard to the clarity and interpretability of the statements. After taking their suggestions and doing the necessary changes, the last version of the questionnaire was prepared (see Appendix 2).

The piloting process of the questionnaire was carried out at the beginning of Fall Semester of the 2016-2017 Academic Year. The Cronbach's alpha value is given in findings and discussion section. For the validity, the last version of the questionnaire was handled to two specialists, a psychologist and an expert in ELT at Gazi Univerisity. Their comments were taken into account, some items changed accordingly and finally the items of the questionnaire were valid and reliable to investigate the research objectives.

Considering the functions to be studied with the 9th graders in the language curriculum (MONE, 2011), we have implemented a 15-week experimental study was implemented during the Fall Semester of 2016-2017 Academic Year. Throughout the study, the experimental group has been exposed to an instruction based on the activities developed

from English and American Literature. On the other hand, the control group has been taught with the traditional methods and techniques with the coursebooks of MONE.

In order to examine the possible changes in the attitudes of the learners and to check the effects of authentic literary texts on the learners' personal involvement and motivation, a post-questionnaire, which consists of the same items with the pre-questionnaire, were administered after the experimental period. The reliability of the pre-test and post-test were analysed by Cronbach's alpha coefficient. In order to find out whether the sample population (experimental and control groups) is normally distributed, the Kolmogorov-Smirnov (K-S test) and Shapiro-Wilk tests were conducted.

Then, the findings of the pre-test and post-test were analysed via Statistical Package for Social Sciences (SPSS) for Windows 25.0 program with necessary calculations and they were interpreted by the researcher. In the descriptive statistics, frequencies and percent values were calculated. In order to compare whether the control group and the experimental group had different average values before and after the application, independent and paired samples t-tests were used in the study. The same subjects were tested more than once in order to detect whether there were any statistically significant differences between their means. All the analysis was conducted with the 95% reliability level.

3.4 Data Analysis

High school English coursebooks of MONE (*Yes You Can* series) reading texts were calculated and categorized as literary and non-literary ones. The type of the literary texts were indicated and the proportion of the total number was estimated.

In the piloting process in order to test the reliability, Cronbach's alpha statistics (Cronbach, 1951) was used. Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability (Santos, 1999). After this piloting process, it was observed that reliability of the items is **.871** which shows that the internal consistency of the items in the scale is quite high and so forth acceptable.

The pre-test and post-test were categorized in two parts, the first part is demographic profile of the participants and the second part was attitudes towards English as a foreign/second language.

In the first part of the questionnaire, which elicited background information from the participants, frequencies and percentages of each group were calculated and stated descriptively. In the second section of the questionnaires, SPSS was used and necessary calculations were carried out statistically. The data in the questionnaire was analysed using mean scores, frequencies, and percentages. The obtained data was presented in tables.

The questionnaire of attitude which is taken from Abidin & Alzwari's (2012) work consisted of 45 items concerning language attitudes in terms of behavioural, cognitive, and emotional aspects. 30 items were positive and 15 items were negative. The items were put in a 5-point Likert scale as; "strongly agree" equals to 5, "agree" equals to 4, "neutral" equals to 3, "disagree" equals to 2, and "Strongly disagree" equals to 1.

3.5 Selection of the Literary Texts

Language comes in a variety of discourse types. In Kinneavy (1983)'s communication triangle the variety and types of discourse are represented. These are "expressive discourses", which focus on personal expression (letters, diaries, etc.); "transactional", which focuses on both the reader and the message (advertising, business letters, editorials, instructions, etc.); and "poetic ones", which focus on form and language (drama, poetry, novels, short stories, etc.). Undeniably, all these discourse types already play a significant role in teaching various aspects of language such as vocabulary and structure, as well as learners' comprehension skills. This study theorises that involving poetic discourse type texts in high school English coursebooks would enhance students' language learning abilities and would help to enrich the core material of the English courses.

The research questions about the selection of the literary texts are as follows:

- What kind of literary texts should be chosen for Turkish High School students?

i. What are the appropriate genres?

ii. What are the appropriate topics?

- Should the authentic texts be adapted? If so, how should these literary texts be adapted appropriately for the level of students?

- What kind of extra information should be added to the coursebooks?

- What are the suggested ways of teaching literature in the foreign language classrooms to the adolescent high school students?

In order to answer these questions; before the study, the researcher worked on various texts and literary forms. After negotiating with an ELT expert; the genres; novel, short story, poem, and drama were selected. Topics of family, love, friendship, home, foolishness, innocence, youth, art, culture, fate, ambition, power, loyalty, courage, and good vs. evil were decided to be used. The popularity of the texts is also taken into consideration; since it would arouse students' motivation. Two children's literature novels, a Shakespearean tragedy, an American short story and a poem are included in order to introduce different cultures and perspectives to students.

The use of whether the original or the adapted version of the texts is decided in accordance with students' language proficiency level. As long as students managed to grasp the general meaning of the works, original texts are preferred. Otherwise, the adapted version are used. The adaptation was either taken from other sources or the teacher herself adapted or abridged the texts according to the students' level. With this intention both original texts and adapted versions were used in teaching process.

In the first lesson, "Chapter IV- In Which Eeyore Loses a Tail" from the novel *Winnie-the-Pooh,* was used. This was the original text. However, some vocabulary explanations and pictures were added. A short story; *A Telephone Call* by Dorothy Parker was utilized in the second lesson as one page from the original story without any adaptation. In the third lesson, William Shakespeare's *Macbeth* was adapted as three pages from the original text (Act 1 Scene 1, Act 1 Scene 2, and Act 1 Scene 5). The forth lesson was a poem; *The Road not Taken* by Robert Frost. The original poem was used with some vocabulary explanations. In the last lesson a chapter from a children's literature novel; *Harry Potter and the Philosopher's Stone; "*Chapter One: The Boy Who Lived" was adapted. The chapter was the original, but shortened by the researcher for time restriction.

After deciding on the literary materials, the question of which parts should be chosen arouse. In the selection topics of the works were also taken into consideration. While it was regarded that students had no previous information about the literary texts, generally first chapters of the books were selected. The purpose was to arouse curiosity and enhance the students' motivation to make them read the whole text after the class.

During the lessons not only the literary texts were provided but also some more information was given on the biographies of the authors, the literary periods the authors belong to, the other genres authors wrote (these were presented with slight shows in the lessons).

3.6 Instructional Procedure

In MONE's (2011) High School English Lesson Curriculum (9th, 10th, 11th, and 12th levels) these discourse types appear as functions. In high school foreign language coursebooks we can see expressive and transactional discourse type texts however we can hardly encounter poetic ones.

This study theorizes that involving poetic discourse type texts in high school English coursebooks would enhance students' language learning abilities and enrich the core material of English courses. Therefore five different lesson plans based on literary materials from different genres such as novel, short story, drama and poetry were prepared for this study. The lesson plans were discussed below in detail.

3.6.1 Lesson Plan for "*Winnie-the-Pooh*"

The first lesson plan (Saraçoğlu, 2016, p. 122-128) was for the novel; *Winnie-the-Pooh* (1926). Only "Chapter IV- In Which Eeyore Loses a Tail" was used from the original novel with some vocabulary explanations and pictures added (see Appendix 3).

The lesson was applied to 9th grade (9-B) students, the level of the students were pre-intermediate, the number of the students were 32, and the duration of the lesson was two weeks; two hours each week.

The learning objectives were; learners' reading a chapter from an original literary work, practicing in target language, matching the adjectives with the characters, practicing the new vocabulary, watching a part of the novel's movie and discussing the differences between the movie and the book, preparing a poster, and working on the misspellings in the book.

The lesson started with a warm-up. Teacher asked students their favourite animals and cartoon characters. Students responded and they talked about them one or two minutes. Then teacher showed the students some *Winnie-the-Pooh* characters and got their opinions about them. In the pre-reading section, teacher informed the students that they were going to read

a chapter from the book *Winnie-the-Pooh* by Alan Alexander Milne. Teacher asked the students whether they knew the author or not and gave some basic information about the author's life.

In the reading part teacher distributed copies of "Chapter IV- Eyore Loses a Tail". The recording of the text was played and the students read the text. Teacher helped students with the unknown words and complicated sentences when needed. Teacher presented some new vocabulary about moods, characteristics and emotions. Students were asked to match them with the characters of the novel: "Winnie", "Piglet", "Eyore", "Tigger", "Owl" and "Rabbit".

The post-reading activity was a speaking task. Teacher started with a video titled "Who are you in the *Winnie-the-Pooh*?" It was a 45-seconds video about the characters of the book, after watching the video teacher asked the students to tell which character was more suitable for them and why. Students talked about the characters matching with their personalities.

The next activity was a listening activity. Teacher told the students there was a movie of the book, and asked them whether they had watched it. Then teacher showed them a part of the movie, where the habitants of Hundred Acre Wood were holding a contest for the Eyore's tail, and everyone tried to find the best tail for Eyore. After watching the video teacher asked students some questions to make them compare the two versions; the book and the movie. The questions were;

-What are the differences between the two versions; the novel and the movie?

-What would you change in the film if you are the owner of Walt Disney Pictures Company?

In the next section of the lesson plan, teacher prepared a game for students which was pinning the tail on Eyore. Teacher prepared a large poster of Eyore and hung it on the board without the tail. Teacher put a prominent colored sticker where Eyore's tail needed to be. Each student took a turn, blindfolded, spun around many times and then tried to put Eyore's tail in the right place. While a student tried to pin the tail, other student would help him/her by giving directions. Each time someone gave a try, then the teacher put a sticker with their name on it in the place they pin their tail and the closest one won. This activity was enjoyable as the whole class get involved and this was also an opportunity to practice giving directions, making and understanding the comments.

The last section of the lesson plan was a task of preparing a poster for Eeyore's tail as a group. Teacher asked them the main conflict of the story. Teacher tried to elicit the answer i.e. Eeyore's lost tail. Then teacher invited students to help Eeyore to find his lost tail. S/he explained that they were going to prepare a poster for Eeyore's lost tail. Before the lesson, teacher had hung pictures of the characters; Winnie, Piglet, Eeyore and Tigger on the four corners of the classroom. During the lesson s/he distributed the small pictures of Winnie, Piglet, Eeyore and Tigger to each student. Students would go under the big pictures and form groups of 4-5. Teacher gave them some papers, and crayons, and a task to make a poster as a group. S/he showed a sample poster which was prepared beforehand.

As homework there was a spelling activity in the lesson plan. Teacher told students that Christopher Robin the main character of the novel was the best speller in 100 Acre Wood however he sometimes misspelled some words. Teacher asked students to help him to correct his misspellings which were taken from the book, and the students needed to read the texts in order to find the correct spellings. By this way students were motivated to read the other chapters of the book as well.

3.6.2 Lesson Plan for "*A Telephone Call*"

The second lesson plan was a short story; "*A Telephone Call*" (1995) by Dorothy Parker (see Appendix 4). The original text of the story was used. Although the story is 4 pages long; only one page of the story was shortened for practicality. Any extra information or vocabulary was not added to the papers. When the students had difficulty in understanding, teacher helped them throughout the lesson.

The lesson was applied to 9th grade (9-B) pre-intermediate students. The number of the students were 32, and the duration was two weeks, two hours each week.

The learning objectives were; learners' reading a short story from an original literary work, practicing and understanding the instructions in target language, improving their reading, writing, listening and speaking skills with interactive and communicative activities. Thinking, producing and carrying out the given tasks cooperatively in group and pair work activities and acting out a telephone call was intended. To improve their imagination and creative skills, students were asked to write a chapter zero. For comprehension, they put the

scrambled sentences in the correct order. To gain awareness, they had group debates, took responsibility in collaborative work.

In the practice some probable problems and their solutions were anticipated as well. When students did not understand some instructions, teacher could paraphrase. If necessary, teacher could ask one of the students to repeat the instructions. The theme of the selected story was basically about a relationship between a man and a woman. When the students had difficulty with vocabulary, teacher gave vocabulary in a context or tried to explain with examples. In order to engage the students more into the lesson, teacher gave background information of the author together with some related pictures and quotes by the writer.

Having done so, teacher started the lesson with warm-up. While s/he was informing them about the lesson, her mobile phne rang and she picked it up, and talked in English with her mum. She apologized to them and expressed that her mother was worried about her. Then s/he says:

-We make many phone calls every day, and we usually talk with our parents, lovers, bosses, or maybe employees. But we hardly ever talk with a president or a world-wide known singer.

This was going to be the topic of the writing activity. Students would prepare a telephone call with someone whom they never spoke to, a famous leader, a governer, a celebrity, and a singer. In groups of four, they would prepare a one or two-minute telephone call with these celebrities on the mood that was written on their paper. At the end of the activity they would act them out in front of the class by using a mobile telephone.

The next activity was the main activity; teacher explained that they would read a short story which was about a telephone call. Teacher explained what they were going to read a short story titled "*A Telephone Call"* by Dorothy Parker. Then she divided them in groups of five, and gave each group an envelope in all of which there were paragraphs from the story. As a group, their task was to put the story in the correct order. Students read paragraphs in the envelops and put them in order by negotiating with each other. While they were building the story, they made use of conjunctions and connectors. They also needed to follow the story flow. Next, they read the whole story in order to understand it much better, discussed it and asked questions about the parts they did not understand.

The following activity was writing a chapter zero for the story. Teacher summarized the story. Students would guess and write what had happened before the story in groups in a

creative and original way. When the groups finished writing, they would present their chapter zeroes in front of the class. The best one would be decided with applauses. This activity is planned to prosper their imagination and creativity.

The last activity was a whole class debate. Teacher asked students what could have happened at the end of the story and whether the man called her or not. By eliciting some answers she asked: "I wonder who is more faithful in a relationship, men or women?" Then she used the word "faithful". After everyone understood the debate topic clearly, teacher divided the class into two groups, and told the first group that they were defending "Men are more faithful"; and the other group "Women are more faithful." Teacher divided the board into two and wrote these two sentences on the board. First, students discussed the idea within their groups. Then, each student took a turn and explained why he/she thought so. Students were really engaged in the activity as they were interested in the topic a lot. All the group members took their turn to say something, sometimes the debate got very hot; teacher managed it fairly and they could listen to each other's talk and express their opinions freely. This was a good activity for each student especially for the shy ones since they had to speak up and defend their topic for the sake of their group.

3.6.3 Lesson Plan for "*Macbeth*"

The third lesson plan was on William Shakespeare's "*Macbeth*" (see Appendix 5). Three pages from the original text (Act 1 Scene 1, Act 1 Scene 2, and Act 1 Scene 5, Page 3), and the modern version of the text was given to the students. In the lesson plan a short summary of the play and a short description of the characters were also included.

The lesson was applied to 9th grade (9-B). The level of the students were pre-intermediate. The number of the students were 33. Duration of the lesson was two weeks, two hours each week.

The main learning objectives were introducing students to an original Shakespearean play, making them read it and learn about Shakespeare's life and the Elizabethan Age. Students were able to read a tragedy and try to understand this genre. They were comparing and contrasting the old English with the modern one. They were also learning about the historical, psychological and political effects of the time when this tragedy was written. In the end they would improve their reading, listening and writing skills with interactive and

communicative activities, as well as their imaginative and creative skills. Working in a group, thinking, producing and carrying out the given tasks cooperatively through the chessboard activity, and discussing different points of view related to the play, and writing a newspaper article were the other learning objectives of the lesson.

The lesson started with teacher's writing two words on the board; "Ambition" and "Power". Teacher asked students whether they knew the meaning of these two words. Students tried to explain what they knew. After discussing it for a few minutes, teacher explained that they were going to read a tragedy by Shakespeare. S/he gave some information about his life and literary works and the genre tragedy with PowerPoint presentation.

Next, s/he started the play with reading the two lines uttered by *witches* in Act 1 Scene 1*;*

> "Fair is foul, and foul is fair.
> Hover through the fog and filthy air." (*Macbeth* 1.1.13-14)

Students read the lines and tried to understand. Then they discussed the meaning for a few minutes. Teacher helped them with vocabulary. They read a short summary of *Macbeth* from the slight show to grasp meaning.

After general information about the work, a listening activity was started with a video of *Macbeth*. Students watched the video twice; the first one was for general information. Then teacher distributed some worksheet. They were asked to match the characters with their names. After watching the video second time; students matched the characters with the names and then they checked the answers altogether.

Teacher started the main activity distributing the original text and the modern version of *Macbeth's* Act 1 Scene 1, Scene 2 and Scene 5 where three witches enter the scene. King Duncan learns about Macbeth's bravery to kill a rebel; Lady Macbeth's invitation of King Duncan to their castle and finally Macbeth kills King Duncan. Throughout the lesson, students asked for clarification when they had difficulty in understanding.

Having read the text, teacher asked students to find the themes and main ideas of the play. Students gave some answers and they wrote them on the board:

> THEMES OF THE PLAY
- blind ambition,
- cruelty and masculinity,
- kingship and tyranny.

MAIN IDEAS OF THE PLAY

- things are not as what they seem,
- power corrupts,
- superstition affects human behaviour.

Teacher directed two questions to the students;

- Though Shakespeare's Macbeth is about 16th century Scotland, the themes of ambition and corruption of power are still present in modern times. Can you think of any such examples?

- One of the main ideas of Macbeth is 'things are not as what they seem'. Can you relate an incident from your own lives?

Students answered the questions and shared their opinions.

The follow-up activity was a speaking activity called "Chessboard Activity". Teacher prepared the classroom before the lesson started. On the board there were 8 black and 8 white cardboards arranged like a chessboard. Teacher introduced the new activity by asking what they think about the cardboards. They told their opinions. Some names, ideas, situations, events related to the play were written in small pieces of papers and teacher distributed them to the students. Every student had a paper. Then teacher asked them to read their own paper and stuck it on the chessboard. They needed to decide whether the person, the idea, the situation on their paper was good or bad, and accordingly, they would put them either on white or black cards. Teacher told students that there was no pure black or pure white in life. For this reason they could have put their papers between the two. Teacher did the first to exemplify. Students stuck their papers on the board explaining why.

The last activity was writing a newspaper article. Teacher asked students to form five groups. She explained the activity. They would write a newspaper article about King Duncan's death. There were 5 different newspaper emblems and some information about these newspapers' political, economical, and social views. These blank newspaper pages were distributed to each group. As a group, students would read the information, they would discuss it and write an article for their newspaper. When time was over, the groups would display what they had created. While doing this activity, students needed to use reported speech. Hence teacher helped them giving some examples and a brief explanation about the topic. Thus, students had an opportunity to practice the reported speech while they were writing their newspaper articles.

As homework, teacher asked students to prepare a cover page for *Macbeth*. Students could draw, paint or find pictures and paste them. They would need to write different titles for their plays.

3.6.4 Lesson Plan for "*The Road Not Taken*"

The forth lesson plan was for a poem; *The Road not Taken* (1915) by Robert Frost (see Appendix 6).

The lesson was applied to 32 9th grade pre-intermediate students and the duration was two weeks, two hours each week.

Learning objectives were; students' improving their critical thinking skills, interpreting the pictures and making relationships between the topic of the poem and the pictures, learning how to work in groups collaboratively, how to take responsibility and contribute to the group discussions; reading and trying to analyse a poem for deeper understanding with a graphic organizer, learning new vocabulary and trying to write a poem about choices.

Materials used in these lessons were the pictures for interpretation, pictures for group forming, a relaxing music for background atmosphere, a video of the poem, a graphic organizer of the poem, and the vocabulary activity worksheet.

The lesson started with a warm up. Teacher showed some pictures of a forest where two roads diverged. Students made some predictions about the lesson's topic. At the background there was a relaxing music.

After some guesses, teacher asked students questions like:

-Have you ever made an important choice in your lives?
-What was that?
-How did your choice affect your life?
After getting some answers, teacher talked about the poet and the poem. S/he started a video of the poem, they all watched it and then discussed what they understood briefly. Teacher did not interrupt at that moment. After the video, teacher told about the poet's life and his works.

For the main activity, students worked on the poem in pairs and tried to understand it. When they needed help in vocabulary, teacher helped them. After that, teacher distributed the

graphic organizer worksheets. They needed to use that organizer to find clues about the setting of the poem. Following the clues, they needed to infer it from each stanza. Some answers had already been filled in the worksheet.

Having filled the chart in pairs, students shared their ideas with the rest of the class. For a deeper understanding; some comprehension questions were asked to the pairs. Answering comprehension questions were beneficial for students to see the unseen parts of the poem which was obscure for them. With the help of this question-answer activity they could have compared and contrasted their views with that of the other students.

Next activity was vocabulary. Most of the words were new for the learners. They were given vocabulary activity worksheet and were asked to fill in the gaps in pairs. Teacher helped them with the unknown vocabulary. After completing it, they checked their answers.

For the last activity, teacher hung some pictures on the corners of the class; then teacher distributed some small pictures to each student. When students got their papers, they would sit under the picture they had. Later, teacher distributed another handout - ''Write a Poem about Choices'' sheet for each group. They would write a poem about a choice they made. This could be both serious and nonsense. They might have even want to write a parody of the original poem.

First, they needed a brainstorming. As a group of four or five they wrote as many ideas as they could about choices. Some choices they wrote were taking a drama course, becoming a vegetarian, choosing to study either Science, Social Science or Languages, studying for an exam or going out with friends. After the list of choices they came up with, they had to describe their own experiences which led them to make choices, and their consequences. Having explained the outline of the activity; groups would start to working on their poems; and complete them as homework. In one week's time, the poems would be collected and presented in the classroom.

Introducing such poem about choices to the 9th grades who are also at a crossroad in their education lives was very meaningful. Teaching poetry is not easy in EFL/ESL classes because of compelling vocabulary and syntax. However, when students take pleasure and enjoy it, then they would be motivated for thir future reading.

3.6.5 Lesson Plan for "*Harry Potter*"

The fifth and the last lesson plan was for one of the most famous children's literature novels. *Harry Potter* (1997) series by J. K. Rowling (see Appendix 7). In the lesson, the first chapter of the first book *Harry Potter and the Philosopher's Stone*; "Chapter One: The Boy Who Lived" was used.

The lesson was applied to 9th grade pre-intermediate students, the number of the students were 32, and the duration was two weeks, two hours each.

The objectives of the lesson were students' reading and understanding a literary text; reading and learning about the author's life; reading a famous novel of children's literature and learning about fantasy as a genre; anticipating different cover pages in different languages; improving their reading, listening, writing, speaking and comprehension skills; learning new vocabulary about witchcraft; gaining ability to work in a group; thinking, producing and carrying out the given tasks cooperatively through "Who am I?" activity, practicing the Simple Past Tense regular and irregular verbs.

Harry Potter series were really famous among teenagers all around the world as in Turkey. When the lesson started with teacher's question whether they knew Harry Potter or not all of them knew him already. Some of them got really excited as they loved Harry Potter so much. Before starting the lesson, teacher gave some information about the author and how she wrote her novels.

Then teacher showed them the cover pages of 7 books of *Harry Potter* series and asked students to name them. They matched the names with the cover pages. The names of the books are;

1. *Harry Potter and the Philosopher's Stone* (1997)
2. *Harry Potter and the Chamber of Secrets* (1998)
3. *Harry Potter and the Prisoner of Azkaban* (1999)
4. *Harry Potter and the Goblet of Fire* (2000)
5. *Harry Potter and the Order of the Phoenix* (2003)
6. *Harry Potter and the Half-Blood Prince* (2005)
7. *Harry Potter and the Deathly Hallows* (2007)

Teacher gave some information about *Harry Potter* series which had been sold between 400 and 450 million copies, and became the best-selling book series in history, and had been translated into 73 languages.

Then teacher showed 7 different book covers of the first book of the series; *Harry Potter and the Philosopher's Stone* from different countries; such as the USA, the UK, Denmark, Germany, France, Italy and Spain. They tried to guess which cover belonged to which country.

After this warm-up, teacher distributed "Chapter One: The Boy Who Lived" to the class. They read the text and discussed the unknown vocabulary. They answered some comprehension questions in pairs. Then teacher asked them to write down 3 more questions related with the story. They asked their questions to the class and the others tried to answer them. Students read and studied the chapter together.

The next activity was a listening activity. Students were asked to watch an interview of "Voice of America" with the writer of the novel, J. K. Rowling on the phone in 1998. Students were handled the script of the interview with some blanks and they needed to fill in the gaps. They watched the interview twice and they completed the task.

The following activity was a vocabulary activity. Students were handled a worksheet and they matched and found vocabulary from the text.

Next; teacher showed the trailer of *Harry Potter* movies at the end. They all discussed about the themes of the novel. Teacher asked some questions about the characters of the novel; students responded. Then they started the whole class role-play activity. Teacher distributed small pieces of papers with character names. Each students with a character name would stand up and walk around the class acting like that character until hearing the instruction of the teacher – "Freeze!" When they did, they would freeze and teacher would chose one of the students and ask him/her to act or talk like that character. The rest of the class would guess who s/he was. Then they walked around as they did before until another student was chosen. It would go on until the last student. This is a fun activity for all the students, it is especially appropriate for those who are kinaesthetic learners.

Last activity was a writing activity. It was a funny writing activity. Students made up some magic spells just like the ones in *Harry Potter*. Teacher warned them to make sure that they thought up some very good, ancient-sounding names. They would create their own spells. The most funny, exciting and interesting ones were chosen and read aloud.

In conclusion, careful text selection and activity organization are important issues in this study. To promote learner-centered instructions and interaction, thought provoking,

meaningful and enjoyable activities are planned and applied. In the lessons music, videos, and pictures are used widely. Sometimes advanced organizers are used as well. Materials of these five lesson plans and some selected students' works were added to Appendices.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.0 Introduction

In this section findings of the study will be presented; the descriptive analysis of reading texts of MONE coursebooks, the findings related to the pilot study and the analysis of the study will be reported. Lastly, the pre-test and post-test mean scores will be compared and discussed as follows.

4.1 Descriptive Analysis of MONE's Coursebooks; *Yes You Can* Series

Yes You Can series were accepted as high school English coursebooks from 9th grade to 12th grade for 5 academic years between 2012-2017 governmental decisions signed by MONE Board of Education dated on 29th of June 2012. MONE General Directorate of Support Services printed these series for the sixth time on 26th of May in 2017. The series were used in 2017-2018 Academic Year (Ertürk, Ateş, & Alkan, 2017).

Yes You Can series were accepted as coursebooks for 5 years during 2012-2017 Academic years.

There are 9 different levels labelled as;

- *High School English Students' Book and Workbook Level A1.1*

- *High School English Students' Book and Workbook Level A1.2*

- *High School English Students' Book and Workbook Level A2.1*

- *High School English Students' Book and Workbook Level A2.2*

- *High School English Students' Book and Workbook Level A2.3*

- *High School English Students' Book and Workbook Level B1.1*

- *High School English Students' Book and Workbook Level B1.2*

- *High School English Students' Book and Workbook Level B2.1*

- *High School English Students' Book and Workbook Level B2.2*

In the introduction part of *Yes You Can* series it is stated that the coursebooks were tailored for students aged 14-19 and were prepared in the light of Communicative Approach. The set of coursebooks are planned to take the leaners from A1 (Basic User) level to C1 (Proficient User) level as is described in detail in Common European Framework of References (CEFR) (2001). CEFR describes six levels and competences (p. 23) as such:
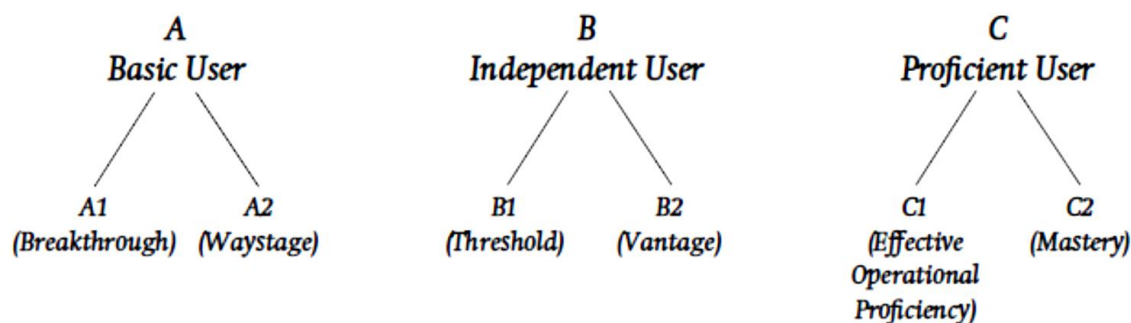
Figure 1. The common reference levels. Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. Retrieved from: https://rm.coe.int/1680459f97.

As the levels were determined according to CEFR, *Yes You Can* series does not have a specific class level, CEFR levels have been employed. Teachers should decide on the level of their students and use the corresponding books. In this study, A1.1, A1.2, A2.1 and A2.2 levels were examined and analysed and decided to be appropriate for the levels of the 9th grades in Anatolian High Schools.

Turkish High School English Language curriculum (9th to 12th grades) specifically intends to foster communicative skills in English among learners, and the books include activities designed accordingly. Moreover, in the teacher's book of 9th grade;

> Many language functions are recycled throughout the whole book to ensure permanent learning. In integration of the four skills, an emphasis is given to speaking and listening skills to enable learners practice communication and real-life use of language. Sample usages of functions, language structures, and pronunciation are provided in the book to reflect the formality/informality of the language that is expected to be introduced and practiced in material design that is in line with the principles of the related curriculum. Vocabulary items are given in

meaningful and real life contexts, which typically does not end up being the subject of rote memorization for exams (Ertürk, Ateş, Alkan, & Albayrak, 2012).

Four skills have been integrated and speaking and listening skills are more emphasised. However, there is not any explanations about reading skills; or reading texts. Some of the terms "formality/informality of the language", "meaningful and real life contexts" are emphasised in the curriculum and it will be investigated whether the mentioned coursebooks have such qualification or not.

In the present study it is hypothesised that although there is a rising concern for the use of literature in the language classrooms worldwide, Turkish EFL/ESL classes still look down upon them. Most of Turkish High School students still try to learn English without actually touching any piece of authentic literary texts.

4.1.1 English Coursebook *Yes You Can* Level A1.1 and A1.2

CEFR A1 Breakthrough level is named as A1.1 and A1.2 in *Yes You Can* series. The level and the book choices and hours of English lessons depend on the MONE High Schools. In the present study two levelled books will be analysed as one book. Level A1.1's student's book has 96 pages and the workbook has 50 pages; level A1.2's student's book has 96 and the work book has 51 pages. All of them have been printed on colours. There are 6 themes with 3 sub sections in each. The themes are;

Theme 1. People and Society

      1A- Say Hi and Smile!

      1B- Where are you from?

      1C- My Belongings

Theme 2. Our World

      2A- My Family

      2B- My Home

      2C- My Street

Theme 3. Education

      3A- My Classroom

3B- School Subjects

3C- School Clubs

Theme 4. Personality and Character

4A- Look at My Family

4B- I work at Weekends

4C- Who is Your Best friend?

Theme 5. Youth

5A- I am Going to the Party

5B- A Different Weekend

5C- Youth Camps

Theme 6. Tourism

6A- Holiday Plans

6B- My Holiday was great!

6C- A Different Holiday (Ertürk, et al., 2012)

Table 1

The Number of Reading Texts in MONE's Yes You Can Series Level A1.1 and Level A1.2

		Number of Reading texts
Level A1.1	Student's Book	24
	Workbook	8
Level A1.2	Student's Book	30
	Work Book	16
TOTAL		78

In level A1.1 student's book and workbook there are 32 reading texts in total whereas 46 in level A1.2 student's book and workbook. In both levels there are 78 reading texts. In Table 1, the total number of reading texts in level A1.1 and level A1.2 and in Table 2, the text types and the number of reading texts in the same coursebooks are given in detail.

Table 2

The Text Types and the Number of Reading Texts in MONE's Yes You Can Series Level A1.1 and Level A1.2

Text Types	Level A1.1		Level A1.2	
	Student's Book	Workbook	Student's Book	Workbook
Dialogue	8	2	7	5
E-mail/letter/postcard	3		5	3
Paragraph	6	6	7	7
Speech bubble	1		1	
Story			2	
Invitation card	1		1	
Quotes	1			
Blog/website	2			1
Informative text	2		3	
Notice			1	
Poem			1	
News report			1	
Diary			1	
TOTAL	24	8	30	16

It can be concluded from Table 2, A1.2 level has more reading texts than A1.1 level, because the learners' vocabulary and grammar levels are assumed to have improved.

4.1.2 English Coursebook *Yes You Can* Level A2.1 and A2.2

CEFR A2 Waystage level is named as A2.1 and A2.2 in *Yes You Can* series. The level and the book choice as well as hours of English lessons depend on the individual schools. In this study two books are analysed as one. While level A2.1's student's book has 121 pages and the workbook has 64 pages, in level A2.2's student's book there are 124 pages and the work book has 64 pages. All of them have been printed on colours. There are 8 themes with 3 sub sections. The themes are;

Theme 1. People and Society

      1A- Hi Everyone!

      1B- My Roommate, Maria

      1C- Help me, Lisa

Theme 2. Jobs

      2A- What's Your Ideal Job?

2B- Risky Jobs

2C- My Job is Funny, isn't it?

Theme 3. Youth

3A- Gap Year

3B- Tim's Story

3C- A Day out in Sydney

Theme 4. Personality and Character

4A- Twins but Different

4B- My Flatmate is the Funniest!

4C- She is a Great Actress

Theme 5. Dreams and Plans

5A- I Have Great Plans

5B- Unusual Plans

5C- Let's Help People

Theme 6. Art

6A- Music and Life in Vienna

6B- Cinema is great!

6C- Pretty Poetry

Theme 7. Nature and Environment

7A- The Greenest Countries

7B- For a Green World

7C- Environment Online- ENO

Theme 8. Tourism

8-A Crazy Holiday (Ertürk, Ateş, & Alkan, 2017)

Table 3

The Number of Reading Texts in MONE's Yes You Can Series Level A2.1 and Level A2.2

		Number of Reading texts
Level A2.1	Student's Book	31
	Workbook	27
Level A2.2	Student's Book	60
	Work Book	47
TOTAL		165

In level A2.1 student's book and its workbook there are 58 reading texts. In level A2.2 student's book and its workbook there are 107 reading texts. In both levels there are 165 reading texts (see Table 3). In Table 4, the text types and the number of reading texts in the same coursebooks were given are presented in detail.

Table 4

The Text Types and the Number of Reading Texts in MONE's Yes You Can Series Level A2.1 and Level A2.2

Text Types	Level A2.1		Level A2.2	
	Student's Book	Workbook	Student's Book	Workbook
Dialogue	8	12	4	14
E-mail/letter/postcard	2	1	8	4
Paragraph	3	8	5	14
Speech bubble			3	3
Story	3	1	3	3
Quotes			5	
Blog/website	2		2	
Poem	2	1	10	3
Diary				1
Poster	1			
Biography	3	1	2	1
Newspaper/Magazine article	2	1	5	
Interview	2	1	1	
Application form/letter	1		1	
Announcement	1			
Menu	1	1		
Quiz			3	1
Questionnaire			4	
Film summary			1	
Brochure/Leaflet			2	
Chart			1	
Recipe				2
Song				1
TOTAL	31	27	60	47

In Table 4 the A2.2 level reading texts and types are more in number than that of A2.1 level.

4.2 Statistical Analysis of MONE's Coursebooks; *Yes You Can* **Series**

In this section these research questions are tried to be answered;

-Are there any literary texts in the Ministry of Education High School English coursebooks? If so;

i. What kind of literary texts are selected in these books?

ii. How are these literary texts adapted for the levels of students?

iii. What is the proportion of literary texts in the total number of reading texts?

iv. Are there any extra information about literary works such as author, plot, setting, characterization, themes, symbols, etc.?

According to the descriptive study of MONE's English coursebooks' reading text types; poems, stories, quotes. However, they cannot be regarded as authentic literary materials as most of them are created with the purpose of language teaching. For instance; in level A2.1 Student's Book there are ten poems, but just two of them could be regarded as literary since they are translations of two Turkish poems-on of them is written on Mustafa Kemal Atatürk titled as "I am thinking of Mustafa Kemal" by Ümit Yaşar Oğuzcan and the other is titled as "The Last Letter from Atatürk" by Halim Yağcıoğlu. The authentic literary material used in these coursebooks was in the level A2.2 workbook on page 62, a song by Bob Marley "Don't Worry Be Happy". Apart from these three texts; the rest were produced materials for the purpose of language teaching. There is not any adapted material, either. Below the proportion of the reading texts in total is given (see Table 5, Figure 1, Table 6 and Figure 2).

Table 5

Proportion of the Reading Texts in MONE's "Yes You Can" Series Level A1.1 and Level A1.2

Text Types	Number	Proportion %
Dialogue	22	28,2 %
E-mail/letter/postcard	11	14,1%
Paragraph	26	33,33%
Speech bubble	2	2,56%
Story	2	2,56%
Invitation card	2	2,56%
Quotes	1	**1,28%**
Blog/website	3	3,84%
Informative text	5	6,41%
Notice	1	1,28%
Poem	1	**1,28%**
News report	1	1,28%
Diary	1	1,28%
TOTAL	78	100%
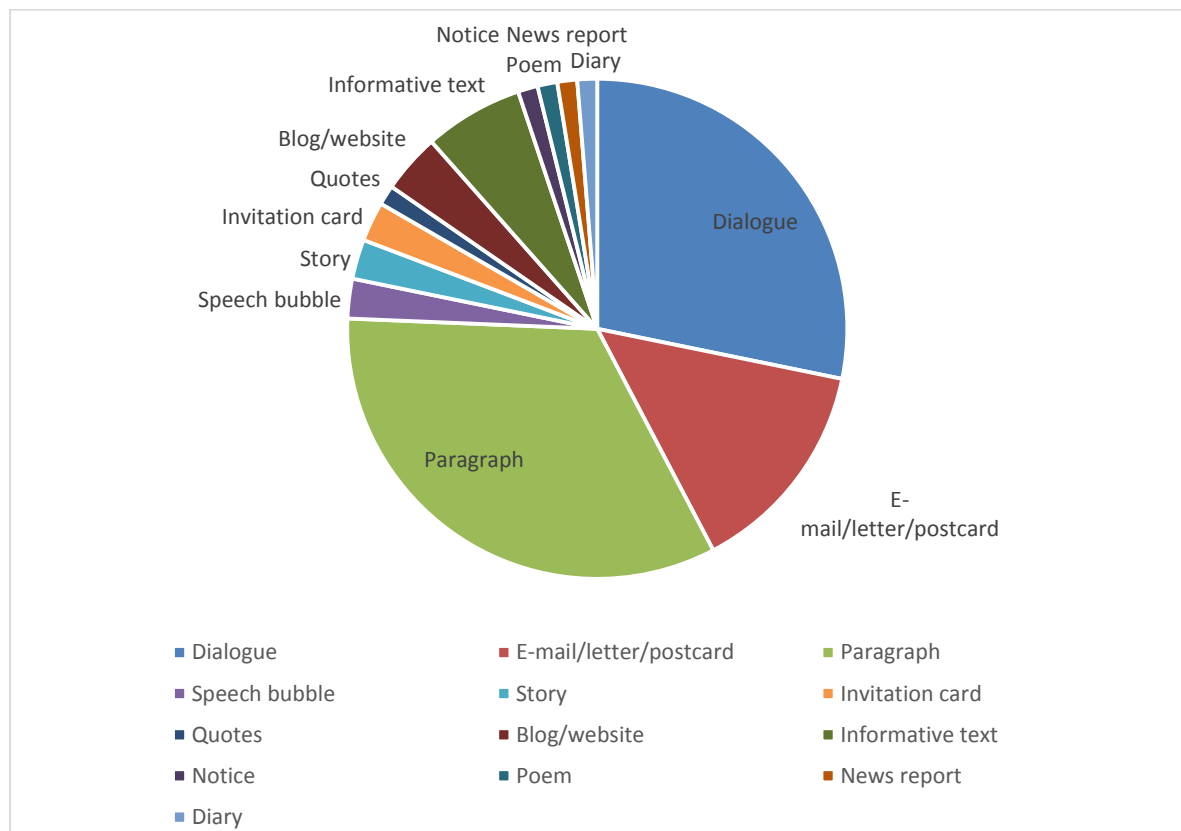
Figure 2. Proportional figure of the reading texts in MONE's *Yes You Can* series level A1.1 and level A1.2

Table 5 and Figure 2 indicate the most preferred reading text types in MONE's *Yes You Can* series level A1.1 and level A1.2 as paragraph with 33,33 % and dialogue with 28,2 %. However, quotes (1,28 %) and poems (1,28 %) as literary texts constituted **2,56 %** of the whole reading texts.

Table 6

The Proportion of the Reading Texts in MONE's Yes You Can Series Level A2.1 and Level A2.2

Text Types	Number	Proportion %
Dialogue	38	22,42%
E-mail/letter/postcard	15	9,09%
Paragraph	30	18,18%
Speech bubble	6	3,63%
Story	10	6,06%
Quotes	**5**	**3,03%**
Blog/website	4	2,42%
Poem	**16**	**9,69%**
Diary	1	0,6%
Poster	1	0,6%
Biography	7	4,24%
Newspaper/Magazine article	8	4,84%
Interview	4	2,42%
Application form/letter	2	1,21%
Announcement	1	0,6%
Menu	2	1,21%
Quiz	4	2,42%
Questionnaire	4	2,42%
Film summary	1	0,6%
Brochure/Leaflet	2	1,21%
Chart	1	0,6%
Recipe	2	1,21%
Song	1	0,6%
TOTAL	165	100%
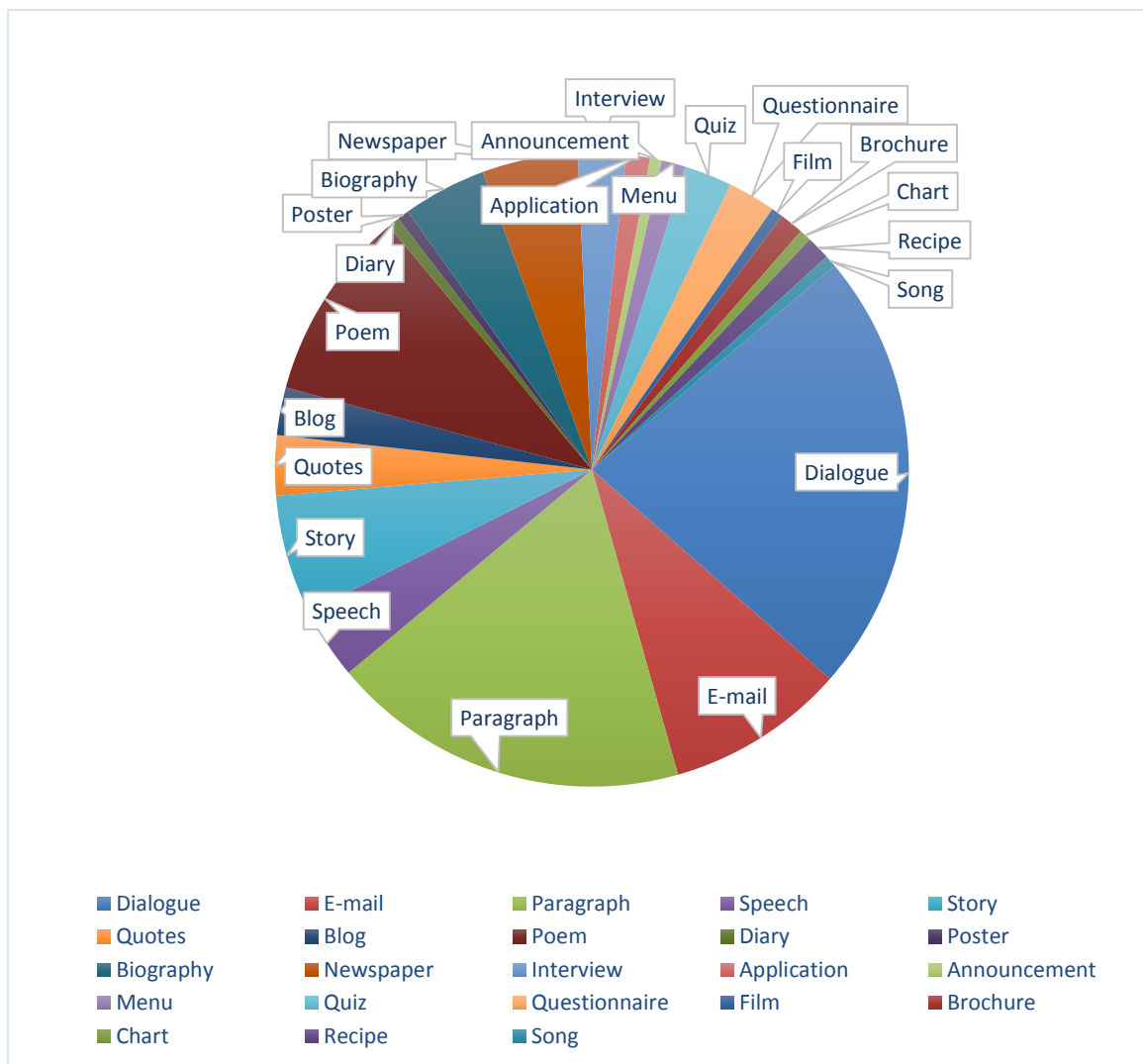
Figure 3. Proportional figure of the reading texts in MONE's *Yes You Can* series level A2.1 and level A2.2

Lastly, when the proportional results of MONE's *Yes You Can* series level A2.1 and level A2.2 (see Table 6, and Figure 3) are considered, it could be inferred that the most applied reading text types are dialogues (22,42 %), paragraphs (18,18 %) and poetry (9,69 %). The proportion of poetry in this level seems quite high. However as it is mentioned above only two poems are regarded as authentic and they are translations. The last authentic material is a song (0,6 %). The proportion of total literary materials is 10,29 %.

In conclusion with this statistical analysis it was proved that MONE's *Yes You Can* series level A1.1, A1.2, A2.1, and A2.2 coursebooks have very few number of authentic literary materials. Basic genres of literature such as drama, poetry, novel, short story are not included. As these coursebooks are the core materials of English Language courses in high

school education; it would be unfortunate that high school students would pass to higher education without even being introduced to any pieces of authentic literary work.

4.3 Findings of the Pilot Study

4.3.1 Demographic Profile of the Pilot Study

In order to test the reliability of the items in the questionnaire; before the study, a pilot study was conducted with 94 participants from İstanbul Ümraniye Nevzat Ayaz Anatolian High School. These students were randomly selected for the pilot study who were studying in 9th grade (9A, 9F and 9H classes). It was observed that 56.4 % of the participants were females and 43.6 % of them were males (Table 7, Figure 4). It can be clearly seen from Table 8 and Figure 5; 70,2 % of the participants were 14 years old, and 29,8 % were 15 years old.

Table 7

Demographic Profile of the Pilot Study: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	53	56,4	56,4	56,4
	Male	41	43,6	43,6	100,0
	TOTAL	94	100,0	100,0	
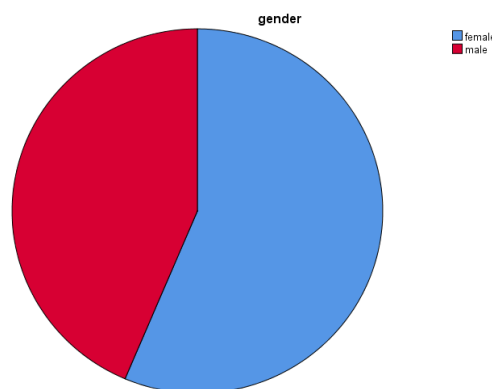
Figure 4. Demographic profile of the pilot study: Gender

Table 8

Demographic Profile of the Pilot Study: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14,00	66	70,2	70,2	70,2
	15,00	28	29,8	29,8	100,0
	Total	94	100,0	100,0	
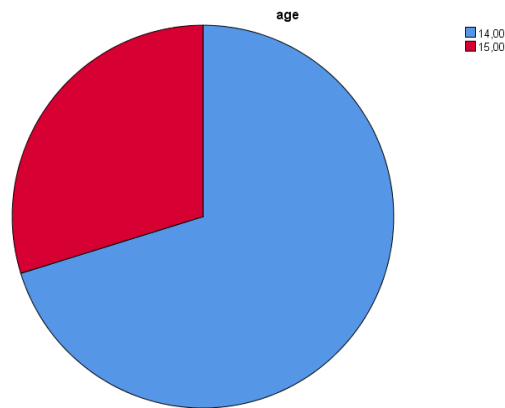
Figure 5. Demographic profile of the pilot study: Age

4.3.2 Reliability Analysis of the Pilot Study

In order to find out whether, the questionnaire was reliable used in this study, one of the most popular reliability statistics Cronbach's alpha coefficient (Cronbach, 1951) was used in with (SPSS) version 25.0. According to Santos (1999), Cronbach's alpha coefficient determines the internal consistency of the items of a scale. Cronbach's alpha results helped the researcher understand that the instrument used gives consistent and reliable responses even if questions have been replaced with other similar questions (Hatcher, 2013).

Santos (1999) Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 5 = excellent). The higher the score, the more reliable the generated scale is.

According to the scholars such as DeVellis (1991) and Nunnally and Bernstein (1994); the acceptable level of reliability for psychometric tests; the Ability/Aptitude Tests is **.80**. Below is the table of acceptable and unacceptable levels of Cronbach's Alpha coefficient (see Table 9) (DeVellis, 1991, p.85).

Table 9

Acceptable and unacceptable levels of the Cronbach's Alpha coefficient

Alpha Coefficient	Implied Reliability
below .60	Unacceptable
between .60 and .65	Undesirable
between .65 and .70	minimally acceptable
between .70 and .80	Respectable
between .80 and .90	very good
much above .90	consider shortening the scale

DeVellis, R.F. (1991). *Scale development*. Newbury Park, NJ: Sage Publications. Retrieved from http://www.psyasia.com/support/Knowledgebase/Article/View/43/0/what-is-an-acceptable-level-of-reliability-for-a-psychometric-test.

In the pilot study the number of items are 45. In Table 10 the mean score is **158,617**; the variance is **675,68**; and the standard deviation is calculated as **25,99**.

Table 10

Scale Statistics of The Pilot Study's

Mean	Variance	Std. Deviation	N of Items
158,6170	675,680	25,99384	45

In Table 11 reliability statistics regarding the language aspect of the pilot study are given. It could be seen that general attitude towards English language Cronbach's Alpha value was **.871** which shows the internal consistency of the items in the scale was quite high and so forth acceptable. This means that the questionnaire items are appropriate for the research goals. Table 11 also indicates the separate reliability values of the questionnaire items in terms of three aspects.

Table 11

Reliability Statistics Regarding the Language Aspect of the Pilot Study

Aspects of Attitude	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Behavioural Aspect	,811	,817	15
Cognitive Aspect	,839	,851	15
Emotional Aspects	,835	,851	15
General Attitude Towards English Language	**,871**	,911	45

Lastly; for a more detailed reliability analysis of the questionnaire; item-total statistics is conducted. Table 12 shows the value of Cronbach's Alpha if a specific item was deleted from

the scale. The item number C1 is negatively correlated and the removal of the item would lead to a small change in Cronbach's Alpha value. However, as the total alpha is quite high and the removal does not make such a big change, the item remained.

Table 12

Item-Total Statistics for Pilot study

	Scale Mean if the Item Deleted	Scale Variance if the Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if the Item Deleted
C9	154,6383	637,180	,667	,745	,864
C1	150,9894	719,710	-,261	,924	,913
C2	154,9894	653,172	,312	,861	,869
C8	154,8085	638,909	,628	,814	,865
C34	155,3723	645,139	,403	,812	,867
C36	154,7766	655,573	,346	,730	,868
C39	154,8404	646,630	,395	,773	,867
C40	155,4574	644,530	,389	,787	,867
C41	155,3830	646,389	,430	,856	,867
C20	155,3830	641,680	,488	,796	,866
C21	155,5106	646,597	,403	,747	,867
C31	155,5319	645,133	,401	,886	,867
C22	155,1277	656,414	,225	,706	,870
C29	154,7979	656,937	,257	,715	,870
C30	154,4894	643,070	,538	,816	,866
E3	154,7872	635,137	,648	,803	,864
E4	156,2872	668,099	,085	,642	,872
B5	155,4043	654,007	,260	,714	,870
B6	155,8404	652,114	,335	,506	,868
B7	155,3404	639,130	,555	,745	,865
E10	155,0532	642,718	,475	,796	,866
E11	155,1489	635,547	,574	,817	,865
B12	154,7660	646,031	,531	,719	,866
B13	155,4362	654,894	,293	,705	,869
E14	154,9681	637,300	,562	,736	,865
E15	154,7128	637,583	,636	,830	,864
E16	155,7766	676,304	-,035	,639	,874
B17	155,0532	640,589	,526	,676	,866
B18	154,8617	648,422	,394	,735	,867
B19	155,8191	648,945	,330	,813	,868
E23	155,5319	634,574	,585	,855	,864
E24	155,6064	644,327	,410	,776	,867
B25	155,2660	646,391	,356	,721	,868
B26	155,1809	643,634	,433	,750	,867
E27	154,9574	651,805	,266	,788	,870
E28	154,3617	647,825	,497	,670	,867
E32	155,2447	638,423	,496	,818	,866
E33	155,3191	636,026	,479	,818	,866
B35	154,6383	643,072	,521	,719	,866
B37	155,0851	648,788	,370	,747	,868
B38	155,2340	654,418	,237	,747	,870
B42	155,3085	640,323	,484	,772	,866
E43	155,3298	636,589	,518	,754	,865
E44	155,2553	643,117	,500	,793	,866
B45	155,4787	651,371	,277	,781	,869

4.4 Evaluation and Discussion of the Study

The aim of this study is to evaluate the reading texts of MONE's High School English coursebooks and to investigate the effectiveness of teaching English through authentic literary texts for intermediate level 9th grade EFL/ESL students. Before and after the application of teaching English with authentic literary texts; the control group and the experimental group were delivered a questionnaire as a pre-test and a post-test of 45 items whose reliability was examined through Cronbach's alpha (α= .871).

In this section the student questionnaire with 45 items for attitude towards learning English was evaluated and the statistical analysis of the pre-test and post-tests of control group and experimental group were compared. Descriptive statistics were measured by SPSS version 25.0. Kolmogorov-Smirnov Goodness of Fit-Test (K-S test) was used to see whether the data collected was normally distributed, paired samples t-tests were utilized in order to compare pre and post-tests scores for control and experimental groups. Finally, an independent samples t-test was used to determine whether the control group differ from the experimental group after the application of using authentic literary works in language classes.

4.4.1 Demographic Profile of the Participants

The participants were randomly selected 9th grade high school students in İstanbul Ümraniye Nevzat Ayaz Anatolian High School. The participants consisted of 61 students; 33 (54,1 %) of them were female and 28 (45,9 %) of them were male (see Table 13). It was observed that 30 (49,2%) students were at the age of 14; and 31 (50,8 %) students were at the age of 15 (see Table 14). As it is seen from Figure 6 below; female students represented in blue are, slightly more than male students who were represented in red, but the age distribution is quite equal.

Table 13

Gender Distribution of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	33	54,1	54,1	54,1
	Male	28	45,9	45,9	100,0
	Total	61	100,0	100,0	
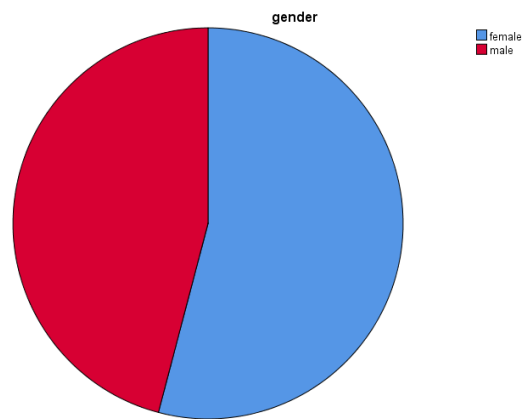
Figure 6. Gender distribution of the participants

Table 14

Age Distribution of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14,00	30	49,2	49,2	49,2
	15,00	31	50,8	50,8	100,0
	Total	61	100,0	100,0	
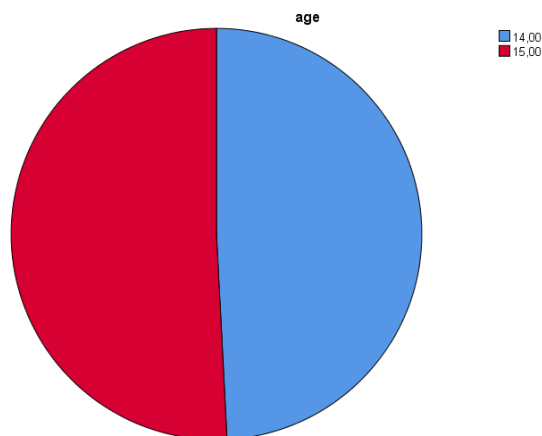
Figure 7. Age Distribution of the Participants

The experimental group consisted of 33 9th grade high school students-18 of them female and 15 of them male. 48,5 % of them are at the age of 14; 51,5 % of them are at the age of 15 (see Table 15, Figure 7).

Table 15

Demographic Profile of the Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
	Sex				
Valid	Female	18	54,5	54,5	54,5
	Male	15	45,5	45,5	100,0
	Total	33	100,0	100,0	
	Age				
Valid	14,00	16	48,5	48,5	48,5
	15,00	17	51,5	51,5	100,0
	Total	33	100,0	100,0	

The control group consisted of 28 9th grade high school students; 15 female and 13 male students and 50 % of them are at the age of 14; 50 % of them are at the age of 15 (see Table 16).

Table 16

Demographic Profile of the Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
	Sex				
Valid	Female	15	53,6	53,6	53,6
	Male	13	46,4	46,4	100,0
	Total	28	100,0	100,0	
	Age				
Valid	14,00	14	50,0	50,0	50,0
	15,00	14	50,0	50,0	100,0
	Total	28	100,0	100,0	

As seen from Table 15 and Table 16, it can be concluded that the general distribution of gender and age in both experimental and control groups were quite equal.

4.4.2 Descriptive Statistics of Students' Attitudes towards Learning English as a Foreign/Second Language

The result of the descriptive analysis shows minimum, maximum, mean and standard deviation scores of students' answers to the attitude questionnaire. The results of different aspects of attitudes and also the pre-test and post-test results of control and experimental groups are demonstrated in Table 17.

Table 17

Descriptive Statistics of Students' Attitudes towards English as a Foreign/Second

Language

Group Type		N	Minimum	Maximum	Mean	Std. Deviation
Exp. Group	CAA_Pre	33	2,13	5,00	3,8545	,77504
	EAA_Pre	33	2,07	4,73	3,7737	,70906
	BAA_Pre	33	2,33	4,93	3,8303	,70259
	GA_Pre	33	2,42	4,89	**3,8195**	,70275
	CAA_Post	33	2,80	5,00	3,9313	,61089
	EAA_Post	33	2,93	4,67	3,9515	,54013
	BAA_Post	33	2,53	5,00	3,8606	,66172
	GA_Post	33	2,93	4,87	**3,9145**	,56306
Control Group	CAA_Pre	28	2,87	4,93	3,9147	,52512
	EAA_Pre	28	2,93	5,67	4,0320	,60953
	BAA_Pre	28	2,87	5,00	3,8107	,60909
	GA_Pre	28	2,98	4,84	**3,9191**	,51295
	CAA_Post	28	2,53	4,67	3,9547	,54965
	EAA_Post	28	2,93	4,60	3,8533	,49065
	BAA_Post	28	2,73	4,73	3,9413	,54034
	GA_Post	28	2,78	4,67	**3,9164**	,47917
	Valid N (listwise)	28				

In Table 17, there are two sections for experimental group and control group. Under these groups pre-test and post-test scores are given separately.

In the experimental group the overall mean score of general attitude in the pre-test (Exp. Group GA_Pre) is **3,8195** (SD= ,70275). This result exposes that students have a positive attitude towards English Language. As it is seen from Table17 the mean score of cognitive aspect of attitude in the pre-test (Exp. Group CAA_Pre) is calculated as **3,8545** (SD= ,77504); the mean score of behavioural aspect of attitude in the pre-test (Exp. Group BAA_Pre) was **3,8303** (SD= ,70259) and emotional aspect of attitude in the pre-test (Exp. Group EAA_Pre) was **3,7737** (SD= ,70906). The lowest score belongs to emotional aspect and the highest score belongs to the cognitive aspect.

However, after the application, the experimental group's overall mean score of general attitude (Exp. Group GA_Post) rises to 3,9145 (SD= ,56306). It proves that the application helped them to change their opinions towards English Language positively. In the following section this change in attitude is going to be discussed in more detail. Table 17 also indicates that mean score of cognitive aspect of attitude in the post-test (Exp. Group CAA_Post). It is

calculated as **3,9313** (SD= ,61089); the mean score of behavioural aspect of attitude in the post-test (Exp. Group BAA_Post) is **3,8606** (SD= ,66172) and emotional aspect of attitude in the post-test (Exp. Group EAA_Post) is **3,9515** (SD= ,54013). In all three aspects of attitudes, the mean scores increased in the post -tests. The utmost change in mean scores occurred in the emotional aspect of attitude: in the pre-test, it is **3,7737**; in the post-test it became **3,9515** which proves that participants' opinions towards English as a foreign/second language changed emotionally with the help of the application.

In the control group, on the other hand, general attitude towards English as a foreign/second language in the pre-test mean score (Control Group GA_Pre) is **3,9164** (SD= ,51295); and general attitude towards English language in post-test (Control Group GA_Post) is **3,9147** (SD= ,47917) which denotes that there is not a significant change in mean scores between pre and post-tests. In the pre-test; cognitive aspect of attitude is measured up as (Control Group CAA_Pre) **3,9147** (SD= ,52512); emotional aspect of attitude (Control Group EAA_Pre) **4,0320** (SD= ,60953) and behavioural aspect of attitude (Control Group BAA_Pre) **3,8107** (SD= ,60909).

In the post-tests of the control group; there is a slight increase in the mean score of the general attitude. Yet, emotional aspect of attitude is the only value which decreased (see Table 17). The mean scores of the post-test of the control groups are as follows; cognitive aspect of attitude is (Control Group CAA_Post) **3,9547** (SD= ,54965); emotional aspect of attitude is (Control Group EAA_Post) **3,8533** (SD=,49065); and behavioural aspect of attitude is (Control Group BAA_Post) **3,9413** (SD= ,54034).

4.4.3 Reliability Analysis of the Pre-test and the Post-test

In the reliability analysis of the pre-test; Cronbach alpha was used and the item analysis table was examined. The reliability score was recorded as **.95** (45 items; α = .95.) which is quite high in reliability classification.

Table 18

Item-Total Statistics for Pre test

	Scale Mean if the Item Deleted	Scale Variance if the Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if the Item Deleted
PreC1	166,3443	948,096	,620	,955
PreC2	167,7049	948,778	,489	,956
PreE3	166,7541	939,955	,602	,955
PreE4	168,5574	992,584	-,122	,959
PreB5	167,3279	942,324	,470	,956
PreB6	167,6885	941,251	,540	,956
PreB7	167,0984	939,557	,628	,955
PreC8	166,7377	941,763	,702	,955
PreC9	166,6721	930,924	,736	,955
PreE10	167,4754	942,854	,540	,956
PreE11	166,7705	944,580	,639	,955
PreB12	166,8852	941,670	,677	,955
PreB13	167,5738	955,182	,320	,957
PreE14	166,8361	925,039	,737	,955
PreE15	166,9344	931,729	,751	,955
PreE16	167,9836	980,516	,032	,958
PreB17	167,1148	934,103	,679	,955
PreB18	167,0656	946,129	,466	,956
PreB19	166,9672	952,866	,408	,956
PreC20	167,1475	936,628	,664	,955
PreC21	167,4590	936,852	,558	,956
PreC22	166,8361	929,006	,742	,955
PreE23	167,1148	932,670	,699	,955
PreE24	166,8689	930,283	,752	,955
PreB25	167,6066	929,076	,600	,955
PreB26	167,2131	937,437	,578	,955
PreE27	166,4918	954,854	,367	,957
PreE28	166,6066	936,676	,722	,955
PreC29	167,0328	942,532	,480	,956
PreC30	166,5082	938,687	,712	,955
PreC31	167,0492	939,381	,613	,955
PreE32	166,8525	942,761	,566	,955
PreE33	166,8033	934,094	,680	,955
PreC34	167,1803	937,284	,589	,955
PreB35	166,6721	930,724	,739	,955
PreC36	167,3279	929,224	,704	,955
PreB37	166,9344	939,962	,560	,956
PreB38	166,7213	956,971	,362	,957
PreC39	167,3934	939,876	,485	,956
PreC40	167,0328	947,932	,474	,956
PreC41	167,4426	944,451	,538	,956
PreB42	166,8852	935,470	,680	,955
PreE43	167,1311	933,816	,698	,955
PreE44	167,7705	937,580	,623	,955
PreB45	166,3770	950,372	,546	,956

As it is seen from the Item-Total Statistics table (Table 18), excluding any item would not change the reliability score significantly.

The reliability analysis score of the post-test was recorded as **.887** which is a high score for reliability. As it is observed in Table 19, no deletions of the items was required in the post-test item analysis (45 items α = .**887**).

Table 19

Item-Total Statistics for Post-test

	Scale Mean if the Item Deleted	Scale Variance if the Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if the Item Deleted
PostC1	175,5574	578,351	,694	,883
PostC2	176,6721	574,091	,450	,883
PostE3	175,9016	583,990	,382	,885
PostE4	177,0656	603,329	-,053	,892
PostB5	176,3279	568,857	,494	,883
PostB6	176,8852	570,837	,501	,883
PostB7	176,5246	567,787	,588	,882
PostC8	175,8033	588,194	,386	,885
PostC9	176,0328	565,566	,629	,881
PostE10	176,8852	562,437	,594	,881
PostE11	176,0656	567,796	,608	,881
PostB12	176,1475	570,861	,590	,882
PostB13	176,8689	575,383	,437	,884
PostE14	175,9180	570,210	,689	,881
PostE15	176,0820	571,143	,610	,882
PostE16	177,0984	589,957	,158	,888
PostB17	176,3607	569,134	,617	,882
PostB18	176,1967	568,294	,624	,881
PostB19	176,5410	576,352	,379	,884
PostC20	176,4754	570,387	,561	,882
PostC21	176,2131	599,537	,016	,889
PostC22	176,4098	561,746	,564	,881
PostE23	175,5246	572,120	,022	,924
PostE24	176,0000	570,400	,566	,882
PostB25	176,4426	581,317	,284	,886
PostB26	176,4426	575,717	,392	,884
PostE27	175,7869	593,837	,153	,887
PostE28	175,8852	572,637	,688	,882
C29Post	176,5082	582,021	,295	,886
PostC30	175,9836	578,483	,468	,884
PostC31	176,2951	578,311	,425	,884
PostE32	176,2131	568,770	,628	,881
PostE33	175,8852	582,070	,479	,884
PostC34	176,5410	565,552	,603	,881
PostB35	176,0984	571,923	,534	,882
PostC36	176,4754	572,520	,544	,882
PostB37	176,2295	578,046	,438	,884
PostB38	176,0492	594,648	,133	,887
PostC39	176,1639	586,306	,235	,886
PostC40	176,1803	582,884	,320	,885
PostC41	176,5738	585,749	,297	,885
PostB42	176,0984	581,123	,445	,884
PostE43	176,3115	569,085	,561	,882
PostE44	176,8852	572,637	,522	,883
PostB45	175,6557	584,263	,494	,884

4.4.4 Normality of the Sample Group

In order to find out whether the sample population (experimental and control groups) in this study was normally distributed, the Kolmogorov-Smirnov (K-S test) and Shapiro-Wilk tests were conducted. The Kolmogorov-Smirnov test is a non-parametric test and it is used to compare the actual data to normal distribution. The null hypothesis means sample population is distributed normally (Chakravart, Laha, & Roy, 1967). Shapiro-Wilk Test is another well-known normality test which is based on the correlation between the data and the corresponding normal scores. Shapiro-Wilk Test is more appropriate for small size groups (<50 samples) (Peat J, & Barton B., 2005).

Table 20

Test of Normality of the Sample Group

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Exp_CAA_Pre	,167	25	**,071**	,947	25	**,212**
Exp_EAA_Pre	,131	25	**,200[*]**	,937	25	**,129**
Exp_BAA_Pre	,164	25	**,082**	,950	25	**,250**
Exp_CAA_Post	,088	25	**,200[*]**	,964	25	**,492**
Exp_EAA_Post	,122	25	**,200[*]**	,932	25	**,096**
Exp_BAA_Post	,092	25	**,200[*]**	,975	25	**,774**
Control_CAA_Pre	,106	25	**,200[*]**	,982	25	**,930**
Control_EAA_Pre	,136	25	**,200[*]**	,948	25	**,226**
Control_BAA_Pre	,110	25	**,200[*]**	,959	25	**,399**
Control_CAA_Post	,165	25	**,079**	,935	25	**,115**
Control_EAA_Post	,103	25	**,200[*]**	,954	25	**,310**
Control_BAA_Post	,124	25	**,200[*]**	,944	25	**,182**

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

For the sample group, both Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted, and the results were compared. Table 20 shows that the significance level of Kolmogorov Smirnov's test (Sig.) are higher than .05 in all three aspects (behavioural, cognitive, and emotional) (p>.05). Also in Shapiro-Wilk test; the sig. values for all aspects are greater than .05 (p>.05). As a result of both normality tests, it could be concluded that the sample population was distributed normally with 95 % confidence.

4.4.5 Comparing Experimental Group's Pre and Post-Tests via Paired Samples *t*-Test

In this research; whether the use of literary texts in comparison to traditional language materials makes any positive change in learners' attitudes towards language learning was investigated. The second null hypothesis of the study ($H_0$2) was "There is not a significant difference between pre-test and post-test scores of the experimental group." and the alternate hypothesis ($H_1$2) was "There is a significant difference between pre-test and post-test scores of the experimental group." In order to find out this hypothesis, a paired samples t-test was conducted to compare experimental group's mean scores of attitudes towards English as a foreign/second language before and after the application process. The results are summarized in Table 21 and Table 22.

Table 21

Experimental Group's Pre and Post-Tests' Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Exp_CAA_Pre &	3,8545	33	,77504	,13492
	Exp_CAA_Post	3,9313	33	,61089	,10634
Pair 2	Exp_EAA_Pre &	3,7737	33	,70906	,12343
	Exp_EAA_Post	3,9515	33	,54013	,09402
Pair 3	Exp_BAA_Pre &	3,8303	33	,70259	,12231
	Exp_BAA_Post	3,8606	33	,66172	,11519

Table 22

Experimental Group's Pre and Post-Tests' Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Exp_CAA_Pre & Exp_CAA_Post	33	,796	,000
Pair 2	Exp_EAA_Pre & Exp_EAA_Post	33	,712	,000
Pair 3	Exp_BAA_Pre & Exp_BAA_Post	33	,747	,000

In paired samples t-tests; three pairs of data were compared; the first pair was experimental groups' cognitive aspect of attitude pre-test (Exp_CAA_Pre) and post-test scores (Exp_CAA_Post); the second pair was experimental groups' emotional aspect of attitude pre-test (Exp_EAA_Pre) and post-test scores (Exp_EAA_Post), and the last pair was experimental groups' behavioural aspect of attitude pre-test (Exp_BAA_Pre) and post-test scores (Exp_BAA_Post). In Table 21, paired samples t-tests statistics, number of the

participants (N), mean scores (M), standard deviation (Std. Deviation) and standard error mean (Std. Error Mean) were given. It could be inferred that experimental group's post-test mean scores for all the aspects of attitude are higher than that of the pre-tests (see Table 21). And the relevant correlations are quite high as it is shown in Table 22.

Table 23

Experimental Group's Pre and Post-Tests Paired Samples t-Test Scores

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Exp_CAA_Pre & Exp_CAA_Post	-,07677	,46908	,08166	-,24310	,08956	-,940	32	,354
Pair 2	Exp_EAA_Pre & Exp_EAA_Post	-,17778	,49907	,08688	-,35474	-,00081	-2,046	32	**,049***
Pair 3	Exp_BAA_Pre & Exp_BAA_Post	-,03030	,48708	,08479	-,20301	,14241	-,357	32	,723

* p<.05

According to Fisher (1950), p value is seen as an index measuring the strength of evidence against the null hypothesis. $P < .05$ (5% significance) is accepted as a standard level for concluding that there is evidence against the hypothesis tested (Dahiru, 2008).

In Table 23 it could be deduced that behavioural and cognitive aspects of attitude values are higher in post-test. However, they were not statistically important (p<.05; Pair 1 p= .354; Pair 2 p= .723). On the other hand, in emotional aspect of attitude the p value is **.49** (p<.05). It proves that the difference was statistically important. It could be concluded that the application of using authentic literary material in language classes positively affected the students' emotional attitudes towards learning English as a foreign/second language.

4.4.6 Comparing Control Group's Pre and Post-Tests via Paired Samples *t-Test*

It is hypothesised that there is not a statistically significant difference between the mean scores of control group's pre and post-tests as they were not involved in the instructional activity. (*H₀*3 is "There is not a significant difference between pre-test and post-test scores of the control group").

Table 24

Control Group's Pre and Post-Tests' Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control_CAA_Pre &	3,9147	25	,52512	,10502
	Control_CAA_Post	3,9547	25	,54965	,10993
Pair 2	Control_EAA_Pre &	4,0320	25	,60953	,12191
	Control_EAA_Post	3,8533	25	,49065	,09813
Pair 3	Control_BAA_Pre &	3,8107	25	,60909	,12182
	Control_BAA_Post	3,9413	25	,54034	,10807

In Table 24 it could be observed that the mean scores of the behavioural and cognitive aspects of attitudes are higher in post-tests; whereas emotional aspect's is lower in post-tests compared to the pre-tests. There was quite a normal correlation between the pairs as seen on Table 25.

Table 25

Control Group's Pre and Post-Tests' Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Control_CAA_Pre & Control_CAA_Post	25	,770	,000
Pair 2	Control_EAA_Pre & Control_EAA_Post	25	,586	,002
Pair 3	Control_BAA_Pre & Control_BAA_Post	25	,719	,000

Table 26

Control Group's Pre and Post-Tests' Paired Samples t-Test Scores

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control_CAA_Pre & Control_CAA_Post	-,04000	,36515	,07303	-,19073	,11073	-,548	24	**,589**
Pair 2	Control_EAA_Pre & Control_EAA_Post	,17867	,51161	,10232	-,03252	,38985	1,746	24	**,094**
Pair 3	Control_BAA_Pre & Control_BAA_Post	-,13067	,43567	,08713	-,31050	,04917	-1,500	24	**,147**

In Table 26, the Sig (2-tailed) values are all higher than .05 (p>.05) which means there is not a statistically important change between the pre and post-tests of the control group. Interestingly; the mean score changes in the emotional aspect of attitude was avoidant, in other words, in control group participants' emotional attitudes were higher in the pre-test; but somehow they changed their opinions in the post-test. On the other hand; the experimental group's emotional aspect increased considerably.

4.4.7 Comparing Experimental and Control Groups' Post-test Results

At the end of the study in order to find out whether there is a significant difference between post-test mean scores of the experimental group and control group, an independent samples t-test was conducted. As the participants are coming from two different independent groups independent samples t-test is the most appropriate method. The forth hypothesis (H_04) was "There is a significant difference between the experimental and control group's post-test scores."

In the study there are three aspects of attitudes; behavioural, cognitive, and emotional, and they are examined differently as in below. In Table 27 independent samples t-test for cognitive aspects of attitudes are demonstrated. Both the experimental and control groups' mean scores are very similar (Exp. M= 3,9313; Control M= 3,9547).

Table 27

Independent Samples t-Test for Cognitive Aspect of Attitude Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Exp_CAA_Post	33	3,9313	,61089	,10634
	Control_CAA_Post	25	3,9547	,54965	,10993

While examining participants' cognitive aspect of attitude, it is obvious that there was not a significant difference between the mean and standard deviation scores for the experimental group and the control group. As a result of the analysis of p significance level on Table 28, it is understood that sig. value (Sig.= **.30**) is bigger than .05 (p > 0.05). This indicates that after the application, both the control group and the experimental groups had similar cognitive attitudes towards English as a foreign/second language (see Table 28).

Table 28

Independent Samples t-Test for Cognitive Aspect of Attitude

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1,096	,300	-,150	56	,881	-,02335	,15523	-,33431	,28760
	Equal variances not assumed			-,153	54,283	,879	-,02335	,15295	-,32996	,28326

Secondly; emotional aspect of attitude towards learning English was measured by independent samples t-test between the experiment and control groups' post-tests. Table 29 shows that experimental group's mean score is greater than that of control group (Exp. M= 3,9515 Control M= 3,8533); however as it was shown in Table 30 it is not statistically important (Sig.= **.373**, p<.05).

Table 29

Independent Samples t-Test for Emotional Aspect of Attitude Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Exp_EAA_Post	33	3,9515	,54013	,09402
	Control_EAA_Post	25	3,8533	,49065	,09813

Table 30

Independent Samples t-Test for Emotional Aspect of Attitude

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	,806	,373	,713	56	,479	,09818	,13775	-,17775	,37412
	Equal variances not assumed			,722	54,098	,473	,09818	,13591	-,17428	,37064

Last aspect of attitude was behavioural. In Table 31 the related statistics are given. The mean score of control group was higher than the experimental group (Control M= 3,9413; Exp. M= 3,8606). However, as it is evident from Table 32, this change is not statistically significant (Sig= **.146**, p<.05).

Table 31

Independent Samples t-Test for Behavioural Aspect of Attitude Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Exp_BAA_Post	33	3,8606	,66172	,11519
	Control_BAA_Post	25	3,9413	,54034	,10807

Table 32

Independent Samples t-Test for Behavioural Aspect of Attitude

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Equal variances assumed	2,175	**,146**	-,497	56	,621	-,08073	,16244	-,40614	,24469
Equal variances not assumed			-,511	55,644	,611	-,08073	,15795	-,39718	,23573

Finally, in the assessment of three aspects of attitudes between two independent variables; i.e. experimental group's post-test mean scores and control group's post-test mean scores, there is a statistically insignificant change.

In order to find out whether there is a difference between the experimental and control groups' post-test items in total; another independent samples t-test (see Table 33) was conducted. Predictably, the mean scores of experimental and control groups are pretty close (Experimental M= 3,4579; Control M= 3,4214) and the alpha was **.647** (p>.05) which indicates that there is not a significant change between the two groups' post-tests results. These results approve the $H_0$4 "There is not a significant difference between experimental and control group's post-test scores."

Table 33

Independent Samples t-Test of Experimental and Control Groups' Post-Tests

	Group	N	Mean	Std. Deviation	t	p
Score	Experimental Group	33	3,8847	,52934	,321	,750
	Control Group	28	3,8357	,66379		

In this item-total computation of the post questionnaire (see Table 34); experimental and control groups' different mean scores (M), standard deviation (Std. Deviation), t value and p value (Sig. 2-tailed) are reported. As it could be observed from Table34, the mean scores of 25 items in experimental group (C1, E3, E4, C8, C9, B12, B13, E16, B17, B19, C20, C21, B25, E27, C29, C30, C31, E32, B35, C36, B37, C41, E43, E44, B45) are higher than the control group. However according to the p value of the experimental and control groups (p>.05), there is not any statistically meaningful alteration.

Taking every result into consideration, it could be concluded that teaching students English with authentic literary materials in EFL/ESL classes are enriched for 15 weeks made a positive change in the attitudes of students. English lessons enriched with authentic literary materials and their use helped students change their attitudes positively towards learning English as a foreign or second language. However, there is not a statistically important change between the experimental group's and control group's post-tests mean scores. This could be for some reasons; but the most probable one is that the study was conducted in a qualified high school, Nevzat Ayaz Anatolian High School which has highly motivated students for learning English, and their mean scores in the pre-test were quite high already (see Table 17, Exp. group M= **3,8195** and Control group M=**3,9191**). However the mean scores of the post-test reveals that in the experimental group there is a rise; while in the control group there is nearly no change (Exp. Group M= **3,9145** and Control Group M= **3,9164**).

Table 34

Item-Total Independent Samples t-Test of Experimental and Control Groups' Post-Tests

	Group	N	Mean	Std. Deviation	t	p
C1 Studying English is important because it will make me more educated.	Exp_Post	33	4,8182	,46466	1,201	,234
	Con_Post	28	4,6071	,87514		
C2 Being good at English will help me study other subjects well.	Exp_Post	33	3,6061	1,19738	-,003	,997
	Con_Post	28	3,6071	1,25725		
E3 I feel proud when studying English language.	Exp_Post	33	4,4545	,79415	,715	,478
	Con_Post	28	4,2857	1,04906		
E4 I feel excited when I communicate in English with others.	Exp_Post	33	2,5152	1,20211	1,373	,175
	Con_Post	28	2,1071	1,10014		
B5 Speaking English anywhere makes me feel worried.	Exp_Post	33	3,1818	1,33357	-,492	,624
	Con_Post	28	3,3571	1,44566		
B6 Studying English helps me to have good relationships with friends.	Exp_Post	33	3,3030	1,38033	-,621	,537
	Con_Post	28	3,5000	1,03638		
B7 I like to give opinions during English lessons.	Exp_Post	33	3,6667	1,24164	-,634	,529
	Con_Post	28	3,8571	1,07890		
C8 I have more knowledge and more understanding when studying English.	Exp_Post	33	4,5152	,56575	,480	,633
	Con_Post	28	4,4286	,83571		
C9 I like my English class so much; I look forward to studying more English in the future.	Exp_Post	33	4,3030	1,07485	,413	,681
	Con_Post	28	4,1786	1,27812		
E10 I don't get anxious when I have to answer a question in my English class.	Exp_Post	33	3,3636	1,38785	-,188	,851
	Con_Post	28	3,4286	1,28894		
E11 Studying foreign languages like English is enjoyable.	Exp_Post	33	4,2121	1,11124	-,007	,994
	Con_Post	28	4,2143	1,16610		
B12 I am able to make myself pay attention during studying English.	Exp_Post	33	4,2727	,94448	1,139	,259
	Con_Post	28	3,9643	1,17006		
B13 When I hear a student in my class speaking English well, I like to practice speaking with him/her.	Exp_Post	33	3,6364	1,19421	1,639	,107
	Con_Post	28	3,1429	1,14550		
E14 To be inquisitive makes me study English well.	Exp_Post	33	4,3333	,92421	-,247	,806
	Con_Post	28	4,3929	,95604		
E15 Studying English makes me have good emotions (feelings).	Exp_Post	33	4,1515	,97215	-,375	,709
	Con_Post	28	4,2500	1,07583		
E16 I prefer studying in my mother tongue rather than any other foreign language.	Exp_Post	33	2,9697	1,26206	,243	,809

	Con_Post	28	2,8929	1,19689		
B17 Studying English makes me have more confidence in expressing myself.	Exp_Post	33	4,0303	,84723	,889	,378
	Con_Post	28	3,7857	1,28689		
B18 Studying English helps me to improve my personality.	Exp_Post	33	4,0606	1,02894	-,166	,869
	Con_Post	28	4,1071	1,16553	-	
B19 I put off my English homework as much as possible.	Exp_Post	33	3,8788	1,16613	1,891	,063
	Con_Post	28	3,2500	1,43049		
C20 Studying English helps me getting new information in which I can link to my previous knowledge.	Exp_Post	33	3,9697	,98377	1,263	,212
	Con_Post	28	3,6071	1,25725		
C21 I cannot summarize the important points in the English subject content by myself.	Exp_Post	33	3,6061	1,29758	,869	,389
	Con_Post	28	3,3214	1,24881		
C22 Frankly, I study English just to pass the exams.	Exp_Post	33	3,4545	1,54295	-,976	,333
	Con_Post	28	3,8214	1,36228		
E23 I enjoy doing activities in English.	Exp_Post	33	4,3636	,82228	-,665	,508
	Con_Post	28	5,2143	7,29971		
E24 I do not like studying English.	Exp_Post	33	4,0303	1,21153	-,017	,987
	Con_Post	28	4,0357	1,31887	,	
B25 I am not relaxed whenever I have to speak in my English class.	Exp_Post	33	3,4545	1,39398	,670	,505
	Con_Post	28	3,2143	1,39728		
B26 I feel embarrassed to speak English in front of other students	Exp_Post	33	3,5455	1,30122	-,282	,779
	Con_Post	28	3,6429	1,39348		
E27 I wish I could speak English fluently	Exp_Post	33	4,6061	,74747	1,029	,308
	Con_Post	28	4,3571	1,12922		
E28 I am interested in studying English.	Exp_Post	33	4,3939	,78817	,005	,996
	Con_Post	28	4,3929	,95604		
C29 In my opinion, people who speak more than one language are very knowledgeable.	Exp_Post	33	3,9091	1,20840	,924	,359
	Con_Post	28	3,6071	1,34272		
C30 Studying English helps me communicate in English effectively.	Exp_Post	33	4,3939	,78817	,846	,401
	Con_Post	28	4,1786	1,18801		
C31 I cannot apply the knowledge from English subject in my real life.	Exp_Post	33	3,9091	1,01130	1,250	,216
	Con_Post	28	3,5357	1,31887		
E32 Studying English subject makes me feel more confident.	Exp_Post	33	4,0909	,87905	,201	,842
	Con_Post	28	4,0357	1,26146		
E33 To be honest, I really have little interest in my English class.	Exp_Post	33	4,1515	1,00378	-,382	,704
	Con_Post	28	4,2500	1,00462		
C34 Studying English makes me able to create new thoughts.	Exp_Post	33	3,7273	1,15306	-,073	,942

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	Con_Post	28	3,7500	1,29458		
B35 I like to practice English the way native speakers do.	Exp_Post	33	4,3333	,98953	1,164	,249
	Con_Post	28	4,0000	1,24722		
C36 I am able to think and analyse the content in English language.	Exp_Post	33	3,8182	1,13067	,116	,908
	Con_Post	28	3,7857	1,03126		
B37 I wish I could have many English speaking friends.	Exp_Post	33	4,1818	1,04447	1,051	,298
	Con_Post	28	3,8929	1,10014		
B38 When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	Exp_Post	33	4,0000	1,14564	-,255	,799
	Con_Post	28	4,0714	1,01575		
C39 I am not satisfied with my performance in the English subject.	Exp_Post	33	3,3939	1,41287	-,804	,425
	Con_Post	28	3,6786	1,33482		
C40 In my opinion, English language is difficult and complicated to learn.	Exp_Post	33	3,8182	1,23629	-,233	,816
	Con_Post	28	3,8929	1,25725		
C41 English subject has the content that covers many fields of knowledge.	Exp_Post	33	3,7273	1,12563	,181	,857
	Con_Post	28	3,6786	,94491		
B42 I do not feel enthusiastic to come to class when the English is being taught.	Exp_Post	33	3,8485	1,03444	-,286	,776
	Con_Post	28	3,9286	1,15241		
E43 Knowing English is an important goal in my life.	Exp_Post	33	4,0606	1,14399	,675	,503
	Con_Post	28	3,8571	1,20844		
E44 I look forward to the time I spend in English class.	Exp_Post	33	3,5758	1,09059	1,398	,167
	Con_Post	28	3,1786	1,12393		
B45 I do not pay any attention when my English teacher is explaining the lesson.	Exp_Post	33	4,5152	,87039	,786	,435
	Con_Post	28	4,3214	1,05597		

CHAPTER 5

CONCLUSION

5.0 Introduction

In this chapter first a summary is presented; then pedagogical implications and recommendations for further researches are included.

5.1 Summary of the Research

The integration of literature in to EFL/ESL courses with authentic materials has become utmost important and it is accounted as an inseparable part of the language curricula throughout the world recently. Many teachers consider the use of literature in language teaching as interesting and worthy of concern (Sage, 1987).

In Turkish context, the core materials of language teaching are coursebooks. Hence it is important to analyse English language coursebooks. The researcher first started evaluation and analysation of the present English language coursebooks to check whether literature is integrated or ignored in language curriculum in Turkey.

Ministry of Education accepted a new English Language Curriculum for High School Education in 2011, and they declared *Yes You Can* series are the core materials of Turkish High School English courses. They are still in use in state high schools. In this study which is titled "An Evaluation of High School English Coursebook Reading Texts and Suggesting Authentic Literary Texts with Lesson Plans", it is hypothesized that the reading texts of MONE's English Coursebooks do not contain literature or authentic literary texts and it is possible to enrich them with authentic literary materials.

This research is questioning the importance of using literature in foreign/second language classes. Focusing on the possible types of literary texts to be suggested for MONE High Schools English coursebooks, some sample lesson plans were prepared.

Initially, the MONE High School English coursebook (*Yes You Can* series) reading texts were analysed and the number of reading texts in all four books of Basic User level (A1.1, A1.2, A2.1, and A2.2) were computed. In this analysis student's book and work book reading texts were counted and categorized as text types. In A1.1 and A1.2 levels it was found out that only *poetry* and *quotation* were included as authentic materials. The total proportion of them was 2,56 % compared to the whole reading texts (see Table 6, and Figure 2). In the A2.1 and A2.2 levels, on the other hand, the proportion of literary texts are higher; 10,29 % in total which was composed of *poetry* and *songs*. In the analysis of *poetry*, it was observed that only two poems were original and authentic; the others were written by the authors of the coursebooks for the sake of teaching. With this analysis, it was proved that our null hypothesis; ($H_0$1= The MONE's High School English coursebooks have enough authentic literary texts.) was invalid. The alternate hypothesis ($H_1$1); "The MONE's High School English coursebooks do not have enough authentic literary texts." was valid.

After the analysis of the coursebooks; a 15-week experimental study had been implemented to verify our hypothesis. The study was conducted in a state school in İstanbul (Nevzat Ayaz Anatolian High School) during the 2016-2017 Fall Semester. The participants were randomly selected 9th grade students (9-B: Experimental group, 9-İ: Control group). An attitude questionnaire was used as data collection instrument. The attitude questionnaire was retrieved from Abidin & Alzwari's (2012) study titled "EFL Students' Attitudes towards Learning English Language". In the present study, students' attitudes towards English classes with MONE's Coursebooks *Yes You Can* series as core material and towards using authentic literary texts with literary based lesson plans had been investigated and evaluated. Before the study; a piloting study with 94 randomly selected participants were conducted. In order to find out the reliability of the study, Cronbach's alpha coefficient was calculated and the alpha value was measured as **.871** which shows that the internal consistency of the items in the scale is quite high and so forth acceptable.

After the piloting, the main study was conducted. The data gathered throughout the experimental period was analysed with the help of the pre-questionnaires and post-questionnaires using paired samples t-test and independent samples t-tests in SPSS 25.0

programme. The questionnaires were categorised in three aspects of attitude; behavioural, cognitive, and emotional.

Before experimental group and control group's pre and post-test scores were compared; the normality test (Kolmogorov-Smirnov and Shapiro-Wilk test) was conducted in order to find out whether the sample population was normally distributed. The results showed that significance level of Kolmogorov Smirnov's test (Sig.) is higher than .05 in all three aspects (behavioural, cognitive, and emotional) (p>.05). Also in Shapiro-Wilk test; the sig. values for all aspects are greater than .05 (p>.05); therefore it could be inferred that the sample population was distributed normally with 95 % confidence (see Table 20).

Later on, the experimental group's and the control group's pre and post-tests scores were compared and there emerged several essential results. Before the results, it would be beneficial to recall the research hypotheses as listed below:

$H_0 1$ = The MONE's High School English coursebooks have enough authentic literary texts.

$H_0 2$= There is not a significant difference between pre-test and post-test scores of the experimental group.

$H_0 3$= There is not a significant difference between pre-test and post-test scores of the control group.

$H_0 4$= There is not a significant difference between experimental and control group's post-test scores.

For the first three hypothesis; paired samples t-tests were conducted as the variables were interrelated and showed a progress in the same samples. On the other hand, for the last hypothesis independent samples t-test was implemented; as the two variables the experimental group and the control group were separate and unrelated. In all of the above statistics, the mean (M) scores of each group were calculated and compared with the others. The results are as follows:

First of all; in the comparison of experimental group's pre and post-tests mean scores it could be deduced that behavioural and cognitive aspect of attitude values are higher in post-tests. Nonetheless, they are not statistically important (p<.05; Pair 1 p= .354; Pair 2 p= .723). On the other hand, in emotional aspect of attitude the p value is **.49** (p<.05) which proves that

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difference is statistically important (see Table 23). It could be concluded that the application of using authentic literary materials in language classes positively affected students' emotional attitude towards learning English as a foreign/second language. The second null hypothesis ($H_0 2$) is rejected and alternate hypothesis ($H_1 2$) is accepted according to the results.

Secondly; in the comparison of the control group's pre and post-test mean scores, it could be inferred that the mean scores of the behavioural and cognitive aspects of attitude are higher in post-tests; however emotional aspect is lower in the post-test compared to the pre-test (see Table 24). When the mean scores were compared via paired samples t-test; all the p values of three aspects are higher than the .05 (p>.05) which means that there is not a statistically important change between the pre and post-test of control group (see Table 26). Consequently, the third hypothesis ($H_0 3$) is accepted according to the results.

Thirdly, in the assessment of three aspects of attitudes between two independent variables; experimental group's post-test mean score and control group's post-test mean score, there is statistically insignificant change which can be seen clearly in the Tables 28, Table 30 and Table 32. According to the results, the forth hypothesis ($H_0 4$) is nullified. Yet, this result could stem from the highly positive attitude of students who are studying in a qualified high school. Table 17 illustrated that at the beginning of the study, students' pre-test results are quite positive already (Exp. Group M= 3,8195 and Control group M=3,9191). Whereas, the mean scores of post-test reveals that in experimental group there was a rise; on the other hand in control group there is nearly no change (Exp. Group M= 3,9145 and Control Group M= 3,9164).

Finally, the research hypothesis of authentic literary materials in language teaching, in comparison with the traditional materials, might help the learners change their attitudes towards language learning was confirmed. Especially there is a statistically important change in the emotional aspect; which means that using authentic literary materials enhances learners' attitudes emotionally.

In general, literature is profoundly related to the feelings, such as love, hate, fear, pain, disgust, hope, rage, warmth, shock, offence, joy, shame, inferiority, melancholy, sorrow, pity. Therefore, using literature in EFL/ESL classes brings all these feelings in action. Students who are at high schools are all teenagers and passing through the adolescence period. During the puberty, emotional changes occur such as; feeling overly sensitive,

questioning for an identity, feeling uncertain, changing feelings and moods, conflicting thoughts (Yurgelun-Todd, 2007). In this period adolescents need to be guided, supported and listened to by the adults. While shaping their characters, they require the sense of being not alone. Getting into touch with the world literature in EFL/ESL classes would enhance them to develop empathy towards others. Therefore, using authentic literary materials in EFL/ESL classes is prosperous and multi-functional, and this study proves that it contributes to learners' emotional attitudes towards English as a foreign/second language.

5.2 Comparing Results with the Other Researches

There were numerous researches about attitudes towards learning English in different cultures and countries where English is taught as a foreign or second language. In Abidin & Alzwari's (2012) research with Libyan secondary school students, the participants were 180 students, 94 male (52.2%) and 86 female (47.8%), randomly chosen secondary school students in Libya (p. 122). The Cronbach Alpha reliability value of the study was .878. On the other hand, in the present study, the alpha value is calculated as .871; which shows the English version and the Turkish version of the questionnaire are quite similar, appropriate and acceptable.

Regarding the general attitudes of the participants, the present study shows that Turkish High School students have a positive attitude towards learning English (Exp. Group M=3,81; Control Group M= 3,91). In the related literature, Nia and Abbaspour (2012) studied the language attitudes of Iranian Junior High School students and the results are similar to the present study; the Iranian students had positive attitudes towards English. Another research was conducted by Sonda (2011) with Japanese university students. The overall mean for the general attitude towards English is 3.61 (SD=.49). This means that the respondents' attitudes in general were rather positive. Also, Mamun et al. (2012) reports that the university students of Bangladesh had positive attitude towards English in their study. In Abidin & Alzwari's (2012), the situation was on the contrary (M=2.61). Libyan secondary school students' general attitudes towards English was negative. Similar to the Libyan study, Al-Zahrani (2008) reports that most of the participants, Saudi Secondary School male students showed a negative attitude towards learning English.

In conclusion, it can be inferred that learners' attitudes can change because of different reasons like culture, society, age, gender, level, the methods of teaching, the material used, and the teacher. The higher the attitude of the learner, the more affectively the learning occurs. Therefore the curriculum writers should take the attitudes of different groups of learners into account while preparing the curricula and the materials.

5.3 Pedagogical Implications

This study verifies the fact that authentic literary texts with appealing and well organized communicative activities can be effective language learning tools. As literature is life itself, it would not be only beneficial for language learning but also for gaining self-confidence while sharing experience and widening ones knowledge in multi-cultural aspects.

The authorities who are responsible for writing and publishing English coursebooks may appreciate applying authentic literary texts to the core material of Turkish High School English coursebooks. This study indicates that Turkish standard Anatolian High School students could easily understand most of the authentic English and American Literature works. If the material was selected appropriately, it is practicable. Five lesson plans in this study can be samples and with some necessary improvements, they can be added to the coursebooks. Besides the main coursebooks, teacher books can be enriched with literary materials for extra works for students. Another alternative can be publishing more literary materials online in the EBA (Educational Informatics Network).

The last suggestion is for teachers of language. They can use authentic literary texts in their classes as core materials or supplementary materials in order to motivate and educate their students.

5.4 Recommendations for Further Researches

In the present study, MONE's High School English coursebook reading texts were evaluated and authentic literary texts were used in randomly selected English language classes. The application positively affected students' attitudes towards language learning. The study was carried out with high school 9th grade A1 and A2 levels. It is recommended that further researches can be conducted with other levels of high school students. The results can be

compared between these levels. In the present study the duration was 15 weeks and the content was 5 lesson plans. A longer term application with a broader content can be done for further studies.

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APPENDICES

APPENDIX 1

Questionnaire
Attitudes of EFL/ESL Secondary School Students towards Learning English Language

Dear student,
The main goal of this study is to investigate attitudes of Turkish secondary school students towards learning English language in terms of the behavioral, cognitive and emotional aspects of attitude. Also this study aims to explore whether there is any significant difference in Turkish secondary school students' attitudes towards learning English language according to their demographic profile i.e. gender and age. Your answers will help EFL/ESL teachers and educators to understand EFL/ESL learners' needs and overcome any difficulties and challenges they may have with English language.

Part One: Demographic Profile
Please read the statements below carefully and tick (√) the appropriate choices.
A) Gender: Female □   Male □
B) Grade: 9 □   10 □
B) Age : …………..

Part Two: Attitudes towards English Language
To what extent do you agree with the following items? The following items ask about your attitudes towards learning the English language. Remember there is no right or wrong answers; just answer as accurately as possible.
Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

Note: Tick (√) only one option for each item in the questionnaire.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
C1	Studying English is important because it will make me more educated.	1	2	3	4	5
C2	Being good at English will help me study other subjects well	1	2	3	4	5
E3	I feel proud when studying English language	1	2	3	4	5
E4	I feel excited when I communicate in English with others.	1	2	3	4	5
B5	Speaking English anywhere makes me feel worried.	1	2	3	4	5
B6	Studying English helps me to have good relationships with friends.	1	2	3	4	5
B7	I like to give opinions during English lessons	1	2	3	4	5
C8	I have more knowledge and more understanding when studying English	1	2	3	4	5

C9	I like my English class so much; I look forward to studying more English in the future.	1	2	3	4	5
E10	I don't get anxious when I have to answer a question in my English class.	1	2	3	4	5
E11	Studying foreign languages like English is enjoyable.	1	2	3	4	5
B12	I am able to make myself pay attention during studying English.	1	2	3	4	5
B13	When I hear a student in my class speaking English well, I like to practice speaking with him/her	1	2	3	4	5
E14	To be inquisitive makes me study English well	1	2	3	4	5
E15	Studying English makes me have good emotions (feelings)	1	2	3	4	5
E16	I prefer studying in my mother tongue rather than any other foreign language.	1	2	3	4	5
B17	Studying English makes me have more confidence in expressing myself.	1	2	3	4	5
B18	Studying English helps me to improve my personality.	1	2	3	4	5
B19	I put off my English homework as much as possible.	1	2	3	4	5
C20	Studying English helps me getting new information in which I can link to my previous knowledge.	1	2	3	4	5
C21	I cannot to summarize the important points in the English subject content by myself.	1	2	3	4	5
C22	Frankly, I study English just to pass the exams.	1	2	3	4	5
E23	I enjoy doing activities in English.	1	2	3	4	5
E24	I do not like studying English.	1	2	3	4	5
B25	I am not relaxed whenever I have to speak in my English class.	1	2	3	4	5
B26	I feel embarrassed to speak English in front of other students.	1	2	3	4	5
E27	I wish I could speak English fluently.	1	2	3	4	5
E28	I am interested in studying English.	1	2	3	4	5
C29	In my opinion, people who speak more than one language are very knowledgeable.	1	2	3	4	5
C30	Studying English helps me communicate in English effectively.	1	2	3	4	5
C31	I cannot apply the knowledge from English subject in my real life.	1	2	3	4	5
E32	Studying English subject makes me feel more confident.	1	2	3	4	5
E33	To be honest, I really have little interest in my English class.	1	2	3	4	5
C34	Studying English makes me able to create new thoughts.	1	2	3	4	5
B35	I like to practice English the way native speakers do.	1	2	3	4	5
C36	I am able to think and analyse the content in English language.	1	2	3	4	5
B37	I wish I could have many English speaking friends.	1	2	3	4	5

B38	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.	1	2	3	4	5
C39	I am not satisfied with my performance in the English subject.	1	2	3	4	5
C40	In my opinion, English language is difficult and complicated to learn.	1	2	3	4	5
C41	English subject has the content that covers many fields of knowledge.	1	2	3	4	5
B42	I do not feel enthusiastic to come to class when the English is being taught.	1	2	3	4	5
E43	Knowing English is an important goal in my life.	1	2	3	4	5
E44	I look forward to the time I spend in English class	1	2	3	4	5
B45	I do not pay any attention when my English teacher is explaining the lesson.	1	2	3	4	5

Thank you for your valuable contribution and help.

Gülay ŞAHİN

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APPENDIX 2

(Turkish Version of Attitudes of EFL/ESL Secondary School Students towards Learning English Language)

ANKET

Yabancı Dili İngilizce Olan Lise Öğrencilerinin İngilizceye Olan Tutumları

Sevgili Öğrenci,

Bu anket Türkiye'deki lise öğrencilerinin İngilizceye olan tutumlarını davranışsal, bilişsel ve duygusal açılardan ölçmek amacıyla hazırlanmıştır. Ayrıca bu çalışma, Türkiye'deki lise öğrencilerinin İngilizceye karşı olan tutumlarında cinsiyet ya da yaş gibi faktörlerin etkili olup olmadığını da araştırmaktadır. Cevaplarınız; dil öğrenimleri süresince öğrencilerin karşılaştıkları zorlukları aşmada ve ihtiyaçlarını karşılamada Yabancı Dil öğretmenlerine ve eğitimcilerine yardımcı olacaktır.

1. Kısım: Kişisel bilgiler

Aşağıdaki ifadelerden sizin için doğru olanı işaretleyiniz.

A) Cinsiyet: Bayan □   Erkek □
B) Sınıf: 9 □   10 □
C) Yaş: ____

2. Kısım: İngilizce diline olan Tutumlar

Aşağıdaki ifadelere ne kadar katılıyorsunuz? Bu ifadeler sizin İngilizceye karşı olan tutumlarınızı öğrenmek için hazırlandı. Şunu unutmayın ki burada doğru ya da yanlış diye bir cevap yok; size en çok uyan cevabı işaretleyiniz. Aşağıdaki ifadeleri dikkatlice okuyun ve İngilizceye olan tutum ve algılarınızı en iyi yansıtan seçeneği işaretleyin.

Not**:** Sadece 1 seçeneği işaretleyin.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce öğrenmek önemli çünkü dil bilmek beni daha eğitimli yapar.	1	2	3	4	5
2	İngilizcede iyi olmak diğer derslere çalışmamda bana yardımcı olur.	1	2	3	4	5
3	İngilizce öğrenmekten gurur duyarım.	1	2	3	4	5
4	Başkalarıyla İngilizce iletişim kurarken heyecanlanırım.	1	2	3	4	5
5	Herhangi bir yerde İngilizce konuşmak beni endişelendirir.	1	2	3	4	5
6	İngilizce öğrenmek arkadaşlarımla iyi ilişkiler kurmamda bana yardımcı olur.	1	2	3	4	5

7	İngilizce dersleri boyunca kendi fikirlerimi söylemekten hoşlanırım.	1	2	3	4	5
8	İngilizce öğrenirken daha fazla bilgiye ve daha fazla kavrama yeteneğine sahip olurum.	1	2	3	4	5
9	İngilizce dersini çok severim ve ilerde daha fazla İngilizce öğrenmeyi arzularım.	1	2	3	4	5
10	İngilizce dersinde bir soruya cevap vermem gerekirse hiç endişelenmem.	1	2	3	4	5
11	İngilizce gibi yabancı dilleri öğrenmek eğlenceli.	1	2	3	4	5
12	İngilizce çalışırken dikkatimi toparlayabilirim.	1	2	3	4	5
13	Sınıfımda iyi İngilizce konuşan bir öğrenciyi duyduğumda, onunla konuşma pratiği yapmak isterim.	1	2	3	4	5
14	Meraklı olmak İngilizceyi iyi öğrenmemi sağlar.	1	2	3	4	5
15	İngilizce öğrenmek kendimi iyi hissettirir.	1	2	3	4	5
16	Kendi ana dilimde eğitim almayı herhangi bir yabancı dilde eğitim almaya tercih ederim.	1	2	3	4	5
17	İngilizce öğrenmek kendimi ifade etmem konusunda bana daha fazla özgüven verir.	1	2	3	4	5
18	İngilizce öğrenmek kişiliğimi geliştirmemde bana yardımcı olur.	1	2	3	4	5
19	İngilizce ödevlerimi erteleyebildiğim kadar ertelerim.	1	2	3	4	5
20	İngilizce öğrenmek, eski bilgilerimle birleştirebileceğim yeni bilgiler edinmeme yardım eder.	1	2	3	4	5
21	İngilizce dersinin içeriğindeki önemli noktaları kendi başıma özetleyemem.	1	2	3	4	5
22	Doğrusu İngilizceye sadece sınavlardan geçmek için çalışırım.	1	2	3	4	5
23	İngilizce aktiviteler yapmaktan hoşlanırım.	1	2	3	4	5
24	İngilizce çalışmaktan hiç hoşlanmam.	1	2	3	4	5
25	İngilizce dersinde konuşmak zorunda kaldığımda kendimi rahat hissetmem.	1	2	3	4	5
26	Diğer öğrencilerin karşısında İngilizce konuşmaktan utanırım.	1	2	3	4	5
27	Keşke akıcı bir şekilde İngilizce konuşabilsem.	1	2	3	4	5
28	İngilizce öğrenmeye ilgim var.	1	2	3	4	5
29	Bence birden fazla dil konuşanlar çok bilgili.	1	2	3	4	5
30	İngilizce öğrenmek İngilizce iletişim kurmamda bana yardımcı olur.	1	2	3	4	5
31	İngilizce dersinde öğrendiğim bilgileri gerçek hayatta uygulayamam.	1	2	3	4	5
32	İngilizce öğrenmek kendime güvenimi artırır.	1	2	3	4	5
33	Doğrusu, İngilizce dersine çok az ilgim var.	1	2	3	4	5
34	İngilizce öğrenmek yeni düşünceler üretmemi sağlar.	1	2	3	4	5
35	Ana dili İngilizce olanlar gibi İngilizce pratik yapmayı isterim.	1	2	3	4	5
36	İngilizce bir içeriği düşünebilir ve analiz edebilirim.	1	2	3	4	5

37	Keşke pek çok İngilizce konuşabilen arkadaşım olsa.	1	2	3	4	5
38	İngilizce dersini kaçırdığımda, arkadaşlarıma ya da hocalarıma öğretilen konunun ödevlerini asla sormam.	1	2	3	4	5
39	İngilizce dersindeki performansımdan hiç memnun değilim.	1	2	3	4	5
40	Bence İngilizce öğrenilmesi zor ve karmaşık bir dil.	1	2	3	4	5
41	İngilizce dersinin içeriği pek çok bilgi alanının konularını kapsar.	1	2	3	4	5
42	İngilizce dersine girerken hiç hevesli olmuyorum.	1	2	3	4	5
43	İngilizce öğrenmek hayatımdaki önemli bir amaçtır.	1	2	3	4	5
44	İngilizce dersinde geçirdiğim zamanı dört gözle beklerim.	1	2	3	4	5
45	İngilizce öğretmenim dersi anlatırken dersle hiç ilgilenmem.	1	2	3	4	5

Yardımlarınız ve katkınız için çok teşekkürler.

Gülay ŞAHİN
glygdk@gmail.com

APPENDIX 3

LESSON PLAN FOR *WINNIE-THE-POOH*

TOPIC   : Alan Alexander Milne's *Winnie-the-Pooh* Book

                                     Chapter IV- *In Which Eeyore Loses a Tail*

GRADE   : Pre-intermediate

AUDIENCE   : 9th grade students

AGE   : 14-15

NUMBER OF STUDENTS   : 33

DURATION   : 2 weeks (2 hours each week)

MATERIALS

PART 1: WARM-UP

Winnie-the-Pooh characters

Winnie-the-Pooh characters (2016). Retrieved from http://www.wallpapers13.com/winnie-the-pooh-characters-image-desktop-hd-wallpaper-for-mobile-phones-tablet-and-pc-3840x2400/

PART 2: PRE-READING ACTIVITY:

The biography of Alan Alexander Milne

Name	Alan Alexander Milne
Born	18 January 1882; Kilburn, London, England
Died	31 January 1956 (aged 74); Hartfield, Sussex, England
Occupation	Novelist, playwright, poet, essayist
Nationality	British
Education	Cambridge University
Genres	Children's literature
Notable work(s)	*When We Were Very Young* (1924) *Winnie the Pooh* (1926) *Now We Are Six* (1927) *The House at Pooh Corner* (1928) *Peace With Honour* (1934)

Biography of Alan Alexander Milne (2016). Retrieved from https://www.biography.com/people/aa-milne-9409137

PART 3: READING

<div align="center">

CHAPTER IV

IN WHICH EEYORE LOSES A TAIL AND POOH FINDS ONE

</div>

THE Old Grey Donkey, Eeyore, stood by himself in a thistly corner of the forest, his front feet well apart, his head on one side, and thought about things. Sometimes he thought sadly to himself, "Why?" and sometimes he thought, "Wherefore?" and sometimes he thought, "Inasmuch as which?"--and sometimes he didn't quite know what he was thinking about. So when Winnie-the-Pooh came stumping along, Eeyore was very glad to be able to stop thinking for a little, in order to say "How do you do?" in a gloomy manner to him.
"And how are you?" said Winnie-the-Pooh.
Eeyore shook his head from side to side.
"Not very how," he said. "I don't seem to have felt at all how for a long time."
"Dear, dear," said Pooh, "I'm sorry about that. Let's have a look at you." So Eeyore stood there, gazing sadly at the ground, and Winnie-the-Pooh walked all round him once.
"Why, what's happened to your tail?" he said in surprise.
"What has happened to it?" said Eeyore.
"It isn't there!"
"Are you sure?"
"Well, either a tail is there or it isn't there You can't make a mistake about it. And yours isn't there!"
"Then what is?"
"Nothing."
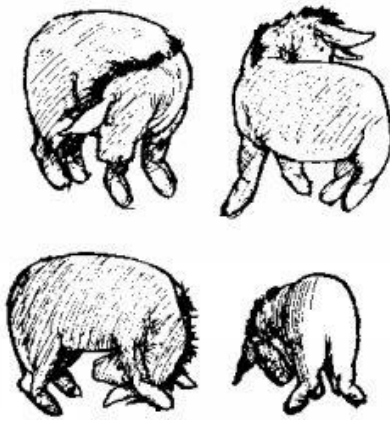
"Let's have a look," said Eeyore, and he turned slowly round to the place where his tail had been a little while ago, and then, finding that he couldn't catch it up, he turned round the other way, until he came back to where he was at first, and then he put his head down and looked between his front legs, and at last he said, with a long, sad sigh, "I believe you're right"
"Of course I'm right," said Pooh
"That accounts for a Good Deal," said Eeyore gloomily. "It explains Everything. No Wonder."
"You must have left it somewhere," said Winnie-the-Pooh.
"Somebody must have taken it," said Eeyore.
"How Like Them," he added, after a long silence. Pooh felt that he ought to say something helpful about it, but didn't quite know what.
So he decided to do something helpful instead.
"Eeyore," he said solemnly, "I, Winnie-the-Pooh, will find your tail for you."
"Thank you, Pooh," answered Eeyore. "You're a real friend," said he. "Not like Some," he said.
So Winnie-the-Pooh went off to find Eeyore's tail.
It was a fine spring morning in the forest as he started out. Little soft clouds played happily in a blue sky, skipping from time to time in front of the sun as if they had come to put it out, and then sliding away suddenly so that the next might have his turn. Through them and between them the sun shone bravely, and a copse which had worn its firs all the year round seemed old and dowdy now beside the new green lace which the beeches had put on so prettily. Through copse and spinney marched Bear; down open slopes of gorse and heather, over rocky beds of streams, up steep banks of sandstone into the heather again; and so at last, tired and hungry, to the Hundred Acre Wood. For it was in the Hundred Acre Wood that Owl lived.
"And if anyone knows anything about anything," said Bear to himself, "it's Owl who knows something about something," he said, "or my name's not Winnie-the-Pooh," he said. "Which it is," he added. "So there you are."
Owl lived at The Chestnuts, and old-world residence of great charm, which was grander than anybody else's, or seemed so to Bear, because it had both a knocker and a bell-pull. Underneath the knocker there was a notice which said:

PLES RING IF AN RNSER IS REQIRD.

Underneath the bell-pull there was a notice which said:

PLEZ CNOKE IF AN RNSR IS NOT REQID.

These notices had been written by Christopher Robin, who was the only one in the forest who could spell; for Owl, wise though he was in many ways, able to read and write and spell his own name WOL, yet somehow went all to pieces over delicate words like MEASLES and BUTTEREDTOAST. Winnie-the-Pooh read the two notices very carefully, first from left to right, and afterwards, in case he had missed some of it, from right to left. Then, to make quite sure, he knocked and pulled the knocker, and he pulled and knocked the bell-rope, and he called out in a very loud voice, "Owl! I require an answer! It's Bear speaking." And the door opened, and Owl looked out.

"Hallo, Pooh," he said. "How's things?"

"Terrible and Sad," said Pooh, "because Eeyore, who is a friend of mine, has lost his tail. And he's Moping about it. So could you very kindly tell me how to find it for him?"

"Well," said Owl, "the customary procedure in such cases is as follows."

"What does Crustimoney Proseedcake mean?" said Pooh. "For I am a Bear of Very Little Brain, and long words Bother me."

"It means the Thing to Do."

"As long as it means that, I don't mind," said Pooh humbly.

"The thing to do is as follows. First, Issue a Reward. Then--"

"Just a moment," said Pooh, holding up his paw. "What do we do to this--what you were saying? You sneezed just as you were going to tell me."

"I didn't sneeze."

"Yes, you did, Owl."

"Excuse me, Pooh, I didn't. You can't sneeze without knowing it."

"Well, you can't know it without something having been sneezed."

"What I said was, 'First Issue a Reward'."

"You're doing it again," said Pooh sadly.

"A Reward!" said Owl very loudly. "We write a notice to say that we will give a large something to anybody who finds Eeyore's tail."

"I see, I see," said Pooh, nodding his head. "Talking about large somethings," he went on dreamily, "I generally have a small something about now--about this time in the morning," and he looked wistfully at the cupboard in the corner of Owl's parlour; "just a mouthful of condensed milk or whatnot, with perhaps a lick of honey--"

"Well, then," said Owl, "we write out this notice, and we put it up all over the Forest."

Winnie-The-Pooh: Winnie is looking at the Ringer (2016). Retrieved from https://www.e-reading.club/illustrations/71/71304-pic7.jpg

"A lick of honey," murmured Bear to himself, "or--or not, as the case may be." And he gave a deep sigh, and tried very hard to listen to what Owl was saying.

But Owl went on and on, using longer and longer words, until at last he came back to where he started, and he explained that the person to write out this notice was Christopher Robin.

"It was he who wrote the ones on my front door for me. Did you see them, Pooh?"

For some time now Pooh had been saying "Yes" and "No" in turn, with his eyes shut, to all that Owl was saying, and having said, "Yes, yes," last time, he said "No, not at all," now, without really knowing what Owl was talking about? "Didn't you see them?" said Owl, a little surprised. "Come and look at them now."

So they went outside. And Pooh looked at the knocker and the notice below it, and he looked at the bell-rope and the notice below it, and the more he looked at the bell-rope, the more he felt that he had seen something like it, somewhere else, sometime before.

"Handsome bell-rope, isn't it?" said Owl.

Pooh nodded.

"It reminds me of something," he said, "but I can't think what. Where did you get it?"

"I just came across it in the Forest. It was hanging over a bush, and I thought at first somebody lived there, so I rang it, and nothing happened, and then I rang it again very loudly, and it came off in my hand, and as nobody seemed to want it, I took it home, and"

"Owl," said Pooh solemnly, "you made a mistake. Somebody did want it."

"Who?"

"Eeyore. My dear friend Eeyore. He was--he was fond of it."

"Fond of it?"

"Attached to it," said Winnie-the-Pooh sadly.

So with these words he unhooked it, and carried it back to Eeyore; and when Christopher Robin had nailed it on its right place again, Eeyore frisked about the forest, waving his tail so happily that Winnie-the-Pooh came over all funny, and had to hurry home for a little snack of something to sustain him. And wiping his mouth half an hour afterwards, he sang to himself proudly:

Who found the Tail?

"I," said Pooh,

"At a quarter to two

(Only it was quarter to eleven really),

I found the Tail!"
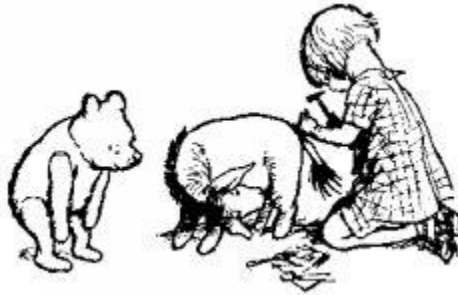
Winnie-The-Pooh: Christopher Robin is nailing the tail (2016). Retrieved from https://www.e-reading.club/illustrations/71/71304-pic8.jpg

PART 4: POST-READING ACTIVITY

Vocabulary about Moods, Characteristics and Emotions:

realist sad	silly	gloomy	rational	hungry	pushy	brave	practical	happy
hardworking	friendly	helpful	talkative	depressed	energetic	afraid	wise	

PART 5: PIN THE TAIL ON EEYORE GAME
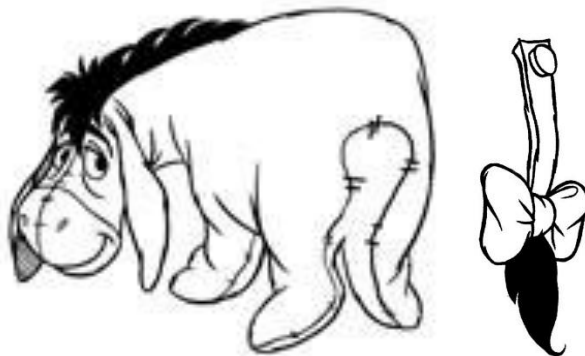
Pin the Tail on Eeyore (2016). Retrieved from http://www.coolest-parties.com/baby-shower-game/

PART 6: PREPARING A POSTER FOR EEYORE'S TAIL

Teacher's Poster

Eeyore's Tael (2016). Retrieved from http://cruzcountry.com/wp-content/uploads/2013/12/Eeyore-Winnie-
the-Pooh-Wallpaper.jpg
Eeyore's Tail with buckle (2016). Retrieved from
https://i.pinimg.com/originals/92/f5/db/92f5dbdd9b4faca46a64a36225170db1.jpg

PART 7: HOMEWORK

Spelling by Christopher Robin	**Correct Spelling**
owll	……………………………………………
PLES RING IF AN RNSER IS REQIRD	……………………………………………
PLEZ CNOKE IF AN RNSR IS NOT	……………………………………………
REQID	……………………………………………
tael	……………………………………………
reqird	……………………………………………
rnser	……………………………………………
wol	……………………………………………
hunny	……………………………………………
Hipy Papy Bthuthdy	……………………………………………
antidisestablishmentaraniasm	……………………………………………
humuhumunukunukuapuaua'a	……………………………………………
plez	……………………………………………
cnoke	……………………………………………
mispeln	……………………………………………
mestipenk	……………………………………………
KEEP OTT	……………………………………………

Winnie-the-Pooh and a Spelling Tutor (2016). Retrieved from
https://www.yumpu.com/en/document/view/7174608/winnie-the-pooh-and-a-spelling-tutor-ples-ring-if-an-
rnser-is-reqird-

APPENDIX 4

LESSON PLAN FOR *A TELEPHONE CALL*

TOPIC   : Dorothy Parker's *A Telephone Call* (1995) Short Story

GRADE   : Pre-intermediate

AUDIENCE   : 9th grade students

AGE   : 14-15

NUMBER OF STUDENTS : 33

DURATION   : 2 weeks (2 hours each week)

MATERIALS

PART 1: WARM-UP

The biography of Dorothy Parker

Name	Dorothy Parker
Born	Dorothy Rothschild August 22, 1893 Long Branch, New Jersey, United States
Died	June 7, 1967 (aged 73) New York City, New York, United States
Occupation	Author, poet, critic, screenwriter
Nationality	American
Genre	Poetry, satire, short stories
Literary movement	American modernism
Notable works	Enough Rope, Sunset Gun, Star Light, Star Bright--, A Star Is Born
Notable awards	O. Henry Award, 1929

Biography of Dorothy Parker (2016). Retrieved from https://www.britannica.com/biography/Dorothy-Parker

WRITING A TELEPHONE CALL ACTIVITY

You will prepare a one-minute telephone call with **MUSTAFA KEMAL ATATÜRK**. Your mood is HOPEFUL.

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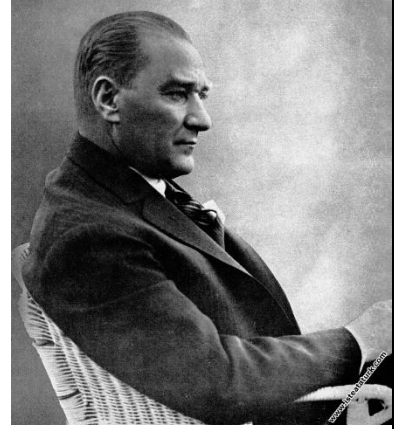
Mustafa Kemal Atatürk (1929). *Gazi Orman Çiftliğinde.* Retrieved from
https://isteataturk.com/Kronolojik/Tarih/1929/6/6/Mustafa-Kemal-Ataturk-Gazi-Orman-Ciftliginde-06-Haziran-1929/2/Full

Group Members

You will prepare a one-minute telephone call with **KATY PERRY**. Your mood is EXCITED.

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Katy Perry (2016). Retrieved from
https://i.pinimg.com/originals/95/d4/3d/95d43db61306a97922619bf0f72000ce.png

Group Members

You will prepare a one-minute telephone call with **VASİP ŞAHİN** and your mood is SERIOUS.

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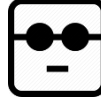
Vasip Şahin (2016). Retrieved from https://i.sozcu.com.tr/wp-content/uploads/2014/09/vasip-%C5%9Fahin-kimdir.jpg

Group Members

You will prepare a one-minute telephone call with **ACUN ILICALI** . Your mood is HAPPY.

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Acun Ilıcalı (2016). Retrieved from
http://i.hurimg.com/i/hurriyet/75/590x332/5a0b0984d3806e2460d882a5.jpg

Group Members

PART 2: MAIN ACTIVITY

The Telephone Call by Dorothy Parker

☐

Please, God, let him telephone me now. Dear God, let him call me now. I won't ask anything else of You, truly I won't. It isn't very much to ask. It would be so little to You, God, such a little, little thing. Only let him telephone now. Please, God. Please, please, please.

If I didn't think about it, maybe the telephone might ring. Sometimes it does that. If I could think of something else. If I could think of something else. Knobby if I counted five hundred by fives, it might ring by that time. I'll count slowly. I won't cheat. And if it rings when I get to three hundred, I won't stop; I won't answer it until I get to five hundred. Five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty…. Oh, please ring. Please.

_____.

☐

This is the last time! I won't look at the clock and I won't continue counting! It's ten minutes past seven. He said he would telephone at five o'clock. "I'll call you at five, darling." I think that's where he said "darling." I'm almost sure he said it there. I know he called me "darling" twice, and the other time was when he said good-by. "Good-by, darling." I know you shouldn't keep telephoning them--I know they don't like that. When you do that they know you are thinking about them, and that makes them hate you. But I hadn't talked to him in three days-not in three days. And all I did was ask him how he was; it was just the way anybody might have called him up. He couldn't have thought I was bothering him. "No, of course you're not," he said. And he said he'd telephone me. He didn't have to say that. I didn't ask him to, truly I didn't. I'm sure I didn't. I don't think he would say he'd telephone me, and then just never do it. Please don't let him do that, God. Please don't.

_____.

☐

I must stop this. I mustn't think he never telephones me again. Look. Suppose a young man says he'll call a girl up, and then something happens, and he doesn't. That isn't so terrible, is it? Why, it's going on all over the world, right this minute. Oh, what do I care what's going on all over the world? Why can't that telephone ring? Why can't it, why can't it? Couldn't you ring? Ah, please, couldn't you? You ugly, shiny thing. It would hurt you to ring, wouldn't it? Oh, that would hurt you. I'll pull your filthy roots out of the wall, I'll smash your smug black face in little bits. Go to hell!

_____.

☐

No, no, no. I must stop swearing. I must think about something else. This is what I'll do. I'll put the clock in the other room. Then I can't look at it. If I do have to look at it, then I'll have to walk into the bedroom, and that will be something to do. Maybe, before I look at it again, he will call me. I'll be so sweet to him, if he calls me. If he says he can't see me tonight, I'll say, "Why, that's all right, dear. Why, of course it's all right." I'll be the way I was when I first met him. Then maybe he'll like me again. I was always sweet, at first. Oh, it's so easy to be sweet to people before you love them.

☐

Maybe that's what he is doing. Maybe he is coming on here without calling me up. Maybe he's on his way now. Something might have happened to him. No, nothing could ever happen to him. I can't picture anything happening to him. I never picture him run over. I never see him lying still and long and dead. I wish he were dead. That's a terrible wish. That's a lovely wish. If he were dead, he would be mine. If he were dead, I would never think of now and the last few weeks. I would remember only the lovely times. It would be all beautiful. I wish he were dead. I wish he were dead, dead, dead.

☐

This is silly. It's silly to go wishing people were dead just because they don't call you up the very minute they said they would. Maybe the clock's fast; I don't know whether it's right. Maybe he's hardly late at all. Anything could have made him a little late. Maybe he had to stay at his office. Maybe he went home, to call me up from there, and somebody came in. He doesn't like to telephone me in front of people. Maybe he's worried, just a little, little bit, about keeping me waiting. He might even hope that I would call him up. I could do that. I could telephone him.

*   *   *

APPENDIX 5

LESSON PLAN FOR *MACBETH*

TOPIC   : W. Shakespeare's *The Tragedy of Macbeth*

                             : Act 1 Scene 1, Act 1 Scene 2, Act 1 Scene 5.

GRADE   : Pre-intermediate

AUDIENCE   : 9th grade students

AGE   : 14-15

NUMBER OF STUDENTS : 33

DURATION   : 2 weeks (2 hours each week)

MATERIALS

PART 1: WARM-UP

The biography of William Shakespeare

Name	William Shakespeare
Born	1564 (birth date unknown) Stratford-upon-Avon, Warwickshire, England
Died	23 April 1616 (aged 52) Stratford-upon-Avon, Warwickshire, England
Occupation	Playwright, poet, actor
Period	English Renaissance
Genre	Plays (tragedy, comedy and history), sonnets and narrative poems
Notable works	*Romeo and Juliet (1597),* *Hamlet (1603),* *Julius Caesar (1623),* *Othello (1622),* *Antony and Cleopatra (1623),* *King Lear (1608),* *Macbeth (1623)* *Taming of the Shrew* (1623), *Comedy of Errors* (1623), *Midsummer Night's Dream* (1600), *Merchant of Venice* (1600), *Much Ado About Nothing* (1600), *Twelfth Night* (1623), *Tempest* (1611), *King Henry VI* (printed in 1594); *King John* 1596-97 (1623); *Richard II* 1600-01 (1597); Sonnets

Biography of William Shakespeare (2016). Retrieved from https://www.britannica.com/biography/William-Shakespeare

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PART 2: PRE-LISTENING ACTIVITY
PART 3: LISTENING ACTIVITY

Shakespeare Lives: *Macbeth* (2016). Retrieved from https://learnenglishkids.britishcouncil.org/en/short-stories/macbeth#embedId=undefined

MATCHING ACTIVITY

Shakespeare *Macbeth* Worksheet (2016). Retrieved from
http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-shakespeare-macbeth-worksheet.pdf

PART 4: MAIN ACTIVITY

*   *   *

Act 1, Scene 1

Original Text	Modern Text
Thunder and lightning. Enter three **WITCHES**	*Thunder and lightning. Three* **WITCHES** *enter*
FIRST WITCH When shall we three meet again? In thunder, lightning, or in rain?	**FIRST WITCH** When should the three of us meet again? Will it be in thunder, lightning, or rain?
SECOND WITCH When the hurly-burly's done, When the battle's lost and won.	**SECOND WITCH** We'll meet when the noise of the battle is over, when one side has won and the other side has lost.
THIRD WITCH That will be ere the set of sun.	**THIRD WITCH** That will happen before sunset.

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FIRST WITCH
Where the place?

SECOND WITCH
Upon the heath.

THIRD WITCH
There to meet with Macbeth.

FIRST WITCH
I come, Graymalkin!

SECOND WITCH
Paddock calls.

THIRD WITCH
Anon.

ALL
Fair is foul, and foul is fair
Hover through the fog and filthy air.

FIRST WITCH
Where should we meet?

SECOND WITCH
Let's do it in the open field.

THIRD WITCH
We'll meet Macbeth there.

*The **WITCHES** hear the calls of their spirit friends or "familiars," which look like animals—one is a cat and one is a toad.*

FIRST WITCH
(calling to her cat) I'm coming, Graymalkin!

SECOND WITCH
My toad, Paddock, calls me.

THIRD WITCH
(to her spirit) I'll be right here!

ALL
Fair is foul, and foul is fair.
Let's fly away through the fog and filthy air.

Act 1, Scene 2

Original Text

*Alarum within. Enter **KING DUNCAN**, **MALCOLM**, **DONALBAIN**, **LENNOX**, with attendants, meeting a bleeding **CAPTAIN***

DUNCAN
What bloody man is that? He can report,
As seemeth by his plight, of the revolt
The newest state.

MALCOLM
This is the sergeant
Who like a good and hardy soldier fought
'Gainst my captivity. Hail, brave friend!
Say to the king the knowledge of the broil
As thou didst leave it.

CAPTAIN
Doubtful it stood,
As two spent swimmers that do cling together
And choke their art. The merciless Macdonwald—
Worthy to be a rebel, for to that
The multiplying villanies of nature
Do swarm upon him—from the Western Isles
Of kerns and gallowglasses is supplied,
And fortune, on his damnèd quarrel smiling,
Showed like a rebel's whore. But all's too weak,
For brave Macbeth—well he deserves that name—
Disdaining fortune, with his brandished steel,
Which smoked with bloody execution,
Like valor's minion carved out his passage

Modern Text

*Sounds of a trumpet and soldiers fighting offstage. **KING DUNCAN** enters with his sons **MALCOLM** and **DONALBAIN**, **LENNOX**, and a number of attendants. They meet a wounded and bloody **CAPTAIN**.*

DUNCAN
Who is this bloody man? Judging from his appearance, I bet he can tell us the latest news about the revolt.

MALCOLM
This is the brave sergeant who fought to keep me from being captured. Hail, brave friend! Tell the king what was happening in the battle when you left it.

CAPTAIN
For a while you couldn't tell who would win. The armies were like two exhausted swimmers clinging to each other and struggling in the water, unable to move. The villainous rebel Macdonwald was supported by foot soldiers and horsemen from Ireland and the Hebrides, and Lady Luck was with him, smiling cruelly at his enemies as if she were his whore. But Luck and Macdonwald together weren't strong enough. Brave Macbeth, laughing at Luck, chopped his way through to Macdonwald, who didn't even have time to say good-bye or shake hands before Macbeth split him open from his navel to his jawbone and stuck his head on our castle walls.

119

Till he faced the slave;
Which ne'er shook hands, nor bade farewell to him,
Till he unseamed him from the nave to th' chops,
And fixed his head upon our battlements.

DUNCAN
O valiant cousin! Worthy gentleman!

DUNCAN
My brave relative! What a worthy man!

Act 1, Scene 5, Page 3

Original Text

Enter MACBETH

Great Glamis, worthy Cawdor,
Greater than both, by the all-hail hereafter,
Thy letters have transported me beyond
This ignorant present, and I feel now
The future in the instant.

MACBETH
My dearest love,
Duncan comes here tonight.

LADY MACBETH
And when goes hence?

MACBETH
Tomorrow, as he purposes.

LADY MACBETH
O, never
Shall sun that morrow see!
Your face, my thane, is as a book where men
May read strange matters. To beguile the time,
Look like the time. Bear welcome in your eye,
Your hand, your tongue. Look like th' innocent flower,
But be the serpent under 't. He that's coming
Must be provided for; and you shall put
This night's great business into my dispatch,
Which shall to all our nights and days to come
Give solely sovereign sway and masterdom.

MACBETH
We will speak further.

LADY MACBETH
Only look up clear.
To alter favor ever is to fear.
Leave all the rest to me.

Exeunt

Modern Text

MACBETH enters.

Great thane of Glamis! Worthy thane of Cawdor! You'll soon be greater than both those titles, once you become king! Your letter has transported me from the present moment, when who knows what will happen, and has made me feel like the future is already here.

MACBETH
My dearest love, Duncan is coming here tonight.

LADY MACBETH
And when is he leaving?

MACBETH
He plans to leave tomorrow.

LADY MACBETH
That day will never come. Your face betrays strange feelings, my lord, and people will be able to read it like a book. In order to deceive them, you must appear the way they expect you to look. Greet the king with a welcoming expression in your eyes, your hands, and your words. You should look like an innocent flower, but be like the snake that hides underneath the flower. The king is coming, and he's got to be taken care of. Let me handle tonight's preparations, because tonight will change every night and day for the rest of our lives.

MACBETH
We will speak about this further.

LADY MACBETH
You should project a peaceful mood, because if you look troubled, you will arouse suspicion. Leave all the rest to me.

They exit.

✻   ✻   ✻

PART 5: CHESSBOARD ACTIVITY
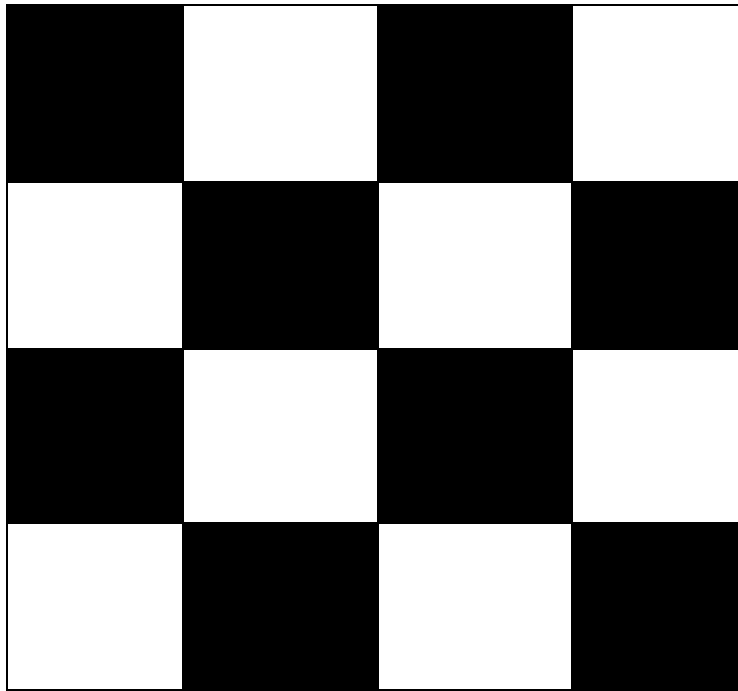
King Duncan	3 witches	Not trusting anyone	Ambition
Macbeth	Killing a King	Magic	War
Lady Macbeth	Being a King	Justice	Regret
Malcolm	Having a conscience	Losing your mental health	Politics
Banquo	Seeing a ghost	To trust someone too much	Political power
To make a prediction	To know something will happen beforehand	Winning a war	Friendship

PART 6: WRITING A NEWSPAPER ARTICLE

Hürriyet:
A serious and informative national newspaper. It is quite objective and has not got a fixed political view. The main concerns are the economics; social life, public and daily information.

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Emblem of *Hürriyet* newspaper (2016). Retrieved from http://www.hurriyet.com.tr/

Cumhuriyet:
A newspaper which has a left-wing political view. It generally criticizes what the government has done and defends liberty, democracy and a social government.

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Emblem of *Cumhuriyet* newspaper (2016). Retrieved from http://www.cumhuriyet.com.tr/

Yeni Mesaj

Yeni Mesaj:
A newspaper which has an anti-imperialist political view; and it is quite conservative. Religious people read it, and they defend the fairness and equality in terms of religion.

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Emblem of *Yeni Mesaj* newspaper (2016). Retrieved from http://www.yenimesaj.com.tr/

Fanatik:
A sports newspaper, most of the hooligans read it. They don't have a political view. They care the daily events because they may affect the schedule of sports matches.

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Emblem of *Fanatik* newspaper (2016). Retrieved from http://www.fanatik.com.tr/

Star:
The main concern is the private lives of the famous people. What they do, where they go, with whom they have a relation, etc are their main topics. They love exaggerating the news and making connection with a love affair.

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Emblem of *Star* newspaper (2016). Retrieved from http://www.star.com.tr/

APPENDIX 6

THE ROAD NOT TAKEN LESSON PLAN

TOPIC   : Robert Frost's *The Road Not Taken* (1915) Poem

GRADE   : Pre-intermediate

AUDIENCE   : 9th grade students

AGE   : 14-15

NUMBER OF STUDENTS   : 33

DURATION   : 2 weeks (2 hours each week)

MATERIALS

PART 1: WARM-UP

Roads Diverging (2016). [Photograph]. Retrieved from http://sites.psu.edu/mgeppingerpassionblog/wp-content/uploads/sites/32731/2015/09/roads-diverging.jpg

Biography of Robert Frost

Name	Robert Frost
Born	26th March 1874, San Francisco, California, USA
Died	29th January 1963, Boston, Massachusetts, USA
Occupation	Poet, educator, Poet Laureate (1958-1959)
Related Schools & Movements	Modernism

Genre	Poem
Awards And Honors	Bollingen Prize (1962) Pulitzer Prize
Notable works	"The Road Not Taken" "The Death of the Hired Man" "Stopping by Woods on a Snowy Evening" "Mending Wall" "New Hampshire" "Storm Fear" "North of Boston" "A Boy's Will" "After Apple-Picking" "In the Clearing"

Biography of Robert Frost (2016). Retrieved from https://www.britannica.com/biography/Robert-Frost

PART 2: MAIN ACTIVITY

The Road Not Taken   by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a yellow wood, and I –
I took the one less traveled by,
And that has made all the difference.

> **diverged**: branched off; moved in a different direction
> **wood**: a small forest
> **undergrowth**: small trees and plants growing beneath larger trees
> **fair**: acceptable
> **claim**: demand or right, a better choice
> **trodden**: walked on
> **hence**: from this time
> **sigh**: breathing in and out making a long sound

The graphic organizer of *The Road Not Taken*

Stanza	Geographical location	Time period	Emotional condition	Occupation/ daily life	What I can infer from this stanza?
Stanza 1	A yellow wood Two roads diverged		sorry	Traveler	It is fall because the leaves are yellow
Stanza 2				It wanted wear	
Stanza 3		morning			
Stanza 4	He is in the future				

Mahoney M. P. (2011). *Activities for Teaching "The Road Not Taken" by Robert Frost,* Secondary Solutions, Single-Classroom Use Licensed Product. Retrieved from: https://www.lcsnc.org/cms/lib010/NC01911169/Centricity/domain/45/7th%20grade%20ela/1st%20nine%20 weeks/road_not_taken.pdf.

PART 3: VOCABULARY CHECK

> Diverged   undergrowth   fair   claim   trodden   hence

Last weekend, we went to the mall. The sales looked (1)_____, and Ezra and I headed to the discount store. Ezra and I (2) _____ once we got in the store because he was looking for socks and I was in search of a notebook. It was obvious that shoppers had been here. The aisles were littered with clothing. Walking through the store was like struggling through the (3)_____ of a jungle. I found the notebook and made my (4)_____ on it before any other shoppers could grab it. After searching through the store, I finally found Ezra who had (5)_____ through the store with no success in finding socks.

We left the store – Ezra was discouraged, and vowed that in the weeks (6)_____, he would only wear sandals.

Mahoney M. P. (2011). *Activities for Teaching "The Road Not Taken" by Robert Frost,* Secondary Solutions, Single-Classroom Use Licensed Product. Retrieved from: https://www.lcsnc.org/cms/lib010/NC01911169/Centricity/domain/45/7th%20grade%20ela/1st%20nine%20 weeks/road_not_taken.pdf.

APPENDIX 7

LESSON PLAN FOR *HARRY POTTER*

TOPIC : J. K. Rowling's *Harry Potter and the Philosopher's Stone* (2001)

Chapter One: The Boy Who Lived

GRADE : Pre-intermediate

AUDIENCE : 9th grade students

AGE : 14-15

NUMBER OF STUDENTS : 33

DURATION : 2 weeks (2 hours each week)

PART 1: WARM-UP

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J. K. Rowling Biography

• J. K. (Jo) Rowling was born in 1965 and moved house twice when she was growing up.

• Jo always loved writing more than anything. 'The first story that I ever wrote down, when I was five or six, was about a rabbit called Rabbit.

• When she was 25, Jo was delayed on a train from Manchester to London. On the train Jo says that the idea for Harry Potter simply 'strolled into her head fully formed'. But she didn't have a pen so couldn't write all her thoughts down! But the idea had taken hold and during the next five years she started writing and outlining the plots for each book.

• Jo went to Portugal to teach English. There she married and her daughter Jessica was born. And she kept writing. When she returned to the UK, Jo had a suitcase full of stories about Harry Potter. She moved to Edinburgh with her young daughter and worked as a French teacher. In 1996 Bloomsbury offered to publish Jo's first novel, *Harry Potter and the Philosopher's Stone*.

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Biography of J. K. Rowling (2016). Retrieved from https://clubs-kids.scholastic.co.uk/authors/166

Rowling, J. K. (1997). *Harry Potter the Philosopher's Stone* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9780747532699.jpg

Rowling, J. K. (1998). *Harry Potter the Chamber of Secrets* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9781408855669.jpeg

Rowling, J. K. (1999). *Harry Potter the Prisoner of Azkaban* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9781408855676.jpeg

Rowling, J. K. (2000). *Harry Potter the Goblet of Fire* [Picture]. Retrieved from https://hpmedia.bloomsbury.com/rep/s/9781408855683_309032.jpeg

Rowling, J. K. (2003). *Harry Potter the Order of the Phoenix* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9781408855690.jpeg

Rowling, J. K. (2005). *Harry Potter the Half-Blood Prince* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9781408855942.jpeg

Rowling, J. K. (2007). *Harry Potter the Deathly Hallows* [Picture]. Retrieved from https://media.bloomsbury.com/rep/bj/9781408855959.jpeg

PART 2: READING

HARRY POTTER AND THE PHILOSOPHER'S STONE   **by J. K. Rowling**

CHAPTER ONE: THE BOY WHO LIVED

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or *mysterious**, because they just didn't hold with such nonsense*. Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck*, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning* over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended* she didn't have a

sister, because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

It was on the corner of the street that he noticed the first sign of something peculiar* -- a cat reading a map. For a second, Mr. Dursley didn't realize what he had seen -- then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr. Dursley blinked and stared at* the cat. It stared back.

A man appeared on the corner the cat had been watching, appeared so suddenly and silently you'd have thought he'd just popped out of* the ground. He was tall, thin, and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes*, a purple *cloak* that swept the ground, and high-heeled, buckled boots. His blue eyes were light, bright, and sparkling behind *half-moon spectacles* and his nose was very long and crooked, as though it had been broken at least twice. This man's name was **Albus Dumbledore**. He did seem to realize he was being watched, because he looked up suddenly at the cat, which was still staring at him from the other end of the street. For some reason, the sight of the cat seemed to amuse him. He chuckled and muttered, "I should have known."

He found what he was looking for in his inside pocket. It seemed to be a silver cigarette *lighter*. He flicked* it open, held it up in the air, and clicked it. The nearest street lamp went out with a little pop. He clicked it again -- the next lamp flickered into darkness. Twelve times he clicked the Put-Outer, until the only lights left on the whole street were two tiny pinpricks in the distance, which were the eyes of the cat watching him. If anyone looked out of their window now, even beady-eyed Mrs. Dursley, they wouldn't be able to see anything that was happening down on the pavement. Dumbledore slipped the Put-Outer back inside his cloak and set off down the street towards number four, where he sat down on the wall next to the cat. He didn't look at it, but after a moment he spoke to it.

"Fancy seeing you here, **Professor McGonagall**."

He turned to smile at the tabby, but it had gone. Instead he was smiling at a rather severe-looking woman who was wearing square glasses exactly the shape of the markings the cat had had around its eyes. She, too, was wearing a cloak, an *emerald* one. Her black hair was drawn into a tight bun. She looked distinctly ruffled.

"How did you know it was me?" she asked.

"My dear Professor, I 've never seen a cat sit so stiffly." said Dumbledore. "We've had precious little to celebrate for eleven years."

"I know that," said Professor McGonagall irritably. "But that's no reason to lose our heads. People are being downright careless, out on the streets in broad daylight, not even dressed in Muggle clothes, swapping rumors."

"What they're saying," she pressed on, "is that last night Voldemort turned up in Godric's Hollow. He went to find the Potters. The rumor is that **Lily and James Potter** are -- are -- that they're -- dead. " Dumbledore *bowed* his head. Professor McGonagall gasped. "Lily and James... I can't believe it... I didn't want to believe it... Oh, Albus..." Dumbledore reached out and patted her on the shoulder. "I know... I know..." he said heavily. Professor McGonagall's voice trembled as she went on. "That's not all. They're saying he tried to kill the Potter's son, Harry. But – he couldn't. He couldn't kill that little boy. No one knows why, or how, but they're saying that when he couldn't kill **Harry Potter**, **Voldemort's** power somehow broke -- and that's why he's gone. Dumbledore nodded glumly.

"It's -- it's true?" faltered Professor McGonagall. "After all he's done... all the people he's killed... he couldn't kill a little boy? It's just astounding... of all the things to stop him... but how in the name of heaven did Harry survive?"

"We can only guess," said Dumbledore. "We may never know." Professor McGonagall pulled out a lace handkerchief and dabbed at her eyes beneath her spectacles. Dumbledore gave a great sniff as he took a golden watch from his pocket and examined it. It was a very odd watch.

He said, "**Hagrid's** late. I suppose it was he who told you I'd be here, by the way?" "Yes," said Professor McGonagall. "And I don't suppose you're going to tell me why you're here, of all places?" "I've come to bring Harry to his aunt and uncle. They're the only family he has left now."

"Good luck, Harry," he murmured. He turned on his heel and with a swish of his cloak, he was gone. Harry Potter rolled over inside his blankets without waking up. One small hand closed on the letter beside him and he slept on, not knowing he was special, not knowing he was famous, not knowing he would be woken in a few hours' time by Mrs. Dursley's scream as she opened the front door to put out the milk bottles. He couldn't know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: "*To Harry Potter -- the boy who lived!*"

PART 3: LISTENING ACTIVITY

Interview of VOA with J. K. Rowling

author, boy, British, dramatic, girls, ideas, languages, London, mother, published, story, train, wizard

When VOA interviewed _____ (1) writer J.K. Rowling by telephone in 1998, her first book, Harry Potter and the Sorcerer's Stone, was just making its debut in the United States. She looked back on how the _____ (2) was born. "I was on a _____ (3) traveling from Manchester to_____ (4), and the idea for this story just came to me literally by magic," she said. "And I was so excited by this idea of a _____ (5) who doesn't understand what's strange and what's different about him, and then finds out he's a _____ (6)."
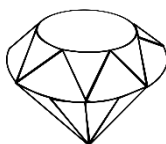
J. K. Rowling told VOA that what followed also seemed like magic. In Britain, she'd already been transformed from a struggling single _____ (7) into a celebrated _____ (8). She would go on to create a sensation in the United States, where four best−selling Harry Potter stories have now been _____ (9). The series has been translated into _____ (10) around the world, and inspired a movie.

J. K. Rowling also told VOA she has lots of other story _____ (11) filed away. "All sorts of exciting things are ahead for Harry. Things get even more _____ (12) and serious than they have previously," she said. "He is going to grow up. So he will be discovering _____ (13) and all the rest of it."

Interview of VOA with J. K. Rowling (1998), Retrieved from
https://www.ucan.vn/library/study/try/id/1871

PART 4: VOCABULARY ACTIVITY

emerald	wizard	bars	half-moon spectacles	fireplace
potion	lighter	cloak	trunk	owl
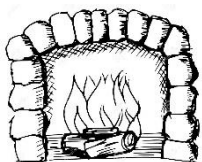
Wizard Clipart (2016). Retrieved from
http://moziru.com/explore/Wizard%20clipart%20black%20and%20white/#go_post_7003_wizard-clipart-black-and-white-1.jpg
Half-moon Spectacles Clipart (2016). Retrieved from http://hddfhm.com/images/clipart-eye-glasses-8.gif
Emerald Clipart (2016). Retrieved from http://moziru.com/images/ruby-clipart-15.png

Cloak Clipart (2016). Retrieved from
https://previews.123rf.com/images/martialred/martialred1606/martialred160600002/57642644-invisibility-cloak-or-mantle-line-art-icon-for-games-and-websites.jpg
Trunk Clipart (2016). Retrieved from
https://thumb1.shutterstock.com/display_pic_with_logo/65457/65457,1191958047,6/stock-vector-art-illustration-in-black-and-white-an-old-trunk-5974639.jpg
Bars Clipart (2016). Retrieved from http://letterforfriend.site/wp-content/uploads/2018/02/jail-bars-clip-art-92390-within-jail-bars-clipart.jpg
Fireplace Clipart (2016). Retrieved from https://www.canstockphoto.com/fireplace-21350345.html
Owl Clipart (2016). Retrieved from
https://i.pinimg.com/564x/21/55/d1/2155d1ee39c6e7ac01adb3da290edea7.jpg
Lighter Clipart (2016). Retrieved from
http://prints.ultracoloringpages.com/9fddd14904d9deea19a4ecb271def6ff.png
Potion Clipart (2016). Retrieved from https://imgs.steps.dragoart.com/how-to-draw-love-potion-step-5_1_000000179298_4.png

Harry Potter Vocabulary Matching Activity

A) a wizard	1) To bring to an end; terminate.
B) a spell	2) To achieve victory or finish first in a competition.
C) a cauldron	3) One who practices magic; a sorcerer or magician.
D) a potion	4) A word or formula believed to have magic power.
E) magic	5) The practice of using charms, spells, or rituals to attempt to produce supernatural effects or control events in nature.
F) to purchase	6) To obtain in exchange for money or its equivalent; buy.
G) a novel	7) 1. To know again; to perceive the identity of, with a person or thing previously known; to recover or recall knowledge of.
H) to finish	8) A liquid or liquid mixture, especially one that is medicinal, poisonous, or magical.
I) to recognize	9) A very large pot.
J) to win	10) A fictional prose narrative of considerable length, typically having a plot that is unfolded by the actions, speech, and thoughts of the characters.

Harry Potter Vocabulary Matching Activity (2016). Retrieved from
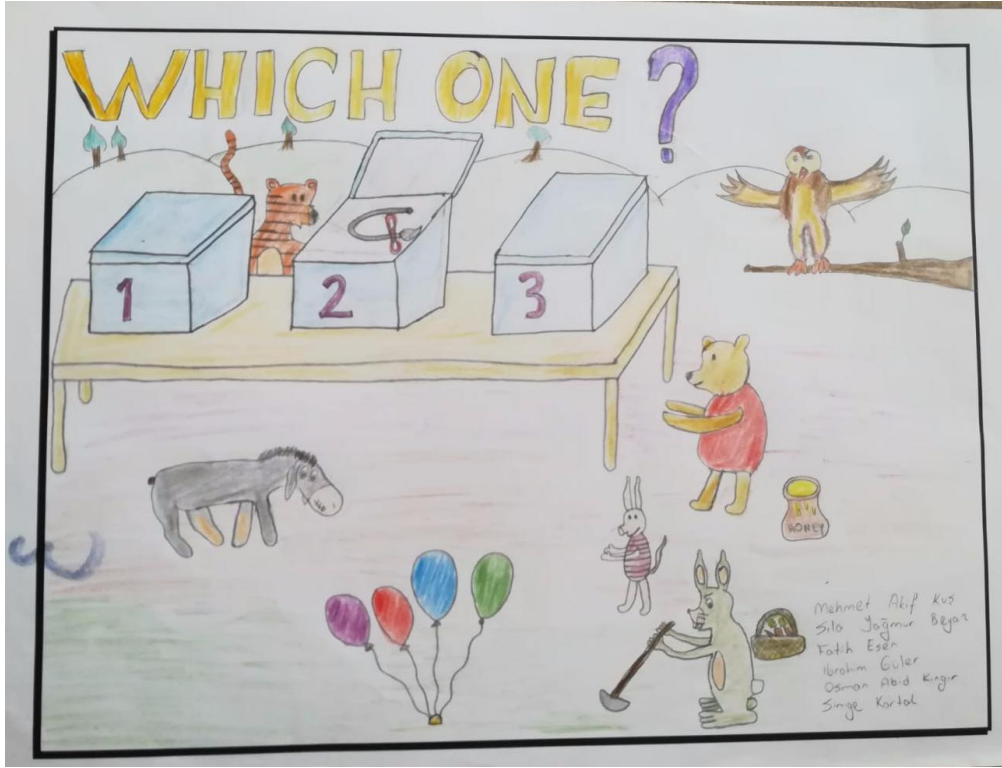https://www.tolearnenglish.com/free/full/harry/archives/harry.pdf

PART 5: WHO AM I?

PART 6: MAKE YOUR OWN SPELLS

Make Your Own Spells
Do my homework for me …………………………………………………..…………
Tidy up my bedroom …………………………………………………………………
Take out the garbage …………………………………………………………………
Make my bed …………………………………………………………………………
Make me fly …………………………………………………………………………..
Make everybody (except me) freeze …………………………………………………
(Add your own) ………………………………………………………………………
(Add your own) ……………………………………………………………………..
(Add your own) ………………………………………………………………………
(Add your own) ……………………………………………………………………..

Make Your Own Spell (2016). Retrieved from https://www.activityvillage.co.uk/harry-potter-spell-book-activity

APPENDIX 8

STUDENTS' WORKS

A group work of preparing a Poster for Eeyore's Tail prepared by Mehmet Akf Kuş, Sıla Yağmur Beyaz, Fatih Esen, İbrahim Güler, Osman Abid Kıngır, Simge Kartal.

A group work of preparing a Poster for Eeyore's Tail prepared by Sudenur Sarı, Zeynep Sude Kartal, Aleyna Dolu, Semanur Özdemir, Nazlıcan Durgungöl.

A group work of preparing a poster for Eeyore's tail prepared by Elif Saray, Gonca Naz Bulut, Sude Uğur, ileyda İlhan, Aleyna C.

CHOICE

We entered TEOG last year
First we don't know which high school choice
There are lot of choice
Finally we decidet to NAAL

We go to 9 and 10th grade
Then they ask to us
Science or Social.
Try a choice

Everybody choice different
Then we go to 11 and 12th grade
While we go to 12th grade we enter YGS
Finally we go to university.
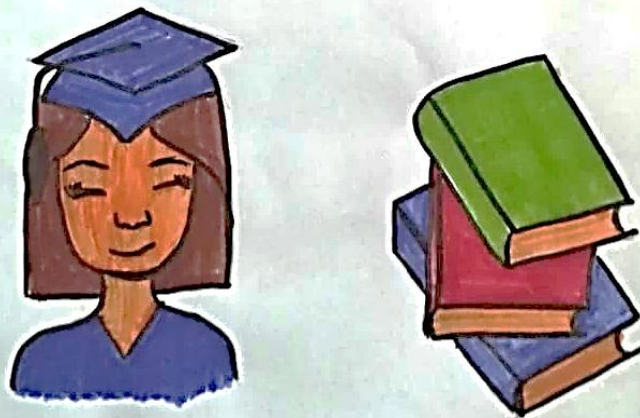
A group work of *"Write a Poem About Choices"* activity prepared by Derya Tuba Kılınç, Selin Taşdemir, Rafet Ali Yüksel, Serkan Özer, Öznur Kalyon.

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A telephone call with MUSTAFA KEMAL ATATÜRK

we: Hello! Is that Mustafa Kemal Atatürk?

Atatürk: Yes, I'm. who are you?

we: we are Turkish teenagers.

Atatürk: Ohh, That's great. How are you?

we: Not bad and you?

Atatürk: Fine, Why aren't you fine?

we: Because, we had a big problem. We are afraid of about university exams.

Atatürk: I don't help you about this matter. But I believe you. You have to study to hard.
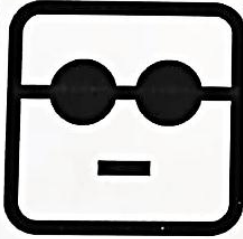
we: Thanks for listening.

Esranur Oktay
Simge Kartal
Büşra Uçan
Büşra Sayır
Umut Ertaş
İbrahim Güler

A group work of preparing a telephone call with a famous person prepared by Esranur Oktay, simge Kartal, Büşra Uçan, Büşra Sayır, Umut Ertaş, İbrahim Güler.

You will prepare a one-minute telephone call with **VASİP ŞAHİN**depend on the mood (SSERIOUS)

Student = Good days Vasip Uncle. I hope you are fine.

Vasip: Good days to you too, my child, why did you call me? Is there a problem?

Student: Yes. Our highschool's construction started in 2012 and it hasn't finished yet. We want to study in our new school, immediatly.

Vasip: Okay, I got it, you will start to new soason in your new Highschool

Student: You told us same things last year too, don't lie again, we believe you

Vasip: You can count on me. I got it

GROUP MEMBERS
Okan Berk Çetinkaya
Kaan Albayrak
Esat Burak Şahin
Tarık Durmaz

A group work of preparing a telephone call with a famous person prepared by Okan Berk Çetinkaya, Kaan Albayrak, Esat Burak Şahin, Tarık Durmaz.

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CHAPTER ZERO

Please, in your groups, think about what could have happened before that moment, and write chapter zero for this story.

... when he closed the phone, he understood he is on a municipality hole. Then he fall. He felt terrible, It was dark and his telephone broke. He thought his darling. He said to her that he will call her. But now he can't. He saw the dark he saw the stars he saw the his soul. Then it was cold. Just cold.

Esma Karadoğan
Mehmet Halil Toprak
Aleyna Nur Tanrıkulu
Gökhan Kırca
Alanur Artar

A group work of writing Chapter Zero prepared by Esma Karadoğan, Mehmet Halil Toprak, Aleyna Nur Tanrıkulu, Gökhan Kırca, Alanur Artar.

Cumhuriyet

Cumhuriyet:
This newspaper generally criticizes what the government has done and defends the liberty, democracy and a social government.

The Bad Betrayal of The Bad System

Since its beginning, we and our supporters are against this system. Right now we can see that we were right to be against it. The troubles inside the palace have started to show clouts. The government of only a man's harem have also started to influence us. If the bad choices weren't enough, now they made themselves traitors. King Duncan was killed by Macbeth, who was raised by him. Macbeth even did this betrayal by inviting the King to his own house. According to the people who got emotional by Macbeth, we told him to kill the King. We are not responsible of his death. We pity treachery and say that we are against the system.

— Witches

Group members:

Derya Tuba Kılınç
Berkay Aydemir
Melike Akyazı
Alper Uyanık
Okan Çetinkaya
Öznur Kalyon

A group work of writing a newspaper article prepared by Derya Tuba Kılınç, Berkay Aydemir, Melike Akyazı, Alper Uyanık, Okan Çetinkaya, Öznur Kalyon.

star

Star:
The main concern is the private lives of the famous people. What they do, where they go, with whom they have a relation, etc are their main topics. They love exaggerating the news and making connection with a love affair.

Why Macbeth Family Answer the Questions?
Although Macbeth became the king of Scotland, after the death of King Duncan he and his wife Lady Macbeth didn't seem happy. What lies under neat? Also it attract our attention that Lady Macbeth's mixed hair and dirty clothes. She is not caring herself nowadays. It is thought to be very painful. All curiosity. Macbeth family who answered our questions right now, hopeless answers our questions.

Group members
Gülçin Erçevik
Sema Özdemir
Şevval Köktürk
Taha İnan
Ali İhsan Turan
İlay Sağlam

A group work of writing a newspaper article prepared by Gülçin Erçevik, Sema Özdemir, Şevval Köktürk, Taha İnan, Ali İhsan Turan, İlay Sağlam.

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Write a newspaper article according to your newspaper. Be careful about your newspaper's political, economical and social views. Write a title to your article.

Hürriyet

Hürriyet: -
A serious and informative national newspaper. It is quite objective and has not got a fixed political view. The main concerns are the economics; social life, public and daily information.

Bertayer Killed His King

King Duncan has been killed by macbeth at after dinner in Macbeth's castle but he calumniated in the guards and Macbeth became the King. After a while Macbeth killed Bengua too. Because Probably Bengua knows that secret. The people was suspecius about that Macbeth became King after old King Duncan has been killed at Macbeths castle. They decided to attack Macbeths castle and Macbeth died.

Group members:
Ahmet Tarık Durmaz 935
Rafet Ali YÜKSEL 711
Ömer Furkan Altuntaş 8
Nazlıcan Durgungöl 794
Yaren Gülçiçeği 65
Fatma Ceren Ertekin 557

A group work of writing a newspaper article prepared by Ahmet Tarık Durmaz, Rafet Ali Yüksel, Ömer Furkan Altuntaş, Nazlıcan Durgungöl, Yaren Gülçiçeği, Fatma Ceren Ertekin.

GAZİLİ OLMAK AYRICALIKTIR…