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ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**AN INVESTIGATION OF HIGH SCHOOL STUDENTS' ATTITUDES
TOWARDS ENGLISH LANGUAGE LEARNING BY USING LITERARY
TEXTS**

**THESIS BY
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MASTER'S THESIS

MERSİN / OCTOBER 2024

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DEDICATION



To My Future Goals

ETHICS DECLARATION

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Texts

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

04/10/2024

Merve DEMİRÖZ

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ABSTRACT**AN INVESTIGATION OF HIGH SCHOOL STUDENTS' ATTITUDES
TOWARDS ENGLISH LANGUAGE LEARNING BY USING LITERARY
TEXTS****Merve DEMİRÖZ****Master Thesis, Department of English Language Education****Supervisor: Dr. Gürcan DEMİROGLARI****October 2024, 121 pages**

This qualitative study was conducted at a public high school in a rural area of Şanlıurfa province, Turkey, involving high school students with A2 proficiency level in English. The coursebooks used in their English lessons exceeded their language proficiency, which contributed to language acquisition challenges due to the artificial content and limited opportunities for the real-life usage of English. Consequently, students developed negative attitudes toward English lessons and the language learning process, leading to interruptions in their language development. In this study, literary texts selected based on the students' interests and needs, along with lesson plans aligned with the intended outcomes of these texts, were implemented with 36 students over a 7-week period. The aim of the study was to explore changes in students' attitudes toward English and the language learning process. After each lesson, students were asked to write their experiences and attitudes towards the literary texts and the lessons in their journals. At the end of the study, these journals were collected and analyzed through content analysis using a coding method. The findings indicated that incorporating literary texts into English lessons had a positive impact on students' attitudes toward English and the language learning process. Additionally, the study observed a positive increase in students' interest and attitudes toward literary texts throughout the implementation period.

Keywords: Literary Texts, High School Students, Students' Attitudes Towards English Lessons and Language Learning Process.

ÖZ**EDEBİ METİNLER KULLANARAK LİSE ÖĞRENCİLERİNİN İNGİLİZCE
DİL ÖĞRENİMİNE YÖNELİK TUTUMLARININ İNCELENMESİ****Merve DEMİRÖZ**

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Ekim 2024, 121 sayfa

Bu nitel çalışma, Türkiye'nin Şanlıurfa ilinin kırsal bir bölgesinde bulunan bir devlet lisesinde, A2 İngilizce yeterlilik seviyesine sahip lise öğrencileri ile yürütülmüştür. İngilizce derslerinde kullanılan ders kitapları öğrencilerin dil yeterliliklerinin üzerinde olup, bu da yapay içerik ve İngilizcenin gerçek hayatta kullanımına yönelik sınırlı fırsatlar nedeniyle dil ediniminde zorluklara yol açmıştır. Sonuç olarak, öğrenciler İngilizce derslerine ve dil öğrenme sürecine karşı olumsuz tutumlar geliştirmiş ve dil gelişimlerinde gerilemelere sebep olmuştur. Bu çalışmada, öğrencilerin ilgi ve ihtiyaçlarına göre seçilen edebi metinler ve bu metinlerin amaçlanan kazanımlarıyla uyumlu ders planları, 7 haftalık bir süre boyunca 36 öğrenciyle uygulanmıştır. Çalışmanın amacı, öğrencilerin İngilizceye ve dil öğrenme sürecine yönelik tutumlarındaki değişiklikleri araştırmaktır. Her dersten sonra, öğrencilerden edebi metinlere ve derslere yönelik deneyimlerini ve tutumlarını günlüklerine yazmaları istenmiştir. Çalışmanın sonunda bu günlükler toplanmış ve kodlama yöntemi kullanılarak içerik analizi yoluyla analiz edilmiştir. Bulgular, edebi metinlerin İngilizce derslerine dahil edilmesinin öğrencilerin İngilizceye ve dil öğrenme sürecine yönelik tutumları üzerinde olumlu bir etkisi olduğunu göstermiştir. Ayrıca, uygulama süresince öğrencilerin edebi metinlere yönelik ilgi ve tutumlarında olumlu bir artış gözlemlenmiştir.

Anahtar Kelimeler: Edebi Metinler, Lise Öğrencileri, Öğrencilerin İngilizce Dersine ve Dil Öğrenme Sürecine Yönelik Tutumları

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ABBREVIATIONS

CEFR	: Common European Framework of Reference For Languages
EFL	: English as a Foreign Language
ELT	: English Language Teaching
GTM	: Grammar Translation Method



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1. INTRODUCTION

1.1. Background of The Study

English is one of the most widely spoken languages globally, which makes its acquisition a priority in many countries and across various educational settings. The acquisition of English as a foreign language necessitates the attainment of proficiency in not only the four fundamental skills (reading, listening, writing, and speaking) but also the development of competence in vocabulary, grammar, and pronunciation. Theoretical language acquisition is concerned with the accurate and fluent use of the elements of language, whereas practical language acquisition is focused on the functional aspect of the language in different contexts. In educational settings, where English is taught as a foreign language, a variety of approaches and methods are employed, primarily through the utilization of educational materials. McGrath (2013) defined materials as resources that provide theoretical knowledge about the target language, exemplars of its usage, and opportunities for learners to engage in communicative interactions. Furthermore, Tomlinson (2016) expanded on this definition, stating that materials encompass all elements that facilitate language teaching and learning. Such materials, which may be visual, linguistic, auditory, or kinesthetic, and could be delivered in printed form, through live performances, or via online platforms, serve both an instructive and an experiential purpose, offering information about the language and encouraging its use in practical contexts. It is of the utmost importance that classroom materials not only effectively convey language knowledge but also provide learners with opportunities to apply that knowledge. They should additionally be accessible, build learners' confidence in using the language, and align with their needs and interests, especially in terms of language proficiency level. Richards (2001) distinguished between two types of materials: authentic materials, which are naturally occurring resources such as texts, photographs, and videos, and prepared materials, such as textbooks and specially developed resources. In his 2007 study, Gilmore underscored the significance of incorporating authentic materials that mirror the cultural values and practical applications of the target language into the classroom. He proposed that traditional instructional materials should either be supplemented with authentic materials or adapted to incorporate authentic elements, thereby immersing learners in the language's real-world applications.

It is argued that literature has long been a popular resource in the field of English language teaching (ELT). Literary works constitute a significant form of authentic

materials, providing learners with language functions and communicative forms within specific contexts. They present real-life language use in a literary style. Ellis (2002) emphasised the multifaceted nature of ELT, which encompasses linguistic, cognitive, psychological, social, and cultural dimensions. These are all addressed in the literature, offering teachers a versatile tool for selecting appropriate classroom methods and approaches. Moreover, Clandfield and Foord (2006) posited that literature is particularly engaging and motivating compared to other textual forms, as it resonates with human emotions, dreams, fantasies, and life experiences. Tevdovska (2016) underscored the profound interconnection between language and literature, positing that language serves as the primary conduit for communication, whereas literature is a product of language, rendering these two domains inseparable.

In this context, literary works are regarded as valuable resources for understanding the use and functions of English in real-life situations within English as a Foreign Language (EFL) classes, and for facilitating students' linguistic development in several ways. Hışmanoğlu (2005) highlighted the effectiveness of literary texts as tools for illustrating both the practical and figurative aspects of the target language, while also providing insight into its cultural dimensions. Kaya (2014) noted that literature could serve as a means of demonstrating the use of grammatical structures in language classes. Moreover, Aydınoğlu (2013) similarly emphasized that literature supported the acquisition of communication skills in the target language. Additionally, Paesani (2005) asserted that literary texts presented grammar and vocabulary in meaningful contexts, which enhances the development of students' communicative abilities. Literature offers multiple interpretations, and through reading and discussion, students participate in a communicative process that fosters interaction with their peers and instructors. By actively participating as readers, students not only gain practical knowledge of language use and grammar but also enhance their overall language proficiency through classroom interpretation and analysis, which keeps them motivated throughout the learning process.

Literary works, such as poetry, drama, short stories, and novels are key resources in language teaching. Among these, short stories are particularly useful in language classes as they enhance students' reading skills and foster critical thinking and creativity through engagement with various characters and plotlines. The structured nature of short stories, including pre-reading, during-reading, and post-reading activities, makes them effective for motivating students and supporting the language learning process. Hsieh (2006) noted that short stories provide a valuable context for students to improve their English grammar

and vocabulary, while also encouraging communicative skills through interpretation, which are the benefits research on the use of short stories in language instruction supports. For instance, Tajeri (2017) found that short stories enhanced students' vocabulary and motivation by stimulating critical thinking and problem-solving. Similarly, Verdugo and Belmonte (2007) reported that students exposed to short stories show greater gains in vocabulary comprehension and grammar skills compared to those in a control group.

In line with all the information discussed above, numerous studies and implementations indicate that incorporating literary texts into language instruction has a generally positive impact on students' language acquisition and development. They tend to engage students by providing authentic language use and patterns, contextualized through fictional narratives. A significant body of research has demonstrated that improvements in students' reading and listening skills, critical thinking, and communication abilities in language classes are due to their exposure to such texts. Furthermore, literary materials have been found to positively influence students' attitudes and motivation towards learning English, while also enhancing their proficiency in areas such as vocabulary and grammar. This study, accordingly, aims to examine students' attitudes towards English language learning by incorporating abridged books from literary works, selected based on their interests and proficiency levels, into the course process.

The research's problem statement, significance, and purpose were mentioned in the following headings. In addition, the research questions and the limitations of the research were mentioned.

1.2. Statement of The Problem

Learning English as a foreign language presents significant challenges, particularly in acquiring the structural components and core skills necessary for mastering the target language (Hall & Cook, 2012). For a comprehensive approach to language acquisition and development, it is essential to consider students' language proficiency levels, learning needs, and readiness. Additionally, the materials used in the learning process should provide a clear and effective representation of the target language and be appropriately tailored to students' comprehension and engagement levels. In a public high school situated in a rural area where the researcher teaches English, students face various challenges in their English language learning, which adversely impact their language

development. The specific deficiencies and difficulties encountered by these students are outlined below.

In public schools, English language instruction primarily relies on two coursebooks provided by the Ministry of National Education: a student book and a workbook. These materials are aligned with a curriculum designed to have specific English language learning objectives acquired by the students. At the public high school where this study was conducted, three English teachers, including the researcher, teach English classes, encountering certain challenges with the coursebooks during the teaching process, which were attempted to be identified, using a coursebook evaluation checklist which was designed by Acar (2019). Based on the evaluations conducted by the researcher and the other two teachers, several aspects of the coursebooks were found to hinder students' language development. In light of this evaluation checklist, the coursebook content was assessed by the researcher and two other department teachers under six key categories: practical considerations, language content, design and organization, language skills, exercise activities, and cultural aspects. Regarding language content, the evaluations indicated that isolated grammatical structures were predominantly emphasized, and vocabulary along with repetitive patterns were presented in alignment with instructional objectives rather than fostering broader language acquisition. Moreover, it was noted that the reading passages in the language skills section were not appropriately aligned with the students' interests or proficiency levels. Additionally, there was a reported discrepancy between the activities and exercises and the students' levels, as well as the intended learning outcomes. Lastly, in the area of cultural evaluation, it was noted that the course materials insufficiently conveyed the target language culture and social communication skills to the students.

Based on the checklist evaluations conducted by the researcher and two additional teachers, when the coursebooks are considered in overall, the coursebooks used in the English language classes are above the students' proficiency levels. The vocabulary, grammar content, and skill-based exercises presented in the books are too advanced, preventing students from achieving the intended learning objectives. Hence, students struggle to achieve the targeted outcomes, leading to feelings of inadequacy and confusion in their English learning process. Furthermore, the coursebooks present the English language in an artificial and disconnected manner, failing to reflect its use in real-life contexts. Rather than offering practical applications of English, such as commonly used words, grammatical patterns, and expressions relevant to daily life, the materials

focus on isolated, complex texts structured around grammar and vocabulary objectives. The exercises and activities are built around these lengthy, monotonous texts. Additionally, the fragmented nature of these artificial texts is presented separately for each unit without a cohesive context. As a result, students are unable to increase language development in a continuous, integrated manner, which impedes their overall acquisition of the language.

Due to the aforementioned issues within the coursebooks, students were unable to attain the targeted learning outcomes and language development. These challenges led to confusion and feelings of inadequacy in their learning process. Consequently, students developed negative attitudes toward both the English language and the learning process and they are unable to achieve the expected level of language acquisition. Based on the identified problem situations, the researcher conducted a qualitative research study with the voluntary participation of 10th-grade students. Rather than using coursebook materials that present artificial, isolated, and complex language structures, four storybooks were selected from literary texts that offer students exposure to authentic language use, including daily expressions and usage within a contextualized and engaging narrative framework. These texts were chosen to align more closely with students' interests and preferences. Different lesson plans for each storybook and lesson objectives were developed and implemented over 7 weeks. This study aims to examine the changes in students' attitudes towards English lessons and the language learning process by incorporating literary texts into the learning process.

1.3. Significance of The Study

In the realm of ESL teaching and learning, scholars and researchers acknowledge the inherent connection between literature and language, yet there is ongoing debate regarding whether the outcomes of integrating literature into language instruction are wholly advantageous or detrimental. Besides conventional instructional materials, authentic materials are also employed in classrooms to expose learners to the target language in diverse contexts. Within this category of authentic materials, the utilization of literary texts in the instruction of English as a foreign language has emerged as a dilemma among linguists, who contend with both the pros and the cons associated with this process.

Krashen and Shang (2000) stated that to accomplish the objective of developing fundamental language skills, language instruction is supposed to emphasize authentic and

meaningful input. One of the primary aims of integrating literary texts into English as a Foreign Language (EFL) instruction is to enhance reading skills across various academic disciplines. Developing reading proficiency not only boosts comprehension and retention but also elevates the learner's awareness. Reading serves as the foundation for improving the four essential language skills, encompassing rapid reading, comprehension, interpretation, analytical thinking, and problem-solving. Traditional course materials and lesson plans in language classes often take an instructional approach, featuring lengthy and dense listening texts rich in language structures and vocabulary, along with artificial dialogues designed to meet specific objectives. Thus, students may become disengaged and demotivated while engaging with these materials, which can hinder their participation and long-term learning. In contrast, literary texts, spanning genres such as poetry, drama, magazines, stories, short stories, and fables, have the potential to captivate students due to their inherent narrative, plot, and character development. Students are drawn in by the intrigue of the storyline and the characters' experiences, maintaining their interest and curiosity. This sustained engagement facilitates incidental language learning, as students encounter language structures and vocabulary in meaningful contexts.

Secondly, beyond demonstrating real-life language usage, literary texts also convey cultural values, social norms, and the practical application of language in discourse. In terms of literary texts, Rosenblatt (2002) pointed out that the fictional and thematic content of literary texts contained features related to the culture and the different perspectives of the target language. Language instruction materials often include dedicated sections for special days, festivals, and traditions of English-speaking cultures. These components are typically presented as autonomous activities and are often scheduled for specific days or weeks to facilitate non-native learners' exposure to and integration with the cultural aspects of the target language, promoting language acquisition. Unlike these instructional materials, literary texts present cultural elements in a more integrated manner, with such elements seamlessly woven into the narrative. This approach allows students to encounter the values, norms, traditions, and historical contexts of a non-native culture, thereby aiding in the acquisition of vocabulary, language structures, idioms, and proverbs specific to native language use within these cultural contexts. Hence, students are better able to comprehend the language and assimilate the local patterns and nuances employed in real-world communication. Whalen (2010) claimed that reading narratives as texts promotes cognitive development and critical thinking. Thus, literature facilitated the development of critical thinking and language

skills while activating the imagination of the students and enhancing their emotional and linguistic awareness. Moreover, students enhance their linguistic awareness through exposure to language patterns and local expressions within contextualized literary texts, fostering creativity and imagination as they speculate about the unfolding events and subsequent chapters. Besides, Larsen-Freeman (1995) claimed that while grammar acquisition occurred naturally, it was crucial to provide clarifications of grammar rules to facilitate its improvement thanks to contextualizing in literary works.

On the other hand, some linguists argue that while literary texts offer advantages, they also pose challenges and can create obstacles in language learning. For instance, According to Brumfit & Carter (1996), the primary obstacle to incorporating literary texts into language classes was that it was highly challenging for non-native instructors and learners to comprehend the structure of such texts. In essence, the vocabulary found in literary works may not reflect the language used by native speakers in daily communication, often appearing outdated or archaic. Furthermore, the complex sentence structures and literary style employed in such texts, as opposed to the straightforward language found in everyday texts, can hinder non-native students' understanding. This complexity may make it difficult for students to find direct equivalents in dictionaries or comprehend these linguistic elements without encountering them in full contextual examples. Additionally, the presence of archaic and literary language styles in literary works can result in students' encountering numerous outdated words, prompting frequent consultation of dictionaries for unknown terms in nearly every sentence. This excessive reliance on dictionaries can disrupt the reading flow, leading to boredom and demotivation as students feel overwhelmed by the perceived inability to grasp the multitude of unfamiliar words encountered. Additionally, Ghosn (2002) maintained that literature could be promptly integrated into ordinary ELT materials as types of materials typically integrating literary texts.

The previous sections have outlined both the positive and negative perspectives on integrating literary texts into the language learning process, along with examples from relevant studies. Despite these mentioned views, numerous studies have demonstrated that the inclusion of literary texts in foreign language education has a positive impact on students' language competence and development. This qualitative study was conducted with 10th-grade students at the A2 English proficiency level, who experience difficulties in language acquisition and have developed negative attitudes toward English learning due to challenges with instructional materials. The aim of the study is to examine the

effect of integrating literary texts into the learning process over a seven-week period on students' attitudes toward language learning.

1.4. Purpose of The Study

In the field of English language teaching, curriculum-aligned coursebooks authored by expert educators from the Ministry of National Education are commonly utilized. These coursebooks, often integrated into instructional materials, predominantly feature contrived texts and isolated sentences focusing on predetermined learning outcomes rather than authentic real-world contexts. Additionally, the coursebooks lack objectives and methods of language presentation that align with the needs and interests of the students. Typically, the texts in these books surpass the students' language proficiency levels, featuring lengthy and complex passages. Even students with a strong desire to learn English but who are not at a very advanced level may initially participate in the lesson actively. Nevertheless, their participation tends to decrease as the lesson progresses, due to difficulties in comprehending the text and the need to identify unfamiliar words directly from the text. This process significantly undermines the motivation of enthusiastic learners, thus diminishing their engagement, as the materials fail to include daily language expressions, vocabulary examples, and diverse cultural concepts of the target language. Effective language acquisition should facilitate a deep connection with the language, encompassing all aspects of understanding. However, students' genuine interests and needs are overshadowed by the reliance on overly long and intricate texts in the coursebooks. Thus, it is essential to introduce students to unfamiliar vocabulary, grammatical structures, and discourses in the target language through more engaging and stimulating methods. Students should have the opportunity to experience the practical use of the language within its fictional context, beyond the confines of coursebooks. Exploring the literature of a language is one of the most effective ways to understand how it is spoken and utilized, as language is most vividly and artistically expressed in literary works. As a result, when students study literary works and encounter examples and vocabulary within their narrative structures, this exposure not only enhances their curiosity about the language but also allows them to perceive the authentic structures and concepts of the language as presented in its aesthetic literary usage.

Consequently, students engage with lengthy contrived texts, attempting to enhance their language structure and vocabulary by deducing meanings from these passages.

Furthermore, literary works, categorized as authentic materials, encompass various genres such as poetry, drama, short stories, and novels, offering students genuine real-world contexts and character dialogues that stimulate interest and motivation. Basically, Duff and Maley (2007) pointed out that there were three primary arguments for employing literature; linguistic, methodology, and motivational. The fictional nature of literary texts piques students' curiosity, leading to active participation and enhanced motivation in lessons. Active engagement fosters more efficient and enduring learning experiences. Nevertheless, coursebooks, characterized by artificial and uninspiring texts, as well as isolated sentences, may limit the acquisition of language structure, vocabulary, and basic language skills (listening, speaking, reading, and writing). Therefore, teachers often supplement their lesson plans with additional materials, requiring extra preparation and effort to sustain student interest and motivation.

In contrast, literary texts, with their authentic contexts and fictional structures, offer diverse language structures and vocabulary, facilitating language development. For instance, literary terminology and grammatical structures tend to be considered overly complicated which significantly adds to the difficulty of the reading process. Literary texts have been dismissed by McKay (2001) and Savvidou (2004) for their departure from the conventions of standard English that were established to accommodate students of varying proficiency levels. Furthermore, the cultural richness and distinct language structures of literary works demonstrate the breadth of language usage beyond textbook limitations, exposing students to a broader linguistic landscape. Despite these advantages, linguists point to the challenges of incorporating literary texts. The fictional nature and length of literary works may pose difficulties in integrating them into structured lesson plans, which typically follow a predetermined sequence of warm-up, pre-activity, while-activity, and post-activity phases. The dynamic nature of literary texts may not align with predefined learning outcomes, occasionally confusing student learning phases.

Based on the aforementioned information, the incorporation of literary works into foreign language learning has long been a topic of debate regarding students' attitudes towards this integration and its overall effectiveness in enhancing students' language acquisition. The aim of this study is, accordingly, to examine the changes in the attitudes towards language learning of students who have difficulties in the English language learning process and develop negative attitudes towards language acquisition over a 7-week period by integrating literary texts into the lesson process.

In the light of purpose of the research, the following research question will be answered in this study:

- What effect does the use of literary texts in the classroom have on students' attitudes towards language learning during the implementation?

1.5. Limitations of The Study

This study, aiming to integrate literary texts into the English language learning process, is subject to several limitations. Firstly, the study was conducted in a high school located in a rural area where the educational infrastructure and developmental conditions are inadequate. As a result, the students' English proficiency is very low, and the learning outcomes specified in the curriculum are not being achieved. Ideally, students should possess an equivalent background and readiness level in English, but the curriculum does not account for the foundational knowledge that should be present from previous levels. Consequently, students begin the program with insufficient preparation.

Secondly, the English textbooks distributed to the students are typically one level above the students' current proficiency and include objectives and activities aimed at their development. However, due to the low proficiency levels in this region, students struggle even with the supplementary support provided by the course materials, necessitating the adaptation of the lesson plan to these specific conditions. Additionally, the region lacks adequate structure and parental support. Outside of school, students do not receive the necessary reinforcement for the limited English education they receive in class. During the implementation process, the teacher alone is responsible for managing the process and motivating the students. The community and parents show limited interest in English education, making it challenging to maintain consistent student engagement in the program. The participant group consisted of only 36 tenth-grade students. Including a larger number of participants or students from different grade levels could have potentially yielded more comprehensive results and influenced the study's findings differently.

Lastly, while the study aimed to improve the positive impact of literary texts on students' language structure competence, class participation, attitudes and motivation towards language learning only the short story genre was selected due to the students' age group and English proficiency level. If other literary genres such as prose, poetry, or

drama had been included and analyzed in detail, the study could have yielded broader and more diverse findings.

1.6. Literature Review

The objective of this study is to incorporate literary texts into the foreign language learning process to address students' challenges in the language learning process and their negative attitudes during learning. The use of literature has become prevalent as various methods and approaches have emerged in the field of English as a foreign language education. This literature review addresses the historical use of literature in language teaching, highlights both the benefits and drawbacks of incorporating literature into language education, and examines case studies from local and global contexts that illustrate its impact on students. These topics are described and presented under three distinct headings in the following part.

1.7. The History of The Use of Literature in English Language Teaching

It is widely acknowledged that literature represents the pinnacle of artistic and expressive language use, encapsulating a rich tapestry of feelings and ideas. When acquiring a foreign language, the integration of literary works, which serve as the most refined artistic manifestations of the target language, becomes a crucial component of the learning process. In the realm of teaching English as a foreign language, various approaches and methodologies have been employed, aiming to elucidate the incorporation of literature within these frameworks. This subheading seeks to explicate such integration through illustrative examples.

The integration of literature into language instruction has a long history, dating back several centuries. Since the 18th century in Europe, when modern languages were first incorporated into school curricula, literature has served as a fundamental resource in language teaching. The Grammar-Translation Method (GTM), which emerged in the 19th century as the initial approach to teaching English as a foreign language, relied heavily on translating texts as a core instructional strategy. Consequently, literary texts took precedence in environments where foreign languages were taught primarily through direct translation. Students were expected to translate texts directly, aiming to develop their language proficiency. Richard and Rogers (2001) pointed out that the objective of this approach was to acquire the ability to read the literature of a foreign language, thereby capitalizing on the intellectual development and mental self-control that are associated

with studying a foreign language. Kramsch and Kramsch (2000) added that basically, language learning was the study of literature in that period. With the advent of the Direct Method, literary texts, which had previously held a prominent role in language instruction under the Grammar-Translation Method, gradually diminished in significance within curricula. Originating during World War I and championed by linguists, particularly for auditory-linguistic learning in military settings, Audio-Lingualism, also known as the Army Method, effectively removed literary texts from the realm of foreign language teaching. In 1963, at a Cambridge educational conference, the significance of employing literature as a tool for language teaching was reaffirmed. It was contended that traditional teaching methods posed obstacles to the development of language skills and communication abilities, while literary works were deemed advantageous for enhancing students' linguistic proficiencies. Given the nascent state of research in the intersection of language and literature at the time, divergent viewpoints could emerge. For instance, Llach (2007) argued that structural approaches viewed literature as an antiquated component of language development, whereas functional-conceptual methods largely disregarded literature, except for its communicative aspects. Furthermore, Certain scholars espousing a non-essentialist stance argued that engaging with literature does not enhance the acquisition or proficiency of a foreign language (Edmondson, 1997). They contend that literary texts fail to substantially elevate language proficiency and do not fundamentally differ from other textual forms (Yuksel, 2007, p.45, original emphasis). However, essentialist scholars contend that employing literary texts in foreign language instruction can enhance learners' language proficiency and cultivate additional learning capacities (Lazar, 1993) such as cultural awareness (Akyel & Yalcin, 1990; Ghosn, 2002; Parkinson & Thomas, 2000), critical thinking (Ghosn, 2002; Parkinson & Thomas, 2000), and motivation (Parkinson & Thomas, 2000).

With the expansion of approaches and methods in language teaching, numerous scholars and researchers have conducted studies on the role of literature in language learning, highlighting its significance in the language acquisition process. For instance, Collie and Slater (1990) stated that learners enhance and broaden their cognitive and compositional abilities by engaging with a significant and contextualized corpus of material. Widdowson (1992) underscored the significance of examining both the cultural and aesthetic dimensions of literature within language classrooms, alongside the utilization of language and discourse in literary works. Additionally, Widdowson (1992) noted that some language instructors examined literary works mainly for linguistic

structure, while others employed these texts to foster creative thinking in learners. Duff and Maley (2007) highlighted that authors of literary works explored situations and themes they consider significant, which allowed students to connect with the material based on their interests and experiences. This connection fosters student engagement and enhances motivation, particularly during the learning process. On the other hand, Cameron (2001) observed that young learners, in particular, tended to lose interest and motivation quickly in language classes and were more inclined to seek approval from their teachers than from their peers. He recommended that teachers of young learners incorporate literary works to maintain the engagement of this group and create a more productive language learning environment. Furthermore, Mason and Krashen (2004) noted that literature served as a more engaging medium compared to conventional techniques in language instruction, and Onuekwusi J. A. (2013) stated that literature was an aesthetic form of written expression and that it offers its readers information entertainment instruction and many cognitive developments about the learning experience.

As a result, literature has intermittently been incorporated into various methodologies within the realm of English language teaching. It has consistently remained a significant component of foreign language instruction, with literary works as frequently utilized materials in the learning process. Furthermore, researchers have expressed varying opinions regarding the efficacy of literature in this context.

1.8. The Benefits and Drawbacks of The Use of Literary Works in Language Learning Classrooms

In countries where English is taught as a foreign language, despite the application of various methods in classrooms, challenges such as large class sizes, insufficient classroom resources, students' inadequate language proficiency levels, and other barriers often lead to the implementation of certain teaching techniques. These include an emphasis on grammatical rules for sentence construction, rote memorization of vocabulary to enhance word knowledge, and reliance on textbooks containing lengthy and unengaging texts, which can impede language development. Additionally, students often lack the necessary infrastructure to support individual writing and speaking practice, resulting in demotivation and hindrance to their language learning progress. Nonetheless, incorporating authentic materials such as literary works into language instruction can

create a stimulating and enriching environment for students, although some researchers argue that this approach may also have negative effects.

Literary works constitute prominent authentic materials frequently employed in English as a Foreign Language (EFL) classrooms across various proficiency levels. For instance, fairy tales and stories serve as both motivational and captivating resources for children and beginners. Conversely, engaging with classical novels and poems in one's native language, alongside their English counterparts, can stimulate the interest of adult learners. McKay (2001) emphasized three key advantages of integrating literary works into language instruction: Firstly, the ability to immerse learners in the cultural milieu and discern the cultural nuances of the target language; Secondly, the opportunity to select from a spectrum of genres authored by native speakers to enhance communicative competence; and Lastly, the provision of diverse resources conducive to the simultaneous development of the four fundamental language skills. McKay (2001) highlighted the aforementioned aspects and underscored the paramount importance of these factors in the efficacy of literary works in language education. Furthermore, Lazar (1993) suggested numerous advantages associated with the incorporation of literary works into language learning. He highlighted their motivational aspects and significant educational value, noting that they encompassed many elements outlined in curricula. Moreover, Lazar (1993) pointed out that literary works offered a vivid presentation of the structure of the target culture, fostering the development of students' interpretive skills and enhancing language awareness. Additionally, he suggested that such materials facilitate the expression of ideas by students. O'Sullivan (1991) stated that literary texts could serve as interactive materials within language classrooms when approached comprehensively. He argued that when these texts incorporate activities requiring student engagement, they stimulated interactive dialogues that enhance analytical thinking and creativity.

Furthermore, Gangola (2015) pointed out that incorporating literary works into the educational process enhanced students' expressive abilities by fostering their capacity to infer and interpret meaning. Thus, a judicious selection of texts tailored to students' proficiency levels and presented in sufficient quantity can foreground students' self-expression skills, fostering dialogues among teachers, peers, and texts within the classroom environment. Moreover, Literature facilitated as a popular instrument to trigger class debates and discussions on the examined work. These communicative exercises assisted students in articulating their thoughts and cultivating their perspectives (Hernández, 2011). In support of this statement literature in language classrooms offers

students the opportunity for self-expression and interpretation. Consequently, the inclusion of literary texts can transform language classrooms into engaging and dynamic environments (Violetta-Irene, 2015). On the other hand, Ghosn (2002) highlighted that the qualities of literary texts, owing to their meaningful contexts and communicative structures, enhance learners' authenticity needs and motivation according to the motivational criterion. Sagredo (2008) pointed out that literary works served as the optimal medium for conveying in the target language the ideologies, emotions, and thoughts of their respective temporal and spatial contexts, emphasizing their crucial role in enabling students to comprehend the aesthetic reflections and distinct language style of the culture associated with the language they are acquiring. Lima (2010) argued that literary texts presented students with the actual use and experience of the language in a specific context and that students could relate to the texts and thus be naturally exposed to the language itself and their level of acquisition will increase.

In addition to the aforementioned criteria, many researchers also delineated certain specific norms for learning English through literature; In the realm of literature, universality underscores its indispensable relationship with language, asserting that no linguistic framework can thrive without the presence of either oral or written literary expressions. This universality is further underscored by the prevalence of dominant emotions such as love, death, grief, and pride which transcend cultural boundaries, thus affirming literature's paramount role in linguistic evolution. Non-triviality, in literary discourse, denotes the presentation of language and cultural elements in authentic, meaningful contexts, eschewing verbosity for succinctness and clarity. Additionally, literature's appeal lies in its capacity to engage readers' imaginations through universal themes, prompting individuals to draw upon their unique backgrounds to interpret and enrich their reading experiences. The diverse array of literary works, spanning various genres and topics, further enhances interest and motivation by offering readers opportunities for self-reflection and personal connection. This dynamic interplay between literature and readership extends to the classroom, where the communal exploration of literary texts fosters the exchange of ideas and the cultivation of open-ended group activities, thereby enriching the educational experience. Moreover, utilizing conventional instructional materials for language acquisition, literature serves as a valuable tool in language classes by engaging students' emotional intelligence and depicting real-world events and their emotional nuances. Khatib, Rezaei, and Derakhshan (2011) asserted that literature effectively engaged learners' emotions during the learning process. Averil

(2011) further suggested that literature was closely associated with individuals' emotional regulation skills. Lager (1997) contended that literary works offer students relatable examples from their lives and surroundings, enabling them to interpret, express, and convey their feelings and thoughts in the target language, thereby surpassing mere theoretical knowledge acquisition.

The preceding discussion has highlighted the incorporation of literary texts into English as a Foreign Language (EFL) classes and the associated benefits for students' language development, as supported by the insights and analyses of scholars and researchers. However, certain challenges impede the integration of literature and literary works in language-teaching contexts. McKay (2001), Savvidou (2004), and Lima (2005) underscored the challenges associated with integrating literary works into language teaching, citing issues such as the linguistic complexity of the target language, cultural nuances, and text suitability. Lima (2005) provided a specific example, noting that the desire to analyze personal favorite works and themes within literary texts can sometimes conflict with learners' proficiency levels and established learning objectives.

One of the primary concerns frequently debated is the intricate language found in literary works. When literary texts embody the author's aesthetic style and the period in which they were written, they often exhibit a sophisticated linguistic structure that diverges from colloquial expressions. Such texts present a wide array of vocabulary, which can pose difficulties for students in comprehending and integrating these words into their everyday communication. Sell (2005) contended that utilizing literary artifacts in language classrooms was inefficient, as students might struggle to grasp the language within these artifacts and resort to laborious dictionary usage. McKay (2001) and Savvioudo (2004) criticized the challenge posed by literary works in terms of comprehension, asserting that the language used in such works often deviates significantly from standard English and exceeds the proficiency levels of many students. They particularly highlighted the difficulties posed by poetry, attributing these challenges to the archaic language often found in such works, the complexity of the themes explored, and the emphasis on aesthetic qualities. They argued that literary texts were more suitable for language learners at intermediate proficiency levels and above. Additionally, Khansir (2012) noted that literary works, characterized by complex syntax and lexical elements reflective of older linguistic forms, might not be very beneficial for learners seeking to improve their spoken proficiency in the target language. Similarly, Mishan (2005) contended in his article that literary works were not conducive to promoting grammatical

accuracy, following a structured acquisition sequence, or achieving desired learning outcomes in the language learning process.

On the other hand, Savvidou (2004) maintained that literary texts and excerpts lack a functional structure and fail to fulfil the academic needs of learners aiming for conversational proficiency. They argued that artificial texts designed specifically for textbooks were more effective in meeting learners' language learning objectives and needs. Lima (2005) pointed out that literature could function as a flawed model for educational purposes. While literary works could stimulate native speakers to enhance their reading habits and language proficiency, they could potentially lead foreign language learners into linguistic confusion and misunderstanding. Furthermore, the representation of cultural diversity within literature has been a topic of debate. It is content that literature may contain complex concepts and values that are easily understood by native speakers but may present challenges for foreign language learners due to unfamiliarity with cultural nuances and dense language styles (Rezaei, & Derakhshan, 2011). For instance, literature has been criticized for its unsuitability in language learning contexts, as it often incorporates cultural elements and moral or religious values that are unfamiliar and challenging for learners. It is also argued that the in-depth exploration of certain cultural contexts in literary texts can restrict the texts' communicative utility for students (Aghagolzadeh & Tajabadi 2012). Text selection is a critical consideration in language teaching, with a focus on choosing materials that align with learners' proficiency levels, academic requirements, motivation, and the development of fundamental language skills. Scholars have emphasized the need to account for various learner characteristics, such as language proficiency, age, gender, and readiness when selecting texts to enhance comprehension and language skills (Khatib, Rezaei, Derakhshan, 2011). Lima (2005) further highlighted the significance of these factors, noting that while educators aim to provide students with valuable experiences, comprehension of texts can be hindered by students' limited linguistic, literary, and cultural readiness in the target language.

In summary, incorporating literary texts into language instruction offers numerous advantages for learners in terms of acquiring the target language and enhancing their language proficiency. Furthermore, as indicated by the aforementioned information and citations, potential drawbacks such as confusion and unpreparedness may arise concerning both the native language and the target language.

1.9. The Studies on Short Stories Among Literary Texts In English Language Classrooms

Among the various types of literary texts, short stories are often favoured due to their versatility, suitability for different language proficiency levels, and practical use in the classroom. Short stories are particularly effective in language instruction as they help students grasp the cultural context of the target language, foster empathy, and enhance critical thinking skills. In addition to improving students' reading abilities in a foreign language, short stories can create a more engaging and motivating learning environment. When selecting short stories for language classes, teachers should consider students' language proficiency and interests to minimize potential challenges. While certain selection criteria exist, teachers should also have the flexibility to establish their own criteria based on the specific learning needs of their students. The use of short stories in language classrooms has demonstrated numerous benefits for students' language acquisition and development. Several studies that have employed short stories in language instruction are presented below with examples.

Firstly, Pardede (2010) highlighted that incorporating short stories in language classes serves as both a motivating and engaging tool, enhancing students' language development while also providing an element of entertainment. Similarly, Akkuş (2011) identified several benefits of using short stories in language classes, such as enhancing cultural awareness and effectively engaging students in the learning process. In a study on English teachers' views regarding the use of short stories, Akkuş (2011) stated that students gained a deeper understanding of the cultural aspects of the target language, which improved their overall language acquisition awareness.

Saka (2014) pointed out that using short stories as instructional materials in English Language Teaching (ELT) significantly enhances students' empathy skills, facilitating their internalization of the target language. In his study, Saka found that students sometimes identify with the characters in the stories, adopting the characters' expressions as their own, which accelerates the development of their expression skills in the foreign language. He also emphasized that short stories should be incorporated into all language coursebooks, as this would increase students' positive attitudes and motivation, improve their language comprehension, and strongly enhance their empathy and expression abilities.

On the other hand, Tseng (2010) conducted a study at a high school in Taiwan that involved 28 EFL students and was led by a teacher-researcher who prepared 24 literary work presentations over 14 weeks. The objective was to examine the students' perceptions of literary works and their attitudes towards literature in their learning process. The researcher utilized computer-assisted literature teaching (CALT), incorporating internet-based resources to develop the plots of novels and plays and using media materials to enhance her presentations. Following the 14 weeks, the students completed a 50-item attitude questionnaire. The results indicated that novels were the most engaging to the students, followed by plays, short stories, and poems. Moreover, the majority of students expressed enjoyment in reading literary works and maintained an interest in literature. The study concluded that students' attitudes toward literature improved during the language acquisition process and highlighted the necessity of a certain level of literary background for effective reading, comprehension, and application of literary works.

In another study, 78 volunteer ELT preparation students from two different universities in Thailand (2010), representing diverse backgrounds, were included. These students were divided into two groups: an experimental group and a control group. A mixed-methods approach was employed, and students' lesson plans were analyzed under three categories: language consideration, literature consideration, and enrichment consideration. Over 8 weeks, the students engaged with selected literary genres to integrate language, literature, and cultural diversity. This approach aimed to positively impact their language development and assess the influence on their analytical thinking, problem-solving, and critical thinking skills. The study found that integrating literary texts into language teaching positively influenced students' attitudes toward literature during language acquisition. Additionally, students comfortably acquired the target culture and language instructions without feeling bored or out of place during reading and speaking practices.

Furthermore, Pathan (2012) investigated the impact of short stories on the reading skills of third-year students in the English Language Teaching (ELT) department at Sebha University. The study involved 50 participants, divided into two groups, over 10 months. Pathan first administered a questionnaire to gather students' opinions on their reading skills during their English learning process and repeated the questionnaire after 10 weeks of instruction using various short stories. The results indicated that using short stories increased students' interest in reading and enhanced their reading skills in the target language during their English learning stages.

In another study, Vural (2013) divided participants into two distinct groups—an experimental group and a control group—comprising 34 preparatory year students from the English Language Teaching department. The study aimed to assess the efficacy of utilizing literary works as authentic materials in enhancing reading skills and motivation in language learning. The experimental group underwent a semester-long unabridged lesson plan utilizing original short stories, whereas the control group followed a plan incorporating abridged and simplified reading texts. Results at the end of the semester indicated a 19.2% improvement in the experimental group compared to the control group. This improvement suggested that employing short stories as authentic materials facilitated the development of reading skills and, subsequently, language proficiency. Furthermore, the experimental group exhibited higher motivation and more positive attitudes toward the texts compared to the control group, indicating the potential of literary texts to enhance motivation in the learning process.

Moreover, Inan (2015) conducted a qualitative study at Kocaeli University to explore students' attitudes toward literature in the context of teaching English as a foreign language. The study involved 20 participants, including prep class students yet to take a literature course, first-year students currently enrolled in a literature course, and English Language and Teaching Department students who had completed a literature course. Participants completed an attitudinal questionnaire designed by the researchers, which focused on the role and significance of literature in language teaching, perceptions of reading literary works, the belief that literature mirrors culture and opinions on whether literature should be a mandatory part of the language teaching curriculum. Results indicated that 90% of participants preferred reading books, with 40% also engaging with newspapers, magazines, and blogs, and 10% reading comic books. Regarding literature's reflection on a foreign culture, participants highlighted the importance of language presentation in addition to understanding the target language, noting that literature exemplifies artistic branches clearly and aesthetically. When asked about the inclusion of literature in the English language teaching curriculum, 65% of participants advocated for its compulsory inclusion, while 35% viewed it as an elective subject. Despite initial expectations of rigidity towards literature, participants expressed the belief that literature greatly aids in understanding English and reflecting culture, suggesting that its multidimensional aspects should be academically, grammatically, and culturally utilized.

Additionally, Güneşdoğdu (2015) conducted a study involving two classes of high school students learning English as a Foreign Language (EFL) to investigate the impact of teaching four short stories, adapted from literary works, on students' critical thinking skills. Developing critical thinking skills is essential for students to form meaningful connections in both written and oral communication in the target language and to sustain effective communication. In this study, the findings revealed that students in the experimental group, who were taught using the adapted literary short stories, demonstrated more effective communication skills and significantly improved their critical thinking abilities compared to the control group.

Sarıçoban and Küçüköğlü (2011) conducted a study to examine the effects of incorporating literary texts into language classes. They found that short stories maintained high levels of student interest and engagement, particularly in English language classes. Additionally, they observed that students were drawn to story elements such as setting, plot, and characters, which enhanced both their reading skills and their motivation to learn the language.

Finally, in a descriptive and experimental study, Şentürk (2019) conducted a comprehensive analysis of textbooks and worked with volunteer participants. Şentürk reported that when lesson plans were structured around short stories, teachers used class time more effectively, and students found the lessons more enjoyable. He further noted that students' language development improved as they engaged more willingly, and teachers became more aware of the practical advantages and benefits of using literary works in the classroom.

2. METHODOLOGY

This section contains information about the research design, setting and participants, instruments, and data analysis.

2.1. Research Design

This study aimed to investigate students' attitudes toward English language classes and the language learning process. To achieve this, a qualitative research approach was conducted, and students' reflections and attitudes regarding the course were gathered and analyzed through the use of journals.

2.2. Setting and Participants

This study was conducted at a public high school located in the Akçakale district of Şanlıurfa province, Turkey. The participants were selected using criterion sampling, focusing on students studying English as a foreign language for four hours per week. The sample consisted of 36 voluntary participants in one class, comprising 15 boys and 21 girls, all in the 10th grade. The participants generally had an English proficiency level of A2/CEFR. The researcher participated in the project as a practitioner, responsible for selecting materials that align with the identified problem, preparing plans, managing each lesson, and ensuring a smooth transition to subsequent phases. The study was conducted during the spring semester of the 2023/2024 academic year in a classroom equipped with a projector and a smart board.

2.3. Instruments

In this qualitative study, four storybooks, and four lesson plans were prepared in accordance with the course objectives. The literary texts used in this study were selected with a few points in mind. Firstly, Lazar (1993) emphasized that when selecting literary texts for use in language classrooms, teachers should consider students' language proficiency, basic language competence, and their literary and cultural backgrounds. Similarly, Bibby and McIlroy (2013) highlighted that factors such as comprehensibility, genre, narrative structure, language complexity, teacher input, and student interest should be taken into account when choosing literary texts. On the other hand, Pardede (2011) emphasized that the length of the stories used by teachers in language classes should be appropriate to the level of the students and the content should be understandable by the

students and respond to the needs of the students. Drawing on these and similar considerations, the researcher evaluated several criteria for selecting literary texts for the language classroom. The first criterion was the students' proficiency and foundational knowledge levels; since all students are at an A2 English proficiency level and lack extensive knowledge of literary concepts, the selected texts needed to be simple and accessible in both literary content and language structure. Additionally, given that the students, aged 15-16, tend to favour dynamic texts such as adventure and detective stories with engaging characters and plots, these preferences were also considered. Furthermore, to analyze students' attitudes toward English lessons, it was determined that short texts spanning only a few lessons would not be effective in capturing their perspectives. Following this evaluation, four abridged storybooks were selected from among literary texts for use in the classroom. Based on all this mentioned information, the criteria considered in the selection of the materials used in the research are given in Table 1 below.

Table 1.

Criteria Table of Materials

Storybooks	Criteria
Material 1 Huckleberry Finn	Comprehensible vocabulary and language structures Appropriate for students' level /A2 A wide range of exercises and activities Including course objectives Fictional Adventure Genre Immersive and Engaging for students
Material 2 As The Inspector Said	Comprehensible vocabulary and language structures Appropriate for students' level /A2 A wide range of exercises and activities Including course objectives Fictional Detective Genre Immersive and Engaging for students
Material 3 Treasure Island	Comprehensible vocabulary and language structures Appropriate for students' level /A2 A wide range of exercises and activities Including course objectives Fictional Adventure Genre Immersive and Engaging for students
Material 4 Woman of Mystery Agatha Christie	Comprehensible vocabulary and language structure Appropriate for students' level /A2 A wide range of exercises and activities Including course objectives Fictional Biographical and Detective Genre

Material 1: *Huckleberry Finn* by Mark Twain (see Appendix A) The book, published by Universal Readers, is a fictional story aimed at learners with A2-level English proficiency and spans 80 pages. It addresses grammar topics such as the Future Tense, Conditionals Type 1, and Modals, which serve as key learning objectives. The book consists of five chapters, each accompanied by a variety of exercises categorized into pre-reading, during-reading, and post-reading activities. In the pre-reading section, exercises like matching and gap-filling tasks focus on unfamiliar vocabulary, which varies by chapter. The during and post-reading sections include exercises designed to assess students' comprehension and learning through gap-filling, multiple choice, puzzles, true/false statements, and summarization tasks. Additionally, two worksheets focusing on grammar and vocabulary structures were provided. The book's audio file was played for the students via the classroom's smart board to reinforce the material.

Material 2: *As the Inspector Said* by John Escott (see Appendix B) The book, published by Oxford University Press, is a 72-page detective fiction storybook aimed at learners with A2-level English proficiency. It comprises five distinct stories and incorporates grammar topics such as the Simple Present, Simple Past, Adjectives, and Adverbs as key learning objectives. A glossary of unfamiliar vocabulary, along with pre-reading, during-reading, and post-reading sections, is included at the end of the book. In these sections, students' learning outcomes were assessed through activities such as gap-filling, true/false statements, sentence completion, and open-ended questions related to the content. The book's audio file was played to students via the classroom's smart board.

Material 3: *Treasure Island* by Robert Louis Stevenson (see Appendix C) The book, published by Universal Readers, is a fictional story aimed at learners with A2-level English proficiency and spans 64 pages. It addresses grammar topics such as the Simple Past Tense, Past Continuous Tense, Comparative-Superlative, and Place of Prepositions, which serve as key learning objectives. The book is divided into five chapters, each accompanied by a variety of exercises categorized into pre-reading, during-reading, and post-reading activities. In the pre-reading section, exercises like matching and gap-filling tasks focus on unfamiliar vocabulary, which varies by chapter. The during and post-reading sections include exercises designed to assess students' comprehension and learning through gap-filling, multiple choice, puzzles, true/false statements, and summarization tasks. Additionally, three worksheets focusing on grammar and vocabulary structures were provided. The book's audio file was played for the students via the classroom's smart board to reinforce the material.

Material 4: Agatha Christie, *Woman of Mystery* by John Escott (see Appendix D), this biography of Agatha Christie, published by Oxford University Press, is tailored for learners at the A2 English proficiency level. The book comprises 51 pages and covers grammar topics such as the Simple Present, Present Continuous, and Modals. A glossary of unfamiliar vocabulary is provided at the end of the book. The pre-reading, during-reading, and post-reading sections contain exercises such as gap-filling, sentence completion, true/false questions, and open-ended questions, all designed to assess students' comprehension. The audio version of the book was played for students via the classroom's smart board.

Finally, the researcher developed lesson plans based on the previously mentioned learning outcomes for each literary work (see Appendices E, F, G, H). These lesson plans outline the lesson duration, the planned activities, and the exercises designed to assess students' learning. Each lesson plan was implemented during the respective week in which the corresponding book was taught.

2.4. Data Analysis

Firstly, in this qualitative study, the researcher and two other English teachers working in the school, as a department, evaluated the coursebooks with an evaluation checklist designed by Acar (2019) (Appendix I). This checklist consists of six main headings: practical considerations, language content, design and organization, language skills, language skills, exercise activities, and cultural aspects. It has a 5-point Likert scale of strongly agree, agree, undecided, disagree, and strongly disagree. Secondly, after each lesson throughout the 7-week practice period, students were asked to keep journals in which they wrote their lesson experiences and their attitudes towards the literary texts and language learning process (Appendix J). These handwritten journals were collected by the researcher at the end of the project and analyzed by content analysis method. As the stages of the content analysis method, the students' journals were first divided into labels by coding method, these labels were categorized into themes, and the subheadings within these themes were examined as subcategories. In the final stage, the results of the data obtained were presented at the end of each lesson in tables under these headings and subheadings.

2.5. Reliability and Validity

The study did not incorporate a quantitative analysis to assess validity and reliability. Over a 7-week period, a learning process was implemented, centered around literary works and the associated learning outcomes for the participants. After each lesson, participants were asked to document their language structure competence, attitudes towards the lessons and levels of participation in a journal. These journals were collected at the end of the project, with no alterations or comments, and were subsequently analyzed by the researcher using coding methods. The findings were then presented in tables and figures under specific subheadings.

2.6. Procedure of The Study

The procedure section outlines the planning and implementation of the action research. This research was conducted with participants from Süleyman Şah Anatolian High School, under the Ministry of National Education, in the Akçakale district of Şanlıurfa during the spring semester of the 2023/2024 academic year. The participants, comprising 36 tenth-grade students (15 boys and 21 girls) who study English as a foreign language for four hours per week, voluntarily agreed to participate in the project, with the necessary permissions obtained from their families. The students' English proficiency level was A2. The implementation process, which involved integrating literary texts into the course structure, was carried out over a 7-week period and is outlined below.

2.6.1. Week 1

First of all, students were briefly oriented to the lesson's structure. Several sample pictures were displayed on the board, and students were asked to construct sentences using the 'Present Simple' tense based on these images. Following these examples, the students were engaged in picture vocabulary activities, drawn from the initial chapter of "Huckleberry Finn," with the story divided into chapters. Guided by the teacher, students filled in blanks with images of unfamiliar words.

The story commenced with a read-aloud session, during which students brainstormed to guess unknown words, assisted by the teacher's examples. In the comprehension section, the teacher first modeled an example question. Students were then paired with their seatmates to tackle open-ended questions, matching exercises, and gap-filling activities related to the text. The teacher invited students to share their answers. Reading continued through the third chapter, with intermittent pauses where the teacher

highlighted relevant structures and prompted students to complete sentence constructions and answer comprehension questions.

Midway through the book, the teacher introduced A2-level Modals on the board, coupled with example sentences. Students then shared personal sentences through a question-and-answer format. Groups of six were formed, each receiving a worksheet focused on the future tense and zero conditional. After a brief explanation and examples, students completed the worksheet collaboratively. Subsequently, each group presented their sample sentences, which were then critiqued and expanded upon by other groups. Throughout these activities, emphasis was placed on incorporating newly learned vocabulary into sentences. At the end of Chapter 3, a distinctive speech bubble exercise was introduced. The teacher summarized the topics covered and randomly selected students to complete speech bubbles with sentences incorporating 'Future Tense,' 'Conditional Sentences Type 1,' and 'Modals,' thus concluding the lesson.

2.6.2. Week 2

The teacher initiated the warm-up segment of the lesson by dividing it into two distinct parts. Initially, a short text containing grammatical structures from the previous lesson—specifically Future Tense, Conditionals Type One, and Modals—was displayed on the board. A short question-and-answer session followed, where students provided examples from their routines related to the grammatical structures in the text, and subsequently engaged in randomly asking and answering questions among themselves.

The teacher then posed questions to the students regarding the book's first three chapters, focusing on what the characters did, who they interacted with, and the events that transpired. As the lesson transitioned to Chapter 4, the teacher introduced visuals and matching activities for unfamiliar words. Throughout the reading, the teacher paused whenever an unfamiliar word appeared, encouraging students to brainstorm and make educated guesses based on sentence structure and context. Students were then paired with a partner to complete a word puzzle embedded within the chapter, using a fill-in-the-blank text as part of the comprehension exercise. This activity reinforced both the grammatical structures and new vocabulary introduced up to that point. After each activity, the teacher, along with any students who volunteered, confirmed the correct answers. Groups that made errors were provided with corrections, which were noted for further review. In the comprehension section of the final chapter, students were guided by the teacher to complete various tasks, including sentence completion, determining true or false

statements, and identifying which character made specific statements. Finally, the class was divided into groups of six, ensuring that members were different from those in the previous lesson. These groups discussed the parts of the book they found appealing, interesting, or unsatisfactory, and offered suggestions for changes. They also shared their examples of unfamiliar words they had noted throughout the book. Each student then constructed a sentence and selected a word for another classmate, transforming the activity into a word game.

To conclude, the teacher wrote discussion prompts on the board related to the grammatical structures covered in the lesson, and students were invited to take the floor and respond.

2.6.3. Week 3

In Lesson 3, the second book, titled *As the Inspector Said*, published by a different publisher, was introduced. Unlike previous materials, this book comprises five distinct detective stories, with the activities and exercises positioned at the end of the book rather than interspersed between chapters. During this lesson, the first three stories were covered, with the remaining two stories deferred to the next session. The lesson began with the teacher projecting two worksheets onto the board, offering a brief review of the grammatical structures to be emphasized in the book, specifically the Present Simple, Past Simple, and Adjective-Adverb forms. Students reviewed these exercises and participated in completing them with the teacher's guidance. Following this review, the unfamiliar vocabulary listed at the back of the book was analyzed. The teacher provided various examples of these words on the board, and students were encouraged to create their examples. Additionally, the students engaged in a brief brainstorming session to predict synonyms and antonyms of the vocabulary words.

After listening to the first page of the book, students worked in pairs to answer questions related to the plot and make predictions about future events. The teacher subsequently confirmed the correct answers. Exercises involving predictions based on story titles and true-false questions were also completed. Following the first story, students were invited to the board to recount an interesting event they had either experienced or heard about, marking their first experience with extended narration. This activity was designed to encourage participation without discouraging students. During the second story, chapter activities were again completed in pairs, with correct answers confirmed by the teacher. Between each story, students were intermittently asked for

spontaneous ideas and predictions about the narrative's development. The lesson concluded with group work involving six different members. The task of sharing ideas about the stories and narrating a personal event, which had been introduced at the beginning of the lesson, was revisited. Group members were asked to listen to each other's accounts and provide feedback.

2.6.4. Week 4

In Lesson 4, the final two stories from *As the Inspector Said*, "The Blue Cross" and "Cash on Delivery," were analyzed. The teacher began by reviewing the 'Present Simple' tense, prompting students to discuss their daily routines, followed by a review of the 'Past Simple' tense through questions about their activities from the previous week. Subsequently, the class engaged in brainstorming vocabulary related to the fourth story, first through predictions and then by providing their examples.

During this activity, students were randomly selected by the teacher, who considered class dynamics, and incorrect responses were corrected by peers. Midway through the story, students were asked to pause and create dialogues in pairs, speculating on the story's continuation and incorporating newly learned vocabulary. After completing the fourth story, students participated in gap-filling and matching exercises focused on conjunctions and adjectives from the text. Before proceeding to the final story, the teacher distributed a worksheet on common adjectives and adverbs, leading to the creation of a word map on the board. Each student contributed by writing synonyms and antonyms and providing examples.

Upon concluding the last story, students engaged in group work where they discussed their favorite story, characters, and events they wanted to interpret. Students who had not shared or were reluctant to participate earlier were given another opportunity to contribute. This process ensured that every student in the class participated, marking the completion of the book.

2.6.5. Week 5

At the beginning of the fifth lesson, the teacher provided an overview of the key grammatical topics covered in the new book, *Treasure Island*, which included the Past Continuous tense, the placement of prepositions, and the use of comparatives and superlatives. The lesson started with the teacher projecting a fill-in-the-blank exercise on the board, which was then completed collaboratively with the students. Following this,

the class engaged in a guided brainstorming session to discuss the potential content of the book, including possible characters and its exciting elements. As a preliminary activity before going into the book, students were encouraged to infer the meanings of unfamiliar words by examining accompanying images. This was followed by matching exercises where students paired the words with example sentences. During the listening activity, students noted unknown words with periodic pauses to determine the meanings of these words, facilitated by the teacher. After completing the first chapter, the teacher introduced examples of sentences using conjunctions, written on the board, to student pairs. The pairs were then tasked with creating their own sentences using conjunctions such as "when" and "while," in the context of the Past Continuous tense. In the sentence completion and word puzzle section of the chapter's end activities, students took turns answering, with the option to pass if unsure. This approach fostered both a game-like atmosphere and ensured active participation from all students. Adjectives, adverbs, and place prepositions were subsequently listed on the board, and the class was divided into groups of the groups first engaged in a speaking game focused on adjectives and adverbs, followed by a final activity in which each student wrote a paragraph describing a chosen friend, incorporating the new vocabulary and grammatical structures. These paragraphs were then read aloud within the group, and with the teacher's guidance, peer corrections were made. Some students also volunteered to present their paragraphs to the entire class.

2.6.6. Week 6

At the outset of the lesson, several students volunteered to approach the blackboard and provided a review of the previous session's content, including a summary of the first three chapters of the story and the associated feedback. This was followed by a general review and warm-up activity involving the entire class. Before progressing to Chapter 4, unfamiliar vocabulary from the text was explained using visual aids, and a series of multiple-choice questions related to the first chapter was collaboratively addressed with the students. On the purpose of encourage participation from all students, the teacher specifically selected a few of the quieter individuals who had been reluctant to engage. These students were tasked with reading aloud the characters' dialogues from the book, with periodic pauses to listen to and reflect on the conversations. As the chapter neared its conclusion, pairs of students were invited to the blackboard to complete the comprehension exercises, with any errors being corrected by their peers under the teacher's supervision.

For the chapter activity, students participated in a brief word scramble game, after which they, along with their partners, composed a paragraph interpreting the chapter from the perspective of the characters. These paragraphs were subsequently shared with other pairs in the class for feedback and revision. Moreover, a brief exercise focused on place markers was projected on the board, during which students engaged in a brainstorming session to provide quick responses. This approach was designed to facilitate active participation from all students.

In the final segment of the lesson, students were organized into groups of six to complete the end-of-book activities. Each group member responded to the prompt, "Which character did you like/dislike and why?" by employing appropriate adjectives and adverbs. Furthermore, each group was required to produce a concise summary of the book, which was then presented to the class by a volunteer spokesperson from each group.

2.6.7. Week 7

In the previous lesson, each student was given the opportunity to share what they had learned since the first lesson and what had particularly resonated with them. Following this discussion, a vocabulary scramble game was conducted on the board, utilizing new vocabulary acquired from the initial book up to the present lesson. To reinforce understanding of the present tense and other grammatical structures, students were asked to describe their daily routines, activities from the previous week, and their favorite or most intriguing parts of the book. Mistakes were addressed through peer correction, with students working in pairs under the teacher's supervision.

Subsequently, a brief review of the book was conducted, and the biography "Agatha Christie, Woman of Mystery" was read aloud. During the reading, the audio was paused intermittently to allow students to guess the meanings of unfamiliar words, which were then clarified and noted. Inter-chapter and end-of-chapter activities were completed by the students, who took turns presenting their answers, which were then verified by the teacher. Students were then divided into groups of six, where each member wrote a paragraph about their favorite book and character, sharing it within the group. The groups then rotated, engaging in an activity where students randomly read the paragraphs and attempted to identify the author and the preferences expressed.

The lesson concluded with students taking turns at the board to discuss their ideas about the project and address any remaining questions collaboratively with the teacher, marking the completion of the project.

3. FINDINGS

At a public high school in a rural area, 10th-grade students receive four hours of English as a foreign language instruction per week. These students, who are at an A2 level of English proficiency, have difficulty in acquiring the language and developed negative attitudes towards language learning because of the coursebooks that contain complex and artificial texts above the students' proficiency levels.

In response, The researcher conducted a qualitative study to examine students' attitudes towards language learning by integrating literary texts into the learning process. Four selected literary works were incorporated into a syllabus designed around course outcomes aligned with these texts. After each lesson, students were asked to keep journals reflecting on their experiences and opinions about the lesson. These journals were collected after the implementation and analyzed using content analysis. Students' reflections were reviewed for each lesson, coded, and organized into categories under various headings.

This section presents the analyses and results for each lesson.

3.1. Findings of Lesson 1

The students' thoughts about Lesson 1 were analysed and four sub-categories were formed under two main categories: positive and negative. The detailed results of these two categories and sub-categories are given in Table 2.

Table 2.

Frequency Table of Students' Attitudes Toward Lesson 1

Attitude	Subcategory	Frequency	Percentage
Positive	Excitement	16	44,44%
	Curiosity	7	19,44%
Negative	Boredom	12	33,33%
	Shyness and Difficulty	3	8,34%

44,44% of the students were excited during the lesson and this can be considered as a positive attitude towards the lesson. At the same time, the number of students who were

bored was also significant and it can be interpreted that the course materials or methods developed a negative attitude in some students for the first lesson. In addition to feelings of excitement and boredom, 19,44% of the students were curious about the course because they thought that the content of the course was interesting. It was observed that 8,34% of the students had feelings of shyness and difficulty about the first lesson. When the emotional attitudes of the students towards the first course were analysed in general, it was found that 63,89% of them had positive thoughts about the course and 41,67% had negative thoughts.

The excitement subcategory was determined by the students stating that they were excited about the course, and some student responses are given below.

- *I am very excited to participate in the application for the first time. (S1)*
- *I was a little bored today because it was the first lesson but I was excited. (S5)*
- *I was very excited about this lesson. (S6)*
- *I was very excited because it was the first day and I couldn't make sentences, so we started to make sentences with the teacher. (S7)*

The subcategory of Curiosity was determined by the students' curiosity about the lesson and finding the lesson interesting, and some student responses are given below.

- *I was curious about the content of the books and waited to find out what would happen to the character. (S14)*
- *Today I was both curious about the books and very excited to learn new words. (S17)*
- *The flow of the story was very good and I waited with curiosity. (S22)*

Boredom subcategory was determined by the students stating that they were bored during the lesson or the activities in the lesson, and some student responses are given below.

- *The fiction of the story was very exciting, but there were a lot of words I didn't know, so I was a little bored. (S18)*
- *I got bored while I was following it because there were so many words I didn't know. (S19)*
- *I was bored because I did not understand a little in those parts, but I noted it down and I will learn it. (S21)*

The subcategory of shyness and difficulty was identified when students reported that they were embarrassed to participate in the activities in the lesson or had difficulty in making sentences, and some student responses are given below.

- I wanted to participate in the lesson but I couldn't respond so I was a little shy and kept quiet. (S24)

- I have difficulty in making sentences but we learned new words. (S1)

- I had a little difficulty in the question-and-answer section. (S8)

3.2. Findings of Lesson 2

The students' thoughts about Lesson 2 were analysed and four sub-categories were formed under two main categories: positive and negative. Detailed results for these two categories and sub-categories are given in Table 3.

Table 3.

Frequency Table of Students' Attitudes Toward Lesson 2

Attitude	Subcategory	Frequency	Percentage
Positive	Curiosity	6	13,04%
	Satisfaction	10	21,74%
	Fun	15	32,61%
	Less Excitement	8	17,39%
Negative	Boredom	3	6,52%
	Frustration	4	8,70%

While 32,61% of the students found the lesson enjoyable, 6,52% of the students found the lesson boring. The students who found the lesson boring stated that the story covered in the lesson was long and that they were bored because too many words were taught. In addition, 21.74% of the students were satisfied with the course. As a result, it was observed that the lesson generally aroused positive emotions in the students, but some students had different emotions due to the content. When the students' emotional attitudes towards the second course were analysed in general, it was found that 67,39% of the students had a positive attitude about the course and 32,61% had a negative attitude.

Fun subcategory was determined by the students stating that they enjoyed the activities in the lesson and the lesson in general, and some student responses related to this are given below.

- I started to use new sentence patterns and started to make sentences more often, so I participated a lot in the lesson and had fun. (S11)

- I tried to use the vocabulary we learned last lesson and it was very fun compared to the first lesson. (S12)

- I did well in the vocabulary exercises and had a lot of fun. (S13)

- The lesson started fun. (S16)

- The story fiction was very fun and the lesson was very productive. (S18)

Satisfaction sub-category was determined by students' expressing their satisfaction about the course and some student responses are given below.

- In pairs, we tried to talk about the content of the book with my teammate. it was very enjoyable. (S23)

- I liked the pair work very much, my friend helped me. (S24)

- I liked the matching and gap-filling exercises we did while learning. (S26)

The subcategory of Curiosity was determined by the students' curiosity about the lesson and finding the lesson interesting, and some student responses are given below.

- I was very curious. (S4)

- I was very curious about the main character in the story. (S28)

- I was very curious about the fiction. (S32)

The subcategory of less excitement was determined by the students stating that they felt less excitement towards the lesson, and some student responses are given below.

- I'm a little less excited than the first lesson. (S2)

- I had a hard time using the when pattern and making conditional sentences. (S3)

- I was less excited about this lesson but I enjoyed it. (S13)

The Boredom sub-category was identified by the students stating that they were bored during the lesson or activities in the lesson, and some student responses are given below.

- I was a bit bored today because the story was a bit long. (S6)

- I got a little bored because there were too many topics. (S7)

- We were a little bored. (S17)

The subcategory of frustration was determined by the students' confusion in times and words and therefore they stated that they had difficulty in the lesson, and some student responses are given below.

- When, but I had some difficulties with the negative. (S5)

- I had a hard time making sentences with the when pattern, I only listened to the examples of my friends. (S8)

- I was confusing the tenses a lot but I understood them better. (S34)

3.3. Findings of Lesson 3

The students' thoughts about Lesson 3 were analysed and four sub-categories were formed under two main categories: positive and negative. Detailed results for these two categories and sub-categories are given in Table 4.

Table 4.

Frequency Table of Students' Attitudes Toward Lesson 3

Attitude	Subcategory	Frequency	Percentage
Positive	Interest in the Story	18	33,96%
	Enjoyment and Fun	20	37,74%
	Curiosity and Excitement	15	28,30%

When the emotional reactions of the students during the third lesson were analyzed, it was observed that 33.96% of the students were interested in the topic of the story covered in the lesson, 37.74% of the students found the lesson fun and enjoyable in general, and 28.30% of the students were curious and excited about the topic covered in the lesson. Accordingly, it can be said that the content of the third lesson attracted the students' interest and increased their positive attitudes towards learning English.

Interest in the story subcategory was determined by the students' expressions that they liked the story they learnt in the lesson and as a result of this, they enjoyed the lesson and some of the student responses are given below.

- *We moved on to a new story. it was a detective story and I was interested in it. (S23)*
- *We moved on to the detective story and I was very curious about the content. (S25)*
- *We moved on to the new story and I followed this book very much. (S32)*
- *I liked the story and I was curious. (S35)*

The subcategory of enjoyment and fun was determined by the students stating that they enjoyed the activities in the lesson and the lesson in general, and some student responses are given below.

- *Group work was very good, and everyone participated. (S10)*
- *Group work is very good we can also discuss the content of the book. (S21)*
- *Everyone tried to participate in the lesson and the quick-thinking activity was a lot of fun. (S26)*
- *It was very enjoyable and everyone participated without hesitation. (S30)*

- *We all try to participate and the English lesson is very enjoyable. (S36)*

The subcategory of curiosity and excitement was determined by the students' curiosity about the lesson and finding the lesson interesting, and some student responses are given below.

- *There were different stories and we did dialogue as a group to see how they would end. (S2)*

- *We moved on to the detective story and I listened with great curiosity. (S7)*

- *I was able to make long narratives and we used adjectives and adverbs frequently. (S22)*

- *I was curious about the course of the stories. (S26)*

It was noted that the students did not express any negative attitudes toward the third lesson in the reflections recorded in their journals.

3.4. Findings of Lesson 4

The students' opinions about Lesson 4 were analyzed and four sub-categories were formed under two main categories: positive and negative. The detailed results of these two categories and sub-categories are given in Table 5.

Table 5.

Frequency Table of Students' Attitudes Toward Lesson 4

Attitude	Subcategory	Frequency	Percentage
Positive	Excitement	8	28,57%
	Fun	8	28,57%
	Desire to Participate	7	25,00%
	Happiness	5	17,86%

It was determined that 28,57% of the students who expressed their feelings about the course were excited about the course, 28,57% of them found it fun, 25,00% of them had more desire to participate in the course compared to other courses and 17,86% of them were happy in the course. As a result, it can be said that students generally have positive attitudes in the course and their participation in the course has increased.

Happiness subcategory was determined by the students stating that they generally enjoyed the lesson, and some student responses are given below.

- *The group work is very enjoyable. (S25)*
- *I liked the plot of the story very much. (S29)*
- *We were very happy and enthusiastic that we. (S31)*

Desire to participate subcategory was determined by the students' expressing their desire to participate in the lesson, and some of the related student responses are given below.

- *I participated actively in group work. (S6)*
- *I participated more than in the last lesson. (S31)*
- *I liked our teacher's energy. we all participated into the lesson. (Student 36)*

Fun subcategory was determined by the students stating that they enjoyed the activities in the lesson and the lesson in general, and some student responses related to this are given below.

- *In the group work, we told our memories. (S22)*
- *I talked with my friend comfortably in pair work. (S25)*
- *I actively dialogued with my friends in pair work. (S27)*
- *In our group work, we told paragraphs from the past and asked questions to each other. (S31)*

The excitement subcategory was determined by the students' expressing that they were excited about the course and its material, and some of the student responses are given below.

- *The book is very exciting and this lesson went very well. (S1)*
- *The story was very exciting and everyone had a lot of fun. (S6)*
- *The story was very gripping and I wanted to participate all the time. (S7)*
- *I waited with curiosity because it was a detective story. (S11)*
- *The book was very exciting. (S15)*
- *The fiction of the book was very exciting. (S20)*

It was observed that the students did not indicate a negative attitude in the reflections they wrote for the 4th course in their journals.

3.5. Findings of Lesson 5

The students' attitudes toward Lesson 5 were analysed and four sub-categories were formed under two main categories: positive and negative. The detailed results of these two categories and sub-categories are given in Table 6.

Table 6.

Frequency Table of Students' Attitudes Toward Lesson 5

Attitude	Sub Category	Frequency Percent	
Positive	Excitement	7	31,82%
	Fun/Motivational	11	50,00%
Negative	Boredom	4	18,18%

When the emotional states of the students were analyzed, 31,82% of them stated that they were excited during the lesson. This can be considered as a positive attitude about the lesson. This shows that students are excited about the lesson because of the content or activities of the lesson. At the same time, 50% of the students thought that the fifth lesson was fun and motivating. This shows that the general atmosphere of the course was positive and many students thought that the course was enjoyable. On the other hand, 18.18% of the students stated that they found the course boring because they were not interested in the content or methods of the course or found them challenging. When the emotional attitudes of the students towards the first course were analyzed in general, it was found that 81,82% of them had a positive attitude about the course and 18,18% had a negative attitude.

The excitement subcategory was determined by the students stating that they were excited about the course and its material, and some student responses are given below.

- *I was very curious about what would happen to the character in the book. (S1)*
- *The story got very exciting towards the end. (S2)*
- *This new book was very exciting and intriguing. (S8)*

Fun and motivational subcategory was determined by the students stating that they had fun and were motivated by the activities in the lesson and the lesson in general, and some student responses are given below.

- *I liked our question-and-answer activity. (S14)*
- *It's fun to stop each other and ask questions. (S19)*
- *I am very happy that I can now make long and double sentences. (S26)*
- *It was a very productive lesson. (S27)*
- *Our vocabulary exercises were good, and the puzzles and matching were very enjoyable. (S35)*

Boredom subcategory was determined by the students stating that they were bored during the lesson or the activities in the lesson, and some student responses are given below.

- *I was a bit bored. (S10)*
- *Some points were boring. (S11)*
- *We were a bit bored as the storyline. (S33)*

3.6. Findings of Lesson 6

The students' thoughts and attitudes about Lesson 6 were analyzed and four sub-categories were formed under two main categories: positive and negative. Detailed results for these two categories and sub-categories are given in Table 7.

Table 7.

Frequency Table of Students' Attitudes Toward Lesson 6

Attitude	Sub Category	Frequency	Percent
Positive	Excitement	13	81,25%
Negative	Boredom	3	18,75%

In the emotional state category, students' emotions were analyzed in two subcategories as excitement and distress. The majority of the students stated that they were excited during the lesson with 81.25%. This shows that the course content and activities were generally interesting and motivating. However, 18.75% of the students stated that they were bored. This rate indicates that some students had problems with the course content or activities or that they were not interested in them. This situation emphasizes the importance of using different methods and materials to make the course more interesting.

The excitement subcategory was determined by the students stating that they were excited about the course and its material, and some of the student responses are given below.

- *It was the most exciting fiction I've ever listened to. (S6)*
- *I was excited to use the words I knew in sentences and ask questions to my friends (S7)*
- *Everyone participates in the lesson with excitement. (S28)*

Boredom subcategory was determined by the students stating that they were bored during the lesson or the activities in the lesson, and some student responses are given below.

- *I got bored. (S3)*

- *I was a little bored compared to the last lesson. (S5)*

- *I was a little bored in this lesson. (S7)*

3.7. Findings of Lesson 7

Students' thoughts and attitudes about Lesson 7 were analyzed and four sub-categories were formed under two main categories, positive and negative. The detailed results of these two categories and sub-categories are given in Table 8.

Table 8.

Frequency Table of Students' Attitudes Toward Lesson 6

Attitude	Sub Category	Frequency	Percent
Positive	Fun	22	33,85%
	Satisfaction	18	27,69%
Negative	Boredom	10	15,38%
	Sadness (last day of the lesson)	15	23,08%

When the emotional attitudes of the students at the end of the seventh lesson is analyzed, it can be said that most of them found the lesson enjoyable with 61.1%. This can be interpreted as an indicator that the lesson was effective and contributed to the students' motivation and enjoyment of the learning process. However, 27,8% of the students stated that they were bored because the last book was a biography. 23,08% of the students felt sad because it was the last day of the course. This shows that the course left a positive impression on the students and that they would like it to continue. The general positive feelings of the students about the course and their general satisfaction with the effect of the course is 61,54%.

The excitement sub-category was determined by the students stating that they were excited about the course and its material, and some student responses are given below.

- *The books were fun, I liked reading books like this. (S1)*

- *We played a game like word completion which was very fun. (S3)*
- *...long binary sentences and I had a lot of fun. (S8)*
- *I have progressed by having fun. (S10)*
- *I learned with fun. (S11)*
- *It was fun to follow the book and try to guess the end. (S13)*
- *This project was both fun and useful for me. (S20)*
- *We had a lot of fun. (S30)*

Satisfaction sub-category was determined by students' expressing their satisfaction about the course and some student responses are given below.

- *I still liked it. (S31)*
- *I like English books very much. (S35)*

Boredom subcategory was determined by the students stating that they were bored during the lesson or the activities in the lesson, and some student responses are given below.

- *I was a little bored because it was a biography. (S11)*
- *I was a bit bored. (S19)*
- *I was a little bored because it was a biography book. (S27)*

Sadness subcategory was determined by the students' expressing their sadness because it was the last lesson, and some student responses are given below.

- *I was sad that it was the last day because it was fun. (S2)*
- *I was a bit sad because it was the last day. (S5)*
- *It was sad that it was the last day. (S9)*
- *I was sad that it ended. (S11)*
- *I was sad because it was the last lesson. (S27)*
- *It was sad that it was the last lesson. (S36)*

4. DISCUSSION AND CONCLUSIONS

4.1. Summary of The Research

This qualitative study was conducted with 10th-grade students at a state high school located in a rural area of Şanlıurfa province. The 36 participants with A2-level English proficiency attend four hours of English instruction per week. These students face challenges in language acquisition due to the coursebooks used, which are beyond their proficiency level, structurally complex, and do not reflect the practical or real-life use of the target language. As a result, they have developed negative attitudes toward English lessons and the learning process. In response, the researcher integrated four storybooks, selected from literary texts appropriate to the participants' interests and proficiency levels, into a seven-week implementation process. This was accompanied by lesson plans aligned with course objectives. At the end of each lesson, students were asked to maintain journals, recording their experiences, thoughts, and attitudes toward both the literary texts and the lesson. These journals were collected and analyzed using the coding method, a content analysis technique, and the students' attitudes were categorized accordingly. The findings from the analysis indicate that the use of storybooks as instructional materials increased students' interest and curiosity, and fostered more positive attitudes toward English lessons.

4.2. Discussion of the High School Students' Attitudes Toward English Language Learning

The participants in this study were 10th-grade students who had four hours of English classes per week. Before the intervention, they experienced some difficulties in language acquisition and improved negative attitudes toward English lessons, generally due to challenges inside the coursebooks, which served as the primary instructional materials. During the intervention, a noticeable change in students' attitudes toward language learning was observed.

Firstly, In the initial lesson of the application, it was observed that students exhibited a timid attitude, as they were using storybooks as the primary material in their language classes for the first time. Upon reviewing the findings, it was observed that the students displayed a mixture of curiosity and hesitation attitudes, largely due to the beginning of both the implementation and the storybooks. The students expressed excitement, particularly driven by their curiosity about unfamiliar words, the storyline, and the

characters. Supporting this observation from the Literature, Pathan (2012) emphasized that short stories captured students' attention because of their instructional value, and noted that literary works contributed to the development of students' vocabulary breadth. Similarly, Tunçarslan (2014) found in his study with young learners that when story-based materials were conducted, students showed greater interest in listening and speaking activities, leading to an improvement in their vocabulary knowledge.

On the other hand, the findings indicated that some students were reluctant to engage in the lesson due to the unfamiliar vocabulary and the early stages of the story, thereby these factors contributed to their negative attitudes toward the lesson. These students also reported feelings of boredom and this result revealed that they did not want to participate in the activities of the book and in-class exercises because their English level was insufficient and they felt insecure during the lesson, and thus, they showed negative attitudes towards the book and the lesson because they did not have a sense of curiosity towards the book. In line with this, McKay (2001) argued that the vocabulary and language structures found in literary texts could sometimes exceed the students' proficiency levels, potentially impeding their language acquisition and development. Similarly, Savviadou (2004) observed that the language used in literary texts could occasionally be archaic and complex, which might act as a barrier to learners' motivation to acquire a new language.

The results from the second and third lessons of the implementation indicated a rise in positive attitudes among the majority of students. Many students reported feelings of satisfaction and enjoyment during the lessons, particularly as they applied newly acquired vocabulary within the context of the book and utilized new language structures. Furthermore, it was observed that they retained the sense of curiosity initially sparked by the stories in the first lesson. As an example of these findings, Shahid (2016) highlighted that literary works, as a valuable resource in language classrooms, enhance students' classroom performance and language development. Similarly, Erkaya (2005) noted that incorporating literary works into language learning promoted students' cognitive growth and communication skills, thereby increasing their engagement with the lesson. However, a minority of students expressed negative attitudes towards the course, citing the presence of too many unfamiliar words and the length of the texts as challenges. Despite this, the majority of students remained engaged, demonstrating positive attitudes by actively participating in both the book activities and classroom discussions. For instance, Arıoğlu (2001) noted that short stories and abridged reading passages in language classes enhanced

students' cognitive learning and perspectives, fostering the development of reading skills and increasing motivation for language acquisition, as opposed to superficial learning.

In contrast, the findings from the fourth and fifth lessons of the implementation revealed that students became accustomed to the structure and content of the stories, displaying a generally positive attitude and enjoyment of the lessons. Most students expressed a willingness to engage in the lesson, as they were able to apply the vocabulary and sentence structures they had learned and observe their practical use within the context. This increased their interest and fostered a positive attitude toward the lesson. As an example in support of this, Vural (2013) highlighted that the use of literary texts in language education served as a motivating factor in the learning process, as such texts embody the linguistic structures and cultural values of the target language. Additionally, Pardede (2011) emphasized that among literary texts, short stories in particular enhanced students' interest and motivation in learning the target language by allowing them to apply their foundational knowledge of English. While students generally did not express negative attitudes during the fourth lesson, a small number of students in the fifth lesson reported feeling bored, not due to the story itself, but because of their limited participation in class activities.

The analysis of the final two lessons of the implementation showed that the majority of students enjoyed the activities and exercises in class, which led to increased participation. In addition to that, students demonstrated a notable boost in self-confidence, particularly due to their active, thoughtful, and unhesitant involvement in the lessons. This, in turn, contributed to a significant improvement in their attitudes toward learning English. As an example of this, Rahimipour (2020) emphasized in a study conducted in Iran that literary texts in language classrooms, particularly short stories, enhanced students' communication skills, as well as promoted the development of empathy, self-confidence, and self-esteem. Furthermore, the results from the final lesson indicated that students largely benefited from the course, and their perspectives on learning English improved substantially. The integration of new vocabulary in fictional contexts positively influenced students' attitudes, fostering greater self-confidence and willingness to participate. In support of this statement, Arioğul (2001) pointed out that incorporating literature into the classroom encouraged students to engage in reading, thereby creating a sense of comfort and confidence. Similarly, Daskalovska and Dimova (2012) noted that using literary texts that highlight the functional structure of language could stimulate imaginative thinking and promote active student participation. Some students expressed negative attitudes toward the final lesson, citing boredom with the last story, which was from the biography genre. However, the

majority of students noted feelings of sadness in their journals, as it marked the end of the course. This indicates that overall, students' interest and curiosity in the course steadily grew throughout the implementation, and their positive attitudes toward the lessons increased over time.

4.3. Discussion of High School Students' Attitudes Towards Literary Texts

The results of the first lesson revealed that participants displayed both curiosity and hesitation toward the storybooks. Students expressed interest in fictional texts, noting that elements such as plot and characters sparked their curiosity, and the anticipation of how the story would unfold further heightened this interest. While students were intrigued by the content of the book, they also exhibited mixed attitudes, driven by the anxiety of engaging in a language practice they had not previously experienced in a foreign language. As an example to this situation, Sarıçoban and Küçüköğlu (2011) stated that short stories in language classes stimulated students' curiosity and maintained it by captivating them with elements like plot, setting, and characters. Similarly, Güneşdoğdu (2015) emphasized that short stories could effectively engage students' interest, moving them toward the motivation stage. As the implementation progressed, students expressed sustained curiosity in the narratives and developments of the books, which in turn increased their willingness to participate in the lessons. This demonstrates that their curiosity and interest in the stories had a clear positive impact on their classroom engagement. Following this positive shift, students actively participated in exercises and activities related to the stories, which revealed significant growth in their self-confidence and comfort. In a similar vein, Özal (2006) highlighted that literary texts enhanced intrinsic motivation, noting that students particularly enjoy short stories and experience a more relaxed and motivated learning process. Additionally, Van (2002) and Ghosn (2009) noted that the use of literary texts in language learning enhanced students' emotional awareness and motivation toward the lesson.

On the other hand, the findings indicated that while students followed books in the adventure and detective genres with interest, they expressed boredom with the final book, which was in the biography genre. This suggests that students' levels of curiosity and engagement vary based on the genre of the book. They tended to develop more positive attitudes toward the course when reading books with dynamic and engaging narratives, whereas their curiosity and motivation were less stimulated by biographical texts that conveyed information and progressed more slowly. As a result, their desire to participate

in the course slightly decreased, and they displayed more negative attitudes. For an example from the literature, Bibby and McIlroy (2013) noted that the genre and comprehensibility of literary texts could make foreign language lessons more enjoyable and motivating for students. Similarly, Razavi (2016), in a study conducted in language classes in Iran, found that short story genres contributed to capturing students' interest and fostering positive attitudes towards the lesson. As a result, students were generally more interested in fictional genres such as adventure, detective stories etc. and due to this interest, their participation in the course activities increased and their positive attitudes were revealed according to their course acquisitions during the implementation.



5. CONCLUSION

The analysis of students' attitudes towards the language learning process revealed that while some students enjoyed the lessons and felt happy due to the activities, they also reported a lack of interest in the lesson when the story's subject was unengaging or when they felt inadequate. As a result, there was no consistent linear improvement in their moods from the first to the final lesson. Overall, students' attitudes were generally positive across the lessons, though in the last lesson, there was an increase in negative emotions, as many students expressed sadness over the course ending. It can be concluded that the instructional materials used in the course contributed to the students' language acquisition by providing greater exposure to English and fostering a more positive attitude toward English language learning.

This study provides significant insights into the teaching process by examining students' evaluations of their emotional responses to the instruction, activities, and materials used throughout the seven lessons. Based on evaluations from the first to the seventh lesson, it can be said that the lessons generally created an engaging, motivating, and supportive environment for the students' learning process.

When examining students' emotional reactions, it was found that most students had positive feelings toward the lessons. Many students expressed excitement from the first lesson onward, which can be viewed as a positive outcome of the course. However, some students reported boredom due to certain course materials or teaching methods, suggesting that the course content may need to be revised. The fact that a majority of students in the sixth lesson expressed excitement shows that the lesson was generally interesting and motivating. However, it is important to recognize that when course materials and content do not align with students' interests, some students may experience boredom, which could negatively impact the effectiveness of the lessons.

In conclusion, the findings indicate that the lessons had a generally positive effect on students, and the educational materials used contributed positively to their learning. However, it was also observed that the topics of the literary texts used, such as crime fiction and biography, influenced students' motivation and emotional engagement in the lessons. This suggests that teachers should select topics that capture students' interest and maintain their engagement. Such improvements would enhance the effectiveness of the lessons and further boost students' motivation and participation in language learning.

5.1. Implications of the Study

In the realm of English language teaching, literary texts have traditionally been favoured as authentic materials and have been widely recognized for their positive impact on students' language learning processes. This study offers several significant implications and contributions to the field. Firstly, it was observed that the coursebooks used in the region where the study was conducted were beyond the students' proficiency levels and did not align with their needs and interests. As a result, this study demonstrated that the incorporation of literary texts significantly enhanced students' engagement and motivation in the classroom. Students were more eager to participate as they followed the stories with curiosity. Additionally, while the course objectives presented in the textbooks were complex and set at an advanced language level, the imaginative and dynamic language used in literary texts facilitated improvements in students' language acquisition. Finally, the study revealed that students' attitudes toward literary texts became more positive as they found enjoyment in the stories throughout the research, and many reported developing a habit of reading literary texts.

5.2. Future Recommendations

This study was conducted as qualitative research with a group of high school students in a rural setting who were experiencing difficulties in learning the English language. A lesson plan incorporating literary texts was implemented, and it was observed that students exhibited significant positive attitudes towards the English classes and literary texts. Based on these findings, it is recommended that the use of literary texts in English language teaching (ELT) be expanded beyond the high school level, with a broader range of students being studied to assess their language development. Additionally, future research should explore different genres of literary texts, rather than focusing solely on short stories as in this study. Given the complexity of literary texts, longer lesson durations or extended application periods are advised, allowing researchers to document students' attitudes and developmental progress over a more extended timeframe.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADİ VE SOYADI	Merve DEMİRÖZ
ÖĞRENCİ NO	2021008008
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili ve Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023/2024 Bahar Dönemi Kayıt Yenilem
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Edebi Metinlerin İngilizce Öğrenme Sürecine Dahil Edilmesi ve Öğrencilerin İngilizce Dil öğrenimine karşı tutumlarının incelenmesi
TEZİN AMACI	Lise düzeyindeki öğrencilerin İngilizce öğrenim sürecinde edebi eserler dahil edilerek öğrencilerin İngilizce öğrenimine dair tutumlarının incelenmesi
TEZİN TÜRKÇE ÖZETİ	Lise 2. sınıflardan oluşan bir adet inceleme grubuyla önceden belirlenen dört adet kısa hikayeler aracılığıyla ders planı hazırlanarak öğrenciler kurgusal edebi materyallerle ders kazanımlarının edinilmesi hedeflenmiştir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Süleyman Şah Anadolu Lisesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Süleyman Şah Anadolu Lisesi Müdürlüğü Akçakale/ŞANLIURFA, Akçakale İlçe Milli Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Şanlıurfa Akçakale Süleyman Şah Anadolu Lisesinde öğrenim gören 10. sınıf düzeyindeki 36 adet öğrenciden oluşan inceleme grubuyla dört adet edebi eser ve bu eserlerdeki kazanımlara dayanarak hazırlanan ders planıyla İngilizce dersi işlenecek ve edebi eserlerin öğrencilerin İngilizce Dil öğrenimine karşı tutumlarının incelenmesi
UYGULANACAK OLAN ÇALIŞMA YA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	1) Lise İngilizce derslerinde kullanılan coursebookların değerlendirilme anketi 2) Uygulama süresince Öğrencilerin derste işlenen edebi eserler ile ilgili deneyimlerini paylaştıkları günlükler
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	
ÖĞRENCİNİN ADI - SOYADI: Merve DEMİRÖZ	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aşlı ıslak imzalıdır.
	TARİH:

TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Adı - Soyadı Gürcan DEMİROĞLARI	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ		Adı - Soyadı: H. Mahir FISUNOĞLU		
Unvanı: Dr	Unvanı:	Unvanı: Prof Dr		Unvanı: Prof Dr		
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. / / 20....	 İmzası:	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası:		Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası:		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Eda YAŞA ÖZEL TÜRKAY	Adı - Soyadı: Şirvan KALSIN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. İmzası :
..... / / 20....	 / / 20....	 / / 20....	 / / 20....	 / / 20....	 / / 20....	 / / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	☒	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	☐					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B. Informed Consent Form

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda 'Edebi Metinlerin kullanılarak lise öğrencilerinin İngilizce Dil öğrenimine karşı tutumlarının incelenmesi' başlıklı araştırma "Merve DEMİRÖZ" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Lise düzeyindeki öğrencilerde edebi eserlerin ders materyali olarak kullanıldığında İngilizce Dil öğrenimine karşı tutumlarının incelenmesi planlanmaktadır.

Araştırmanın Nedeni: Yabancı dil olarak İngilizce öğrenen Lise düzeyindeki öğrencilerin ders planlamasına edebi eserler dahil edildiğinde İngilizce Dil öğrenimine karşı tutumlarının incelenmesi hedeflenmektedir.

Süresi: 7 hafta

Araştırmanın Yürütüleceği Yer: Akçakale / ŞANLIURFA

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile ***)

Adı-Soyadı:

İmzası ***:

Araştırmacının

Adı-Soyadı: Merve DEMİRÖZ

e-posta:

İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C. Çağ University Ethics Permission Request Form from the Institute of Social Sciences



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük



Sayı : E-81570533-044-2400012757

21.11.2024

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 13.11.2024 tarih ve E-23867972- 050.04.04-2400012535 sayılı yazınız.
b) 13.11.2024 tarih ve E-23867972- 050.04.04-2400012536 sayılı yazınız.
c) 13.11.2024 tarih ve E-23867972- 050.04.04-2400012537 sayılı yazınız.
ç) 13.11.2024 tarih ve E-23867972- 050.04.04-2400012539 sayılı yazınız.
d) 11.11.2024 tarih ve E-23867972- 050.04.04-2400012452 sayılı yazınız.

İlgi yazılarda söz konusu edilen Önder ÖZTUTUŞ, Merve DEMİRÖZ, Edanur ARYİNDÖĞAN, Nurşah YÜKSEL ve Merve ÜREY AKSAY isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix D. Çağ University Ethics Committee Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-050.04.04-2400012539
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

13.11.2024

REKTÖRLÜK MAKAMINA

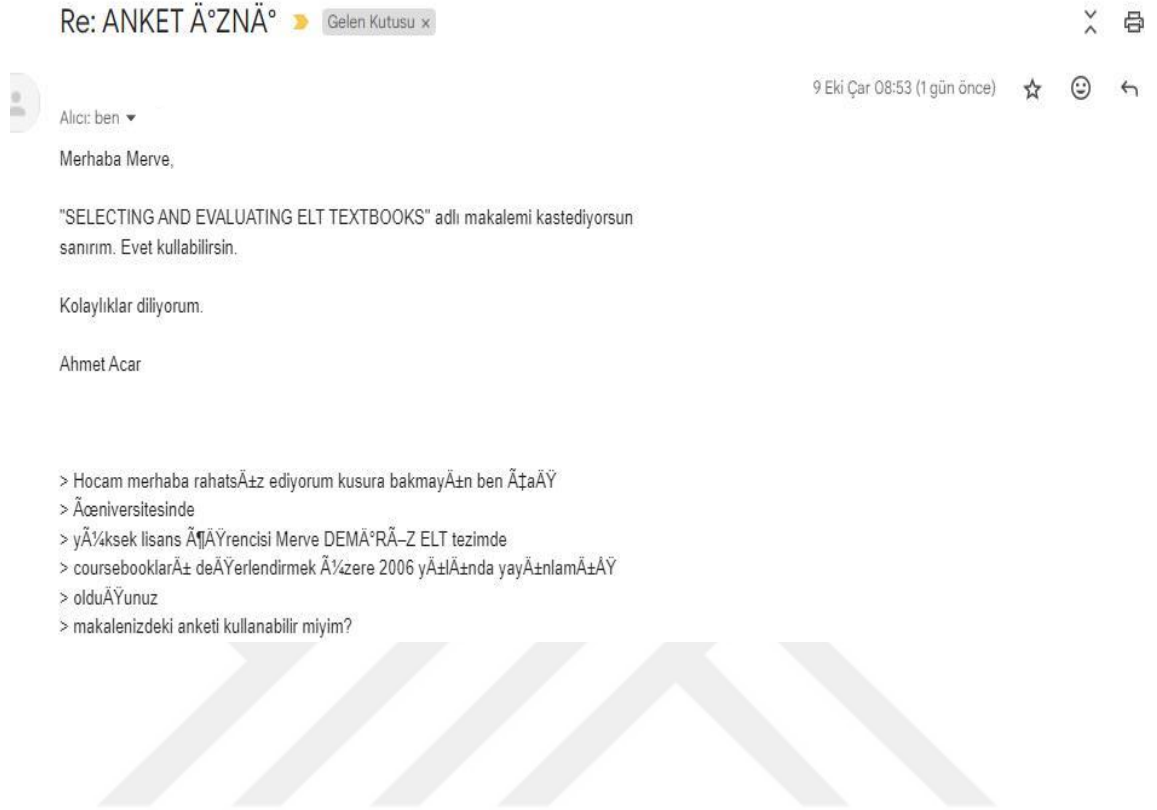
İlgi: Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazıda Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programında tez aşamasında kayıtlı olan Merve DEMİRÖZ isimli öğrencinin tez evrakı Bilimsel Araştırma ve Yayın Etiği Kurulu onayı alınmak üzere ekte sunulmuştur. Arz ederim.

Prof. Dr. Hüseyin Mahir FİSUNOĞLU
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrenciye Ait Tez Etik Dosyası.

Appendix E. Official Permission from Rectorate of Çağ University for the Questionnaire



Appendix F. Official Permission from MEB



Süleyman Şah Anadolu Lisesi Müdürlüğüne



Başvuru No: MEB.TT.2024.009603

Uygulama Yapılacak MEB Teşkilatının Kurum Kodu: 766095

Adı Soyadı: MERVE DEMİRÖZ

Araştırmanın Adı: EDEBİ METİNLER KULLANILARAK LİSE ÖĞRENCİLERİNİN İNGİLİZCE DİL ÖĞRENİMİNE YÖNELİK TUTUMLARININ İNCELENMESİ

Araştırmanın Niteliği: Yüksek Lisans Tezi

Araştırmanın Örneklem / Çalışma Grubu: Öğrenci

Uygulama Yapılacak MEB Teşkilatı: Süleyman Şah Anadolu Lisesi

Uygulama Yapılacak Birim: Anadolu Lisesi

Uygulama Yapılacak İl: ŞANLIURFA

Veri Toplama Aracının Başlığı: Ders Kitabı Değerlendirme Anketi

Araştırma Uygulama İzninin Kabul Tarihi: 04.12.2024

Araştırmanın Uygulama İzninin Bitiş Tarihi: 04.12.2025

Yukarıda kimliği yazılı araştırmacı "Araştırma Uygulama İzinleri Genelgesine (2024/41)" göre belirtilen kapsamda araştırmasını yapmayı taahhüt etmiştir. Araştırmacının bilgi ve belgelerinin uygunluğu kontrol edilmiş olup araştırma uygulama izni ŞANLIURFA İl Millî Eğitim Müdürlüğü tarafından onaylanmıştır.

NOT: Okul/kurum yöneticileri tarafından "Araştırma Uygulama İzni" belgesinin ve veri toplama araçlarının (araçlardaki maddelerinin) modülde yer alan belge ve araçlarla aynı olduğu kontrol edilmelidir. Aynı olmadığı durumda araştırma uygulama izni verilmeyecektir.

* Başvuru detayını görüntülemek ve belgeyi doğrulamak için <https://arastirmaiznleri.meb.gov.tr/belge-dogrula> bağlantısını kullanınız.

Appendix G. Lesson Plans

Lesson Plan for The First Short Story: Huckleberry Finn by Mark Twain

Class: 10th grade

Grade: A2 Level

Topic: Future Tense, Conditionals (Type One), Modals

Date:

Duration: 60 minutes/60 minutes-2 hours

Objectives: The students will be able to use sentences of Future Tense and Conditional

The students will be able to make sentences about Modals

Materials: Pictures, worksheet

Activities:

Warm-up Activities (15 minutes): In this part, The teacher gives the students a brief information about the project and then asks 'Do you like stories? Why?, Which types of stories do you like?, What is your favorite story? Why?' and asks them to comment on the books to be covered. At the next stage, she projects some sample pictures on the board and encourages the students to make sentences related to the 'Simple Present Tense' structure by describing these pictures.

Pre-reading activities (10 minutes): The teacher asks the students to guess the topic of the book from the title and the visuals in the introduction of the book and brainstorming is encouraged to encourage each student's participation in the lesson. The unknown words exercise in the book is interpreted together with the visuals and matching is completed.

While reading activities (20 minutes): The pdf of the book is visually projected on the board and listened to by the students in audio form. In between the chapters, the listening is stopped and the students are asked to answer the unfamiliar words together and make sure that they take notes. The teacher asks each student to pair up with a partner and do the Comprehension exercises at the end of the chapter. The correct answers to the teacher-guided exercises are verified by the teacher. Then the teacher reminds the students about the grammatical structures in the lesson objective by writing a few sample sentences and gives sample sentences, then gives the students the floor and asks them to create their own examples of these structures and makes the corrections together with the whole class.

Post-reading activities (15 minutes): In the last part, The teacher asks the students to divide into groups of 6 and asks them to comment on how they found the story and the most striking points in the group and the students fill in the speech bubbles at the end of the chapter with their comments, then she distributes one worksheet on 'Future Tense and Conditional Type One' to each group and while the group members are answering the questions, the teacher goes around the groups and confirms the correct answers.

Lesson Plan for the second short story: As the Inspector Said by John Escott

Class: 10th grade

Grade: A2 Level

Topic: Simple Present Tense, Simple Past Tense, Adjective- Adverb

Date:

Duration: 60 minutes/60 minutes -2 hours

Objectives: The students will be able to use Adjectives-Adverbs

The students will be able to make sentences about Simple Present and Past tenses

The students will be able to review Future Tense, Conditionals and Modals.

Materials: 2 Worksheet

Activities:

Warm-up Activities (15 minutes): The teacher projects a short text on the board to remind the students of the topics covered in the previous lesson, and the students review the topics by practicing the exercises in the text.

Pre-reading activities (10 minutes): The students are asked to make predictions about the content of the stories in the book to be started and the whole class is asked to participate through brainstorming.

While reading activities (20 minutes): The unfamiliar words are examined together with the students in a list and after their meanings are found, sample sentences are formed with their antonyms and synonyms and students take notes about the new words. Different unfamiliar words that are not on the list are found together with the students by stopping between the book and the students try to predict the course of the plot with the students who volunteer to participate. Then, students are asked to make a small group in pairs and two worksheets related to the acquisitions in the storybook are learned and students are asked to complete them with their peers. Under the guidance of the teacher, the correct answers to the exercises are completed.

Post-reading activities (15 minutes): The teacher asks the students to complete the end-of-chapter activities in the book, such as matching, true/false, sentence completion, etc. Correct answers are confirmed with the teacher after each exercise. Finally, groups of 6 different members are formed and the students are asked to interpret the stories they have studied in the group as their favorite/disliked/interesting parts of the story and pay attention to the use of newly learned vocabulary through the lesson.

Lesson plan for the third story: Treasure Island by Robert Louis Stevenson

Class: 10th grade

Grade: A2 Level

Topic: Past Tense- Past Continuous-Place of preposition-Comparative-Superlatives

Date:

Duration: 60 minutes/ 60 minutes-2 hours

Objectives: The students will be able to make sentences in Past-Past Continuous Tense

The students will be able to use place of prepositions

The students will be able to use Comparative-Superlatives

Materials: Pictures, worksheets

Activities:

Warm-up Activities (15 minutes): Firstly, the teacher reminds the previous subjects to students with a brief review of the vocabulary and topics covered in the previous lesson. The students take a look at the visuals of the new book and brainstorm by making predictions about the plot and characters together.

Pre-reading activities (20 minutes): The teacher gives a short briefing about the grammatical topics in the book and then projects a short text containing these grammatical structures on the board and the students fill in the blanks in the text under the guidance of the teacher and the correct answers are confirmed. Immediately afterwards, the students match the images of the unknown words in the first part of the book with each other and complete the exercises. Students write down the meanings of the words and the example sentences they make.

While reading activities (10 minutes): The teacher is paused the listening in some parts to list other unfamiliar words and answer their meanings, and students who wish to participate are asked to complete sentences and discuss what the characters will experience next. Each student is asked to pair up with the deskmate and at the end of each chapter the comprehension section, including true-false sentence completion, matching and speech bubbles about the characters in the comprehension section are completed.

Post-reading activities (15 minutes): Finally, the teacher asks the students to form 6 different groups of 6 different members and within the group the students are asked to give their opinions about the book, their likes, dislikes, what they find interesting and make sure to use the newly learned vocabulary and grammatical structures noted during the lesson. Then, under the guidance of the teacher, each student shares an interesting memory from the past within the group and the leader of the group comes to the board and shares the memory with the whole class.

Lesson plan for the fourth story: Agatha Christie, Woman of Mystery by John Escott

Class: 10th grade

Grade: A2 Level

Topic: Simple Present Tense, Present Continuous Tense, Modals

Date:

Duration: 60 minutes/60 minutes - 2 lesson hours.

Objectives: The students will be able to talk about their daily routines

The students will be able to make sentences about Modals and Present Continuous Tense

Materials: Comprehension Exercises

Activities:

Warm-up Activities (10 minutes): The teacher reminds the students of the previous lesson's topic by writing sample sentences on the blackboard and doing a question-and-answer session. Before starting to the biography style storybook, the teacher briefly mentions Agatha Christie, the author is mentioned about the book and asks the students what kind of books they like and whether they read crime fiction.

Pre-reading activities (10 minutes): Before starting the book, in order to reinforce The simple present tense pattern as a learning outcome of the book, students are asked about their daily routine activities and each student who gives an answer asks another question to another student about his/her routine before he/she finishes speaking, thus encouraging the whole class to participate in the lesson. Afterwards, the teacher writes the words with unknown meanings in the first chapter on the board and while brainstorming with the students, the meanings are found through guesses and the synonyms and antonyms of those words are noted next to them.

While reading activities (60 minutes): The teacher shows the pictures inside the story and puts some speech bubbles on the board and then, she wants the students to complete these speech bubbles about characters and their experiences. Moreover, the teacher asks the students to work in pairs and before moving on to a new chapter in the book, the teacher asks the groups to write a paragraph about what might happen in that chapter. In these paragraphs, the students give attention to use present simple, modals, and new vocabulary. Following, the teacher wants the students to fill in the blanks and complete the other activities in the comprehension part of the story.

Post-reading activities (10 minutes): In this phase, the teacher asks some comprehension and true/false questions about the stories and the students make the vocabulary puzzles and draw their ending parts for the story. Finally, the teacher summarizes the topics and vocabulary that they study through the book and she tries to make the students their own sentences in the simple present, present continuous and modals.

I. PRACTICAL CONSIDERATIONS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The textbook is effective in terms of cover and page appearance.					
2. The textbook contains a sufficient amount of visual materials (photograms, charts, diagrams) helping the students understand the text.					
3. The visual materials are actually integrated into the text and not there for cosmetic value only.					
4. The layout and presentation are clear.					
5. There are indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision and self-study purposes.					
6. The textbook is cost-effective, easy to use and successful in your teaching situation in terms of time, labor and money.					
II. LANGUAGE CONTENT	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The vocabulary load (i.e., the number of new words introduced in each lesson) is reasonable for the students of that level.					
2. The new vocabulary is repeated in subsequent lessons for reinforcement.					
3. The number of grammatical points introduced in each lesson is appropriate.					
4. The sequencing of grammatical points					

grammatical points is appropriate.					
5. The new structure is repeated in subsequent lessons for reinforcement.					
6. The number of vocabulary and grammar items introduced in each unit is the same.					
III. DESIGN AND ORGANIZATION	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The book contains a sufficient variety of design to interest the learner.					
2. There is a clear and logical page/unit organization so that the teacher and the students can understand the theme, purpose and intended result.					
3. Headlines, chapter or unit headings and subheadings help to summarize what is to be expected in a unit.					
4. The density and variety of text are at the right level for the students.					
5. The topics in the textbook are interesting.					
6. There is a coherence in unit format (all the units are organized in a logical format).					

IV. LANGUAGE SKILLS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The reading passages (texts) are suitable for the students' level and interests.					
2. There is an adequate treatment of pre-reading and post-reading activities in the textbook.					
3. There is enough focus on developing listening skill in the textbook.					
4. The textbook offers a variety of practice to develop speaking skill.					
5. There is enough focus on developing writing skill in the textbook.					
6. There is integrated skills work in the textbook.					
V. EXERCISES AND ACTIVITIES	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The activities in the textbook are interesting for the students.					
2. There is an adequate treatment of activities which promote meaningful language use (as opposed to mechanical exercises).					
3. The activities provide a variety of interaction opportunities (group work, pair work etc.).					
4. The activities in the textbook promote critical thinking (i.e., analysis, synthesis, interpretation).					
5. There is an adequate amount of activities for practicing language (vocabulary, grammar) in the textbook					
6. The activities are appropriate for the level of the students.					

VI. CULTURAL CONSIDERATIONS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. There is an adequate treatment of native culture along with target culture in the textbook.					
2. The characters in the textbook represent people from different social class, age, and occupation.					
3. The characters in the textbooks exist in a social network (e.g. family, peer group, workplace) and they are not there in isolation without any social connection.					
4. The characters in the textbook are realistic (like real life characters, their fears, hopes, and hates are reflected in the textbook).					
5. There is an equal representation of men and women in the textbook.					

B. G.

LESSON 1

I am excited to participate in the application for the first time. I normally do not read books much, but listening to them attracted my attention. I have difficulty in making sentences but we learned new words. I am happy to be in such an activity.

LESSON 2

Today I was not as excited as the first day. We tried to guess the words with pictures, which was fun, and the fill-in-the-blanks were exciting. I couldn't make long sentences with When, but we made a lot of short sentences.

LESSON 3

Our teacher helped me because there were many words I did not know. Everyone tried to make sentences with new words, we asked each other questions and answered them. It was a very exciting lesson in general. In the part about how would you change it if you were you, everyone made different sentences, that part was good.

LESSON 4

The book is very exciting and this lesson went very well. Everyone participated and we played a word completion game. We studied the second form of adjectives, gave examples from our environment, and told our memories.

LESSON 5

It was a bit boring because it was in the middle of the book. Today our teacher helped us with the construction of compound sentences. we started the beginning of the place indication words and our teacher completed it. we did a quick thinking activity and used adjectives again.

LESSON 6

We continued by repeating what we learned in the first part and making short dialogues as a group. We started the new book, it was a little boring because it was a biography. we gave examples from general expressions, and examples from our daily lives, and we completed the examples of other friends, it was nice. We gave examples of things we can and cannot do. the activities in between were fun.

LESSON 7

It was a fun process and I learned by participating with everyone in the class and having fun by talking and playing word games at first I could not make sentences at all, but now I can make some sentences and I can tell something myself. The books were fun, I liked reading books like this.

İ. B.

LESSON 1

Our teacher gave us information and reminded us of our old subjects. we did an activity to make sentences about our plans. I couldn't make many sentences, but I made a few in the sentence completion game. I got a little bored towards the end, but I also learned new words. We gave examples of ourselves and said what we could do.

LESSON 2

I'm a little less excited than the first lesson. It was a fun and nice lesson. I followed the character in the book to see what would happen to him. I made negative sentences in the past tense, normally I was just making straight sentences.

LESSON 3

It was a detective book and it was very exciting and extremely good. There were different stories and we did dialogue as a group to see how they would end. We tried to use the new vocabulary we learned. I was careful to use the second form of verbs. I had a lot of fun and asked questions to my friends.

LESSON 4

I was able to translate most of the sentences in the lesson into Turkish in my head and answer them quickly. I got a little confused when giving examples of adjectives and adverbs, but I listened to my friends' examples. I didn't like the story much, the previous one was better.

LESSON 5

The story got very exciting towards the end. I made more sentences and learned new words compared to the last lesson, I was able to use mutual adjectives more, and this time we did question and answer with the teacher, it was exciting to make sentences.

LESSON 6

I loved the new story, I liked following the characters. For the past tense patterns, first we made sentences in pairs and asked questions, then we tried to explain something that happened to us, I couldn't build mine much, but I learned a lot of words.

LESSON 7

Today the biography book was very boring and I was sad that it was the last day because it was fun. In general, we made sentences from our routine daily life, we made sentences about what we should or should not do or can do, and I was able to make longer double sentences with when.

F. E.

LESSON 1

Since it was the first day, our teacher told us what we were going to do and introduced the stories, which was a bit boring. When we started the book, it was nice, I wondered what happened to the character Huckle. We made sentences about the future tense sentence, then we did quick thinking to each other and made fast sentences. It was an explanatory and nice lesson.

LESSON 2

It was good and I listened to the rest of the story with curiosity. We learned new words and I made a lot of sentences. I had a hard time using the when pattern and making conditional sentences. I made 4 sentences in total, but I noted and learned new words.

LESSON 3

There was a lot of class participation today and I had a lot of fun. We formed groups and tried to make dialogues and we made present tense sentences. I hesitated a bit when using adjectives and adverbs, but it was fun to combine them with the new words I learned and make sentences in the group.

LESSON 4

Today we learned how to make long sentences in pairs and I had no difficulty in making sentences with the When pattern. Our teacher told a very entertaining story and helped us in between, we ended parts of the story by filling in the blanks. We learned new words. We were able to tell something that happened to us in the past tense using adjectives and adverbs.

LESSON 5

We learned new words and made sentences about them from our own experiences. We saw the second form of adjectives, I liked it very much when I saw the sentences in the book and I was able to make them too. we made binary sentences in the past tense and did question and answer.

LESSON 6

Towards the end of the story, the events decreased a little and I got bored. We learned new words with puzzles pictorially, I liked it and it stayed in my mind. We solved questions about the story and used new words with other forms of adjectives. We used different sentence patterns.

LESSON 7

In this lesson we moved on to the last story, we learned new words and played a game like word completion which was very fun. This story was boring because it was about one person's life, but we talked about our routines and had dialogues with each other, so I had fun.

H. E.

LESSON 1

The lesson went well but there were a lot of words I didn't know and I tried to guess them from the pictures and example sentences, so it was a bit boring but the story was good. I couldn't make many sentences about the future tense.

LESSON 2

I learned new vocabulary and made new sentences in the lesson. The flow of the story was very good and I was very curious. First, we did quick thinking and exchanged ideas with friends, then we made our sentences one by one about the future tense and conditions.

LESSON 3

We started a new story, it was a bit of a detective story and I liked it and I was curious. We made examples in the past tense and we did questions and answers to each other. We learned new adjectives and adverbs. I started to make long sentences.

LESSON 4

We learned how to make long sentences and made long sentences with new words. We did fill-in-the-blank exercises and tried to guess the end of the chapters. We tried to tell an event that happened to us in the past tense and the participation was very high.

LESSON 5

The story started a bit confusing and I couldn't follow it. I listened to my friends in the group work and I couldn't make sentences because I wasn't very good at the second forms of adjectives. I was a bit bored today.

LESSON 6

I got excited during the rest of the story, I wondered what would happen to the character. It was fun and I was able to construct new words in sentences. For the second form of adjectives, we gave examples from our classmates and ourselves, I liked it very much. I also used the new words in paired sentences.

LESSON 7

I liked the book because I was curious about Agatha Christi. We talked about our daily routines and used new vocabulary. I thought it was fun and I participated more in the question and answer part.

M. B.

LESSON 1

I was a little bored today because it was the first lesson but I was excited. I liked the story very much. It was permanent to learn new words by practicing them. I was able to actively participate in the lesson and used the words I learned directly in sentences. We did question and answer with my friends and our teacher was very energetic.

LESSON 2

Today was more exciting than the first lesson and there was a lot of participation. I used a lot of new words in sentences and I had a lot of participation. I was able to make many long sentences with When, but I had some difficulties with the negative, but the lesson was very fun and enjoyable.

LESSON 3

The new story was a detective story and I liked it and I was curious. Our teacher helped us by translating some parts. I made more sentences than in the previous lesson and used adjectives and adverbs for the first time.

LESSON 4

We talked about an event that happened to us in the past tense and I was able to put together long sentences. Today I participated more and there was a lot of participation in the class. Our word games were fun. I liked that there were different words in this book.

LESSON 5

We started the new story, it was very exciting, I was never bored in the lesson. We made dialogues with friends made past tense sentences and did the question and answer between us. We used the second forms of adjectives and I got a little confused with the long adjectives.

LESSON 6

Towards the end of the story, it got complicated and I got a bit confused. I was a little bored compared to the last lesson, I listened more to my friends, and I didn't make many sentences, but I learned new words because I did more with pictures or fill in the blanks.

LESSON 7

I was a bit sad because it was the last day but it was a lot of fun. The biography book caught my attention and we used the new vocabulary with our own examples from our routine life.

H. K.

LESSON 1

I was very excited about this lesson. I was happy to learn new words but I couldn't use them in many sentences. the lesson was very productive and I liked the story. I liked doing quick thinking and sharing ideas with friends.

LESSON 2

I was a bit bored today because the story was a bit long but I listened to the dialogues of my friends and corrected the words a few times. I was happy that I could make more sentences. I understood the difference between should and must and I could give examples.

LESSON 3

Today we started a new book, it was a detective book and it was very exciting. Everyone participated in the lesson and we discussed among ourselves what the end of the chapters would be and tried to use new vocabulary. we tried to describe an event that happened to us in the past and we used adjectives and adverbs.

LESSON 4

the story was very exciting and everyone had a lot of fun. we competed to make sentences with new words. in group work, we created new dialogues and understood the difference between adjectives and adverbs. I had a lot of fun

LESSON 5

I learned new vocabulary and used it a lot in the lesson. I participated actively in group work and was able to explain words and events in the past tense more clearly and asked my friends questions about the events they described. it was a very fun and productive lesson.

LESSON 6

It was the most exciting fiction I've ever listened to, I thought I'm glad we started these books and I wanted to talk more. I participated more and had more fun than on the first day. I learned the second form of adjectives and created dialogues with my friend.

LESSON 7

the lesson was very fluent, compared to the first day, I was able to use long sentences and the when pattern easily. I progressed by using the new words I learned. it was a project that I liked a lot and had fun. I was able to understand the difference in the tenses and used them easily in sentences.

S. E.

LESSON 1

I was very excited because it was the first day and I couldn't make sentences, so we started to make sentences with the teacher. we learned new words, I learned the words quickly and I had a lot of fun because there were picture and fill-in-the-blank activities. the character in the book attracted my attention.

LESSON 2

We made a lot of sentences about the future tense and the present tense. we listened to each other's examples and tried to correct their mistakes because we were doing group work. we tried to make examples of conditional sentences and our teacher helped us. towards the end, I got a little bored because there were too many topics.

LESSON 3

We moved on to the detective story and I listened with great curiosity. it was very curious and fun. we did quick thinking and tried to know what was going to happen. we made dialogues with friends about the past tense and tried to describe an event that happened to us. I was a little confused about adjectives and adverbs, but I listened to the examples of my friends.

LESSON 4

I was able to make sample sentences about adjectives and adverbs today and we did a question-and-answer activity with friends. we used the words we just learned in our own sentences. it was very permanent when we did the words in the book with visuals and fill in the blanks. the story was very gripping and I wanted to participate all the time.

LESSON 5

I understood the second form of adjectives and understood them better than my friends' examples. we made paired dialogues gave examples from our own environment and built more examples in the past tense. I continued to learn new words and it was permanent for me.

LESSON 6

I was a little bored in this lesson because the story got complicated towards the end, but I was excited to use the words I knew in sentences and ask questions to my friends. I was able to make sentences without pausing and I love the quick thinking activity.

LESSON 7

The last story was boring because it was about the author's life. the sentences were long for me and I didn't learn many new words but I participated in the lesson while making sentences about our routine life.

Ş. E.

LESSON 1

Since it was the first day, our teacher gave information about the project, and the content of the first book seemed exciting and interesting to me. I listened to my friends because I could not make sentences, I had a little difficulty in the question and answer section, and I did not want to talk. so I was a little bored.

LESSON 2

I was curious about the course of the story and we tried to make conditional sentences. I had a hard time making sentences with the when pattern, I only listened to the examples of my friends, but I learned new words and solved the puzzle and fill-in-the-blank exercises related to the words with fun. almost all my friends participated in the lesson and it was a very fun atmosphere.

LESSON 3

This lesson we moved on to a new detective story and it was very exciting. we did some quick thinking with friends by guessing what could happen at the end of the book and I was able to make more sentences. I was very happy to be able to use models with the when pattern. in our group work, I used the new words I learned by adding them to my own examples.

LESSON 4

We learned a lot of vocabulary and made distinctions between past tenses. we practiced question-and-answer exercises with friends. we used the use of adjectives and adverbs in dialogues, we corrected each other's mistakes respectively and it was very productive because I made a lot of sentences.

LESSON 5

We saw the second form of adjectives, which I liked very much because we used them with examples from our own environment. I got a little confused with the locatives, but I corrected a few of them myself while listening to my friends' examples. the vocabulary exercises were very productive. this new book was very exciting and intriguing, I liked it very much.

LESSON 6

the end of the story was a bit complicated, I was a bit bored but also curious. we tried to make long sentences with different patterns. I tried to use the words I learned in the first lessons in new patterns. I felt very productive. I understood the prepositions of place better.

LESSON 7

We moved on to a new book and it was a bit boring because it was a biography. we gave examples from our own daily life using the present simple. I think I got a lot of efficiencies from the beginning to the end of the project because I started to use conditional sentences, modals, and long binary sentences and I had a lot of fun.

T. A.

LESSON 1

I was a little bored because it was the first lesson, but when the story started, I was very curious about what would happen to the character. there were many words I did not know, I only participated in the exercises with pictures and fill-in-the-blank for new words, but I could not make many sentences.

LESSON 2

this lesson was very productive and I started to make future tense and conditional sentences. we started to make sentences with the when pattern and I enjoyed making long sentences. In group work, we made a lot of sentences about future time learned new words, and created dialogues using them in our own examples. I am looking forward to the next lesson.

LESSON 3

I was confusing the second form of verbs, but I understood better in our group work. I was excited while telling the event that happened to us, I tried to tell it without hesitation, and we completed sentences about adjectives and adverbs, it was very enjoyable.

LESSON 4

The lesson was very fun and there was a lot of participation. we used past tense patterns in long sentences and gave examples of adjectives and adverbs from our own environment. the quick-thinking activity was very fun. we were able to exchange ideas a lot.

LESSON 5

Our teacher was very energetic and we had a lot of fun. we learned a lot of new vocabulary and it became permanent. we used it in new sentences and made bilateral dialogues. it was a very productive lesson.

LESSON 6

We saw the second form of adjectives, I added them to my own examples and used them in group work. everyone participated in the lesson in a fun way and we played a game of guessing the end of the story. it was a very good lesson.

LESSON 7

The last book was a biography, but it was good. we made sentences with present tense and present perfect tense patterns, we used the words we learned from the first lesson with long sentence patterns and prepositions of place. we gave many examples from daily life and told events. it was sad that it was the last day

M. T.

LESSON 1

I was a bit bored because it was the first day but I liked the story and I wondered what was going to happen. I didn't make many sentences but I participated in the exercises to learn new vocabulary. I liked the pair question and answer activity but I listened and didn't make any sentences today.

LESSON 2

The story was very good, I wondered what would happen to the character at the end. I started to make sentences when I helped my friends. we made conversations by completing each other's sentences in conditional sentences and future tense sentences. it was very productive. it was very fun compared to the first day.

LESSON 3

We made sentences between past and present tense and tried to explain the events we had experienced before. Group work was very good, and everyone participated. we tried to guess with quick thinking while learning our new words. it was very nice. I couldn't use adjectives and adverbs much, so I started to learn them.

LESSON 4

we made a lot of sentences and dialogues in the series. the lesson was very exciting again, we tried to guess the end of the chapters. we made long sentences using new phrases. the participation in the lesson was very high

LESSON 5

this lesson I improved my past tense patterns. I made a lot of sentences and had a lot of fun with my friends in the question-and-answer activity. it was more active than the other story and there were a lot of new words and we tried to use them all. our group work was very active. I was able to use the second form of adjectives comfortably.

LESSON 6

I was very curious about the end of the book. I stood out in double sentences and had fun. we exchanged a lot of ideas with our friends in the quick-thinking activity. everyone gave new examples for themselves and we corrected mistakes among ourselves. it was very productive.

LESSON 7

it was a bit tiring because it was the last lesson. we tried to use all the vocabulary we learned from the first day. we usually gave individual examples and talked about our routine lives. I have been very productive since the beginning and I have progressed by having fun. I can use models more easily.

H. K. T.

LESSON 1

I had some difficulties because it was the first lesson, but overall it was good. I learned new words and started to use sentences with future tense patterns. I liked the vocabulary activities and participated in them.

LESSON 2

I started to use new sentence patterns and started to make sentences more often, so I participated a lot in the lesson and had fun. It was better than the first day. I participated more in the question-and-answer part and listened to my friends in group work.

LESSON 3

I started to use new sentence patterns and started to make sentences more often, so I participated a lot in the lesson and had fun. it was better than the first day. I participated more in the question-and-answer part and listened to my friends in group work.

LESSON 4

We moved on to the new story, I waited with curiosity because it was a detective story. we tried to find new words with pictures and fill in the blanks, it was a lot of fun. I had a little bit of difficulty in making binary sentences, but I'm trying. I'm looking forward to the next lesson.

LESSON 5

The new story started a bit boring. we saw adjectives and adverbs, we tried to use them in the narration with our examples and we all said our ideas by doing quick thinking in group work. I had a little difficulty in describing an event that happened to us, I always made short sentences but I was able to tell it.

LESSON 6

In this lesson, we learned the second forms of adjectives and used them by giving examples from ourselves. I was able to explain our examples in the past tense more easily and make longer sentences. we constantly use new words by combining them with what we have learned. the end of the story was a bit boring but I had fun with the exercises.

LESSON 7

I was a little bored because it was a biography. but I understood it better than the first day and I was able to make long sentences. In these sentences, I used new words a lot. the project was very enjoyable from the beginning, I learned with fun. I was sad that it ended.

R. T.

LESSON 1

I was a little bored because it was the first lesson. After all, there were a lot of words I didn't know in the story, but the teacher helped us by making us do exercises. I couldn't make sentences, I usually listened, but I was curious about the character. I listened to examples of future tense sentences and took notes.

LESSON 2

I attended the lesson today and I was very happy that I could make sentences. I tried to use the vocabulary we learned last lesson and it was very fun compared to the first lesson. I was able to use conditional sentences and we made new uses of when as a group.

LESSON 3

The new book started adventurously and I learned new vocabulary. the quick thinking and fill-in-the-blanks activities were good. I took notes on the new vocabulary and tried to use it in past tense patterns but I couldn't explain an event that happened to me.

LESSON 4

It was harder than the first lesson but I was able to use adjectives and adverbs more. I joined more in the question-and-answer part and I completed the word exercises faster, I learned all the words.

LESSON 5

I learned the past tense very well and made long sentences by giving different examples. I participated a lot in creating dialogue in binary exercises and used the words I just learned. It was an efficient lesson for me.

LESSON 6

I was a little bored with this lesson because the words I didn't know were too many, and I couldn't follow the course. I had a bit of a hard time making binary and complex sentences with the When pattern but I did it. We used the second forms of the adjectives we gave examples from our class and it was the fun part.

LESSON 7

I liked the biography book and took care to use new words. We worked in binary teams by giving examples from our daily life. I was able to distinguish the models and use them more properly. I felt sad as it was the last day of the project.

B. E.

LESSON 1

I couldn't make many sentences, but the flow of the story caught my attention. we made examples of future tense plans and guessed picture words. I learned new phrases and grasped conditional sentences.

LESSON 2

I participated more in this lesson. we gave examples with my friends in group work. I did well in the vocabulary exercises and had a lot of fun. I was less excited about this lesson but I enjoyed it. I liked the quick-thinking activity.

LESSON 3

We started with what we learned last lesson and I used new words more in sentences. I was happy to use the when pattern and long sentences. we told each other about events in the past and made corrections in the group. it was a fun and productive activity.

LESSON 4

I improved the use of adjectives and adverbs and made complex sentences in the past tense. at first, I had difficulty with negative and question patterns, but now I have improved. I could not grasp the prepositions of place very much, I confused them. I love the vocabulary activities, the words became permanent for me.

LESSON 5

This book was very gripping and made me curious. we gave examples in pairs and did a question and answer on the second form of adjectives. class participation was very high and it was a fun lesson.

LESSON 6

It is very fun to use past tense patterns and make long sentences. I liked the quick-thinking technique very much. we say what comes to our mind suddenly, even if it is wrong, the teacher corrects it. we try to use every word we have learned since the beginning of the lesson in sentences.

LESSON 7

the biography book was a bit boring at first, but it became more fun when we made our examples. sorry it was the last day, I wish this project had always continued. we had very comfortable dialogues in class, it was fun to follow the book and try to guess the end. we saw a lot of examples and we created paragraphs ourselves.

M. R. Ç.

LESSON 1

I liked the vocabulary exercises, but I couldn't make sentences and participate because there were too many unfamiliar words. but I was curious about the content of the books and waited to find out what would happen to the character. I liked the quick-thinking activity and the word puzzle games. I couldn't make conditional sentences.

LESSON 2

Today there was a little more participation. everyone was able to give examples of the future tense and we used conditional sentences. the pair exercises were fun. we corrected each other's mistakes. it was a productive lesson. I tried to use new vocabulary.

LESSON 3

In group work, my friends and I found that we were able to construct sentences comfortably and correct each other's mistakes. The new book was very gripping and we all waited with curiosity. we tried to guess the end of some chapters with our teacher. we started to use adjectives and adverbs.

LESSON 4

we tried to talk about events that happened to us in the past tense, while we asked and answered questions each other in teams of two. it was like a full conversation and we were all very excited to participate. we liked the new vocabulary exercises and tried to guess what happened from the picture examples. it was a successful lesson.

LESSON 5

I started to make sentences with compound and complex structures. I used the new words I learned in those sentences. I was able to give more active answers in quick thinking and correct my friends' mistakes. in the detective book, each story was different and we wondered and discussed what would happen at the end.

LESSON 6

I got a little bored towards the end because the story was complicated. but I was interested in the words because they were old period. although it was boring, I tried to participate, and I had fun with the word studies.

LESSON 7

I improved myself a lot. the teacher's lecture was good and helpful.

I learned a lot of new vocabulary and I can use the past tense and present tense without mixing them. I learned the tenses in detail and now I can easily make long sentences and dialogues. I was sad because it was the last day.

H. E.

LESSON 1

I liked the fiction of the story. I followed the character of Huckleberry with love. I wrote down the words I didn't know and then we learned them by practicing. After learning each word, it was very useful to use it with our sentences and do question and answer. it was very fun compared to the first day.

LESSON 2

the lesson was really fun. All my friends were able to make different sentences about the conditional and future tense. everyone was participating in the lesson and the lesson progressed with conversations. teaching with stories was both productive and fun for me.

LESSON 3

The story was very gripping and exciting. we made many sentences in the past tense and I learned the when pattern. we used adjectives and adverbs. we corrected our mistakes with our friends in teamwork.

LESSON 4

I liked the picture matching and the puzzle from the vocabulary exercises very much. it was a permanent learning for me. I accelerated to use the words I had just noted in sentences. we saw the second form of adjectives and gave examples from our friends and it was a lot of fun.

LESSON 5

Everyone participated in the group work and we made dialogues with different narratives. we reinforced them by asking questions to each other. I didn't understand the locators very well, but it was very productive for me to see the words we just learned live in the story. it was a very fun lesson.

LESSON 6

I followed the book with curiosity from the beginning to the end and wondered what was going to happen. we tried to guess the end of some chapters and even changed it with our fiction, which was very nice. we created fun dialogues when we used adjectives differently.

LESSON 7

the last book was a bit long and I had a hard time understanding it. but we used the new vocabulary with examples from our own lives. we were able to use the present tense and past tense more and we created dialogues with the words ourselves. I am very happy that I was able to make sentences and answer questions comfortably. I fully understood the use of modals. it was a very nice project.

İ. K.

LESSON 1

On the first day, we didn't quite understand what to do but our teacher helped us. we listened to the story and it was interesting. there were a lot of words I didn't know and I was a bit bored because I couldn't make many sentences but I liked the quick thinking activity. I wanted to participate but I couldn't.

LESSON 2

The lesson started fun. our teacher helped us and I was able to make sentences with when. in the future tense plan, everyone tried to help each other's sentences and participation increased. As we practiced vocabulary, we learned what we did not know, we took notes and tried to use them in group work.

LESSON 3

our new story was more fun than the previous one. I tried to make compound sentences and improved the use of modals. I took notes on new vocabulary but I couldn't participate in the lesson because there were too many unfamiliar words. I liked the exercises and listened to my friends during the question-and-answer session.

LESSON 4

We saw the use of adjectives and adverbs. it was more understandable for me when I looked at it in the book. guessing and giving our examples in vocabulary exercises was very productive. I loved solving puzzles. in group work, I only listened to my friends and could not make fast sentences.

LESSON 5

I liked the new story very much and I liked using the vocabulary of that period. I understood the use of adjectives and adverbs and tried to give examples in my sentences. this time I participated a little more actively in the group work. but in the quick idea exercise, I cannot make sentences immediately. I liked making complex sentences. I understood the prepositions of place in the story.

LESSON 6

I was a bit bored towards the end of the book, but I was still curious. I love learning vocabulary and using it by guessing in the next chapter. I was able to describe an event that happened to me without pausing and I liked it very much.

LESSON 7

I liked the biography book, but it was shorter than the other books. I was able to make sentences easily in teamwork and I included the new words I learned. I was confused about the use of models, but I improved it. we gave examples from our routines. I was sad that the project ended.

H. A.

LESSON 1

Today I was both curious about the books and very excited to learn new words. there were many words I didn't know and I couldn't make complete sentences so it was a bit boring. it was a different project and I was happy to be involved for the first time.

LESSON 2

I couldn't make sentences with the when pattern and I had difficulty with conditional sentences. everyone tried to participate in the lesson, but there were too many words we didn't know and we were a little bored. the quick-thinking technique was good. we tried to do vocabulary exercises.

LESSON 3

We learned new words and I started to use them in sentences right away. my expression improved a bit in present tense and adjective adverbs. the word exercises with puzzles and pictures were very good. I liked the literary works very much.

LESSON 4

For the first time, my interest in English class has increased. I am very curious about the characters and events in the book. I can now construct long sentences but not long narratives. I listened to my friends in teamwork.

LESSON 5

I liked the story in general and followed it with curiosity. some points were boring towards the end. we saw the second forms of adjectives with examples and I understood better with the sentences in the book. I was able to describe an event that happened to me in group work without hesitation and I was very happy.

LESSON 6

It was a bit tiring compared to the other days and I couldn't make sentences because I was tired, but I corrected my friends. I love teamwork in pairs and the activity of predicting the end of the chapters is very interesting.

LESSON 7

The biography book was boring, I couldn't find an event. we made sentences describing ourselves in the present tense and we went in the form of question and answer. now I can make sentences comfortably, it was a very productive project.

H. B.

LESSON 1

The fiction of the story was very exciting, but there were a lot of words I didn't know, so I was a little bored. I had a hard time making sentences and I hesitated a lot, I was discouraged. but I followed what would happen in the story and the vocabulary activities at the beginning were very nice, I learned the first words permanently.

LESSON 2

Our teacher supported me in constructing sentences, I had difficulty with the when pattern and conditional sentences, but I tried to complete them by listening to my friends. the story fiction was very fun and the lesson was very productive.

LESSON 3

The new book was about detective stories and I enjoyed it very much and listened to it with curiosity. I enjoyed the vocabulary exercises with pictures and matching and I remembered them immediately when I saw them in the book. I improved my use of adjectives and adverbs. I briefly described an event that happened to me in group work, but I made short sentences.

LESSON 4

For the first time, I enjoyed English so much. I actively solved the exercises and did question and answer with friends. it was very productive. when we learned the words we did not know, we made examples with our sentences.

LESSON 5

The story started very exciting. the vocabulary was a bit different, like the old period, but I loved it when I learned it. we saw the second forms of adjectives and I tried to use the long adjectives. our group work was very active, everyone said something. we learned a lot of words.

LESSON 6

Towards the end it got complicated and I got a little bored. I was very happy that I could make long and complex sentences. we saw the details of the past tense and we did it in the form of questions and answers. our teacher was helpful and it was a very fun class environment.

LESSON 7

this project has been very enjoyable and productive for me. I was able to make long sentences and dialogues. we were able to do question and answer with my friends. I learned many new words and used them in our examples. I also liked the last biography book we studied and I liked the stories in general.

B. A.

LESSON 1

Today was both good and boring. I was excited because it was my first time on such a project, but I got bored while I was following it because there were so many words I didn't know. the book was very gripping and I was curious to see what would happen to the character. we did new activities in the lesson and I just listened.

LESSON 2

I had more fun today and made sentences with the when pattern. I tried to describe my plans in future-tense sentences. it was more exciting than the first day. I couldn't tell a long story, but I was able to answer questions with my friends.

LESSON 3

I learned new vocabulary and the vocabulary exercises were very fun. I am getting more and more interested every day and I can make more sentences. I liked the literary works very much and I have never read a book in English before.

LESSON 4

I can make complex sentences now and I can make long dialogues in group work. I felt very happy in class and I was never bored. I am more interested in English now. I can't keep up with my friends in the quick thinking technique, but it is very enjoyable to listen to.

LESSON 5

we used the second form of adjectives and I think we improved a lot. everyone tries to participate in the lesson. we talked about events that happened in the past tense and it's fun to stop each other and ask questions. we also practice teamwork. the book is very gripping.

LESSON 6

The book was a bit complicated towards the end. we moved fast so I couldn't make many sentences, but I took notes of the words. we make sentences by trying to guess the end of the chapter. that part was fun. we gave our examples of the second forms of adjectives.

LESSON 7

the last book was a biography, but it was a bit mysterious for me. I was a bit bored, but we continued with our other activities. we gave examples from our routine lives. our conversations were very productive. the energy of both our teacher and my friends during the week was excellent. this project was very beneficial.

A. D.

LESSON 1

the new vocabulary was a bit too much and I got a bit bored while following it. but the story was exciting so I tried to catch up. I tried to understand the activities but I couldn't participate much on the first day. because I couldn't make sentences and think fast. I got a bit depressed.

LESSON 2

the story progresses very well. the exercises of new words, puzzle matching, etc. are very enjoyable and I liked it very much that we immediately saw these words in the book. there were times when I could not make sentences with modals, but I took a note that I will learn. it was more exciting than the first day.

LESSON 3

It was more fun than other lessons. everyone participated in the lesson and we tried to make dialogues. the activity of guessing and completing the end of the chapter was very enjoyable. we gave a lot of examples in the past tense and we covered the use of adjectives and adverbs.

LESSON 4

I was very happy that I was able to make double and long sentences today. From the first lesson, I tried to use the words I took notes in my examples. the fiction of the book was very exciting. now I am participating in the quick thinking activity.

LESSON 5

I have a better understanding of prepositions of place and corrected mistakes in my sentences. I love group work very much. we all share examples and answer questions to each other. the lessons are very enjoyable and very productive as we follow the fiction and talk constantly.

LESSON 6

I made more sentences. I love learning new vocabulary and it is permanent when we see it in the book. we gave examples from the classroom in the second form of adjectives. it was very enjoyable. I'm very happy to be able to have a more comfortable dialogue.

LESSON 7

I enjoyed all the books from the beginning and listened to them with curiosity. the vocabulary exercises were very productive and I improved my vocabulary. I was able to use tenses that I could not understand before and I was able to make long sentences. it was very enjoyable to do group work and exchange ideas with my friends. this project was both fun and useful for me. I liked the literary works very much.

F. O.

LESSON 1

Although it was the first lesson, it was good. I waited excitedly and I was very curious about the contents of the books. there were a lot of words I did not know, I was bored because I did not understand a little in those parts, but I noted it down and I will learn it. in general, I liked the exercises.

LESSON 2

I learned more new vocabulary today and everyone tried to participate. the vocabulary exercises were very good. I liked the crossword puzzle and it was so permanent that when we learned it, we went back and saw it in the book. I was able to use models comfortably. I can make sentences but not long ones today.

LESSON 3

I started to make long sentences, but I mostly listened to my friends. group work is very good, we can also discuss the content of the book. we used adjectives and adverbs in our examples and I think it was very useful. my friend helped me in teamwork. we asked and answered questions together.

LESSON 4

I had some difficulty in describing events in the past tense, but I learned the details. with new words, I make sentences in both present and past tense and make comparisons. we create a dialog with our friends in the double team. our teacher is very helpful.

LESSON 5

I liked the first parts of the story very much and waited with curiosity. I tried to use all the words I learned in my sentences. I was very happy that I could talk long while telling the event that happened to me. I wondered what would happen to the character in the book. I like the quick thinking activity and we can exchange ideas.

LESSON 6

towards the end of the story, the words I didn't know increased a bit and I got bored in that part. I learned the complex sentence structure and started to construct it. today I hesitated a bit. but in general, I listened to my friends. the dyad team was not productive today.

LESSON 7

I liked the project very much and my perspective on English books has changed. it was very productive. now I can easily make long and compound sentences. we created dialogues with my friends and there were many new words I learned. I learned it permanently because I saw it in stories. it was a very enjoyable project.

B. K.

LESSON 1

The flow of the story was very good and I waited with curiosity. there were a lot of words I didn't know and I just listened because I couldn't make sentences. the activities were very good. I liked the quick-thinking part but I got bored because I couldn't speak. the story was generally understandable.

LESSON 2

I learned new vocabulary and enjoyed it very much. I liked the puzzle activities very much. I made short sentences about future tense and conditions, so I was more active in pair teamwork. I could not participate in group work at the level I wanted. stories were very good for my English to be active.

LESSON 3

It was more intriguing than the other story. when I saw the words in the book, I understood them immediately and they became permanent. I learned the distinction between past tense and past continuous tense clearly and was able to make long narratives. we used adjectives and adverbs frequently.

LESSON 4

I was able to describe an event that happened to us. normally I would not be able to make such long and complex sentences, but I was very happy that I was able to improve. I tried to use the new words I learned in sentences and we tried to guess some parts of the story. everyone tried to participate in the lesson and it was a lot of fun.

LESSON 5

I can easily use compound sentences and the new vocabulary was very permanent. it was more fun than the other story. I understood the prepositions of place better when I saw them in the fiction. we reinforced the second form of adjectives with examples of teamwork. it was a fun day.

LESSON 6

this part of the story was a bit boring but the group work was very good. we all tried to participate in the lesson. the vocabulary exercises are very fun and productive. I liked the quick-thinking activity very much.

LESSON 7

the project was very good in general. the stories contributed a lot and I was glad that I could speak easily. The words and phrases we learned I learned immediately because I saw them in the book and I did not forget them. I was able to use complex structures. it was a very good project.

F. S. K.

LESSON 1

I was a little bored because it was the first day. I wondered what the main character in the book was doing. there were too many words I didn't know, but I took notes. I made short sentences while giving examples of sentences about ourselves, but I couldn't because I didn't know the words related to the story. I confused time patterns, I just listened to this lesson.

LESSON 2

this lesson was more fun, everyone made sentences and there was a lot of participation. we started to learn the words and the exercises were very enjoyable. when I did the word puzzle and matching, I understood it, but when I saw the example in the book, I learned it permanently. I was able to use the models correctly and tried to give examples from the book. in pairs, we tried to talk about the content of the book with my teammate. it was very enjoyable.

LESSON 3

The lesson is getting more and more fun. we are constantly taking notes of our new vocabulary and trying to use them in the next lessons. we moved on to a new story. it was a detective story and I was interested in it. I was always confused about adjectives and adverbs, and when I was given examples, I understood better with my friends. in group work, I couldn't speak yesterday, but today I was able to form more sentences.

LESSON 4

I understood the past and past continuous patterns better. I was able to describe a memory in a good way. I liked the quick-thinking activity and tried to participate in it, but I couldn't make it that fast. we gave new examples of words. we used new adjectives and adverbs. It was so beneficial.

LESSON 5

today we learned more vocabulary and took notes. we are getting better and better at making sentences and we can make long dialogues. I like our question-and-answer activity because we have new conversations with our friends. it is productive.

LESSON 6

I participated more in the quick thinking activity today and I felt more confident. I did not have much difficulty in following the book because I learned the vocabulary and exchanged ideas with my friends. I was able to learn prepositions of place better as they are used in the book.

LESSON 7

the project was very useful for me. I was able to make long and complex sentences. I learned tense patterns and many different words. I acquired it better because I saw it in the book. it would not be permanent if I just memorized it. I liked the English texts very much.

F. A.

LESSON 1

I wanted to participate in the lesson but I couldn't respond so I was a bit shy and kept quiet. the story looked very good and I was curious about the main character. there were a lot of words I didn't understand and I wrote them down and we practiced them.

LESSON 2

I made short short sentences, and I understood the grammar but I couldn't give many examples. I participate in the exercises but there are too many words I don't know and I get discouraged. I couldn't think fast, I couldn't say my opinion immediately. I liked the pair work very much, my friend helped me. everyone is enthusiastic and tries to participate in the lesson.

LESSON 3

I got used to and learned new words in the lesson, I took my notes. the lessons are very fun, I also participated in quick thinking and I enjoyed it very much. I am very curious about the course of the stories, we talk about what will happen afterward and we use new adjectives and adverbs.

LESSON 4

I have improved my vocabulary, now I understand the words in the book without getting stuck and I use them in my examples. I reinforced the grammar topics that I did not understand. I fully understood when I saw examples in the book. I used past tense patterns in long sentences.

LESSON 5

In the group activity, I was able to describe an event that happened to us and I was very happy and even asked questions to my friends and I did not hesitate. we made dialogues with new words and phrases and pair work was very enjoyable. I took notes of the words I learned from my friends' examples.

LESSON 6

The end of the story was a bit boring. we learned new vocabulary and the exercises were fun. we did an end-of-chapter guessing activity, which was good, but overall I didn't participate.

LESSON 7

I was sad because it was the last lesson. I tried to use all the vocabulary. we talked about our general routines and it was like a conversation. I also liked the biography book. I was very happy to be on this project.

N. E. M.

LESSON 1

the story was generally good and interesting. I couldn't participate today because I couldn't make sentences. I liked the vocabulary activities and tried to take notes on grammar patterns. I was excited because it was the first day.

LESSON 2

the flow of the lesson and the content of the book went very well. we did quick thinking which was very enjoyable. we were able to make sentences about future tense and conditions and we included the new vocabulary we learned. I liked the pair work very much, we took turns with questions and answers.

LESSON 3

today we progressed very well. I was able to make long and complex sentences, which made me very happy. we moved on to the detective story and I was very curious about the content. I took note of the words that were not on the list myself. the vocabulary activities are very fun.

LESSON 4

We had dialogues with our teacher and she helped us. the lessons were very fun. everyone tries to participate and the group work is very enjoyable.

LESSON 5

We used the vocabulary we have learned so far in our examples. we talked about the events that happened to us in group work and our motivation increased as we were able to establish a dialogue.

LESSON 6

I liked the previous story better. this story seemed a bit boring so I didn't participate much. I took notes on the use of adjectives and adverbs and listened to my friends. I participated in the quick-thinking activity but I was silent because I didn't like the story.

LESSON 7

It was a good project and it benefited me a lot. I learned new words and was able to make long sentences. I liked the group work and vocabulary activities. I liked the literary works very much.

B. T.

LESSON 1

I liked the beginning of the story very much and I was curious but there were words I didn't know and I couldn't get my speech together. I am very excited to be in such a project. I listened to my friends and took notes. I am looking forward to the next lesson.

LESSON 2

I learned a lot of words I didn't know better than in the first lesson and I liked the matching and gap-filling exercises we did while learning. I learned new words more permanently when I saw them in the book. I made sentences with the when pattern and was able to use models comfortably.

LESSON 3

I improved in sentence construction and I was able to practice a lot on words I did not know. listening to different examples from my friends reinforced the subject even more. everyone tried to participate in the lesson and the quick-thinking activity was a lot of fun.

LESSON 4

We practiced the use of adjectives and adverbs. I was able to make dialogues and long sentences in conversations. there was a lot of participation and the topic of the book was interesting. we were very enthusiastic as we learned and used the words.

LESSON 5

we learned the words while doing the activity and We took notes and it was very enjoyable. I am very happy that I can now make long and double sentences. we started to use the patterns we learned at first by combining them with new stories. our group work is very useful.

LESSON 6

We tried to complete the end of the chapters in the story and used more sentences in the process. we did Q&A with friends and it was fun. we corrected each other's mistakes. I was very curious about the course of the story and I enjoyed the exercises.

LESSON 7

I tried to participate in every activity because it was the last lesson. we worked very harmoniously with friends, we learned a lot of new words and shared them. I had very good dialogue and I liked the stories very much.

H. A.

LESSON 1

I had the excitement of the first day. I was very curious about the stories, but we couldn't make sentences because there were too many words I didn't know. I can't use complex sentences and tense patterns. we couldn't be very active in class.

LESSON 2

we started to learn words we didn't know and we did fun activities. I liked the puzzle exercise the most. I normally confuse grammar patterns a lot but when I saw them in the story I understood them better and we used them in group work by giving examples ourselves. I liked the story and the main character very much and I wondered about the rest. I am looking forward to the next lesson.

LESSON 3

We started by describing the pictures and guessed which words they were and reinforced them with exercises. we built dialogues with pair work, I used new adjectives and adverbs and I was very happy that I could make long sentences. friends tried to participate in the lesson but I was a little bored today because I was a little less curious about the rest of the story.

LESSON 4

we did a question-and-answer activity and used the new vocabulary we learned in our examples respectively. I liked the flow of the stories very much and understood the new phrases even better as I saw them there. my participation in the lesson increased even more and I actively dialogued with my friends in pair work.

LESSON 5

I learned the lesson very well and reinforced the past tense patterns by seeing them in the story. I liked the activity of telling our memories very much, I made long and double sentences easily and even wrote down the words I didn't know in my friends' stories. it was a very productive lesson and my motivation increased.

LESSON 6

in this lesson, the rest of the story was a bit confusing and boring. I participated more in the vocabulary activities but I couldn't participate in the general flow because I was a bit bored. I helped my friend with pair work and question-and-answer activities. I wondered about the end of the story.

LESSON 7

I was a little bored because it was a biography book, but I was sad because it was the last lesson. I liked the project very much and got used to it. now I can easily make sentences and ask questions. I learned a lot of vocabulary and I liked the English stories very much and it was very useful.

Z. E.

LESSON 1

I am very excited, today was the first time I participated in such a project. everyone was eager to participate in the lesson but we were silent because we couldn't make many sentences and there were words we didn't know I was very curious to see how the story would go.

LESSON 2

I was very curious about the main character in the story. As I learned new words and new grammatical structures, I tried to use them. the more I saw the examples in the book, the better I understood them. I liked the vocabulary activities. I couldn't participate in the quick thinking because I panicked a bit.

LESSON 3

I loved the pictures, the pairings, and the example sentences in the vocabulary exercises. right afterward, we made paired dialogues by giving our examples. it was more exciting than the last lesson because we started a new story and I was very curious because it was a detective story and I took notes to make different sentences. we saw more adjectives and adverbs in the story.

LESSON 4

I am happy that I can now make long and complex sentences. By the way, I am curious to see how the story goes, we use new words in our sentences. in the group work, we told our memories, everyone wanted to participate and in general, we did not hesitate. everyone was very excited.

LESSON 5

I think we progressed a lot and the project was very productive. the energy of our teacher and us was very high. we learned and used a lot of vocabulary.

LESSON 6

everyone participates in the lesson with excitement. we also learned the words we did not know from each other. group work is very active. it was a very useful lesson and I actively participated in vocabulary activities and end-of-chapter guessing exercises.

LESSON 7

I was a little bored because our last story was boring, but in general, I learned a lot of words and I can use them in different patterns and long complex sentences. we had mutual dialogues and questions and answers with my friends. we had a very active project and it was useful. I am glad I took part in such a project.

M. B.

LESSON 1

I am very excited to participate in such an event for the first time. I love stories but I have never read them in English. it was very different for me. we wanted to participate in the lesson but since we did not know the story and there were many unfamiliar words

LESSON 2

we continued the story with vocabulary exercises. we learned different words in each chapter and took notes. we learned grammar patterns and saw them with examples. it was useful for me to see them in the course of the story. I was able to make sentences with future tenses and modals.

LESSON 3

The flow of the lesson was very fast. I used new phrases and vocabulary. since we did group work with my friends while talking, my excitement decreased and I started to use it comfortably. it was more efficient and beautiful than the first lessons. I used my notes in this lesson. I made progress.

LESSON 4

I can now construct my sentences and dialogues precisely. I liked the plot of the story very much. I used adjective and adverb phrases and participated actively in the question and answer section.

LESSON 5

I learned the past tense patterns in detail and was able to give my examples. this lesson was a bit boring because the story was a bit stagnant. I liked the other stories more and participated actively. I couldn't make many sentences but I participated in the vocabulary exercises.

LESSON 6

This lesson was a little more active. I was confused about the prepositions of place, but I understood them very well when I saw them in the story. we used the second form of adjectives and gave our examples. our group work was productive.

LESSON 7

biography was very boring. we learned new words and made sentences with them. I can use long and double sentences easily. I liked this project very much. normally I don't read many books, but I like English books very much. I was curious about the course of the books, I learned new words and phrases and I could easily make dialogues.

S. A.

LESSON 1

I was excited because it was the first day but I couldn't make a sentence. we had friends who participated but I was silent. I liked the vocabulary exercises very much. the story started very well and I was very curious about the rest. I couldn't participate actively because there were words and phrases I didn't know.

LESSON 2

The lesson went very well and we learned new vocabulary and took notes. I liked the gap-filling and puzzle exercises. our pair work was very productive and we saw different grammar patterns in the course of the story and gave our examples.

LESSON 3

this lesson we understood the story better. even though our teacher helped us, we discussed the story in group work with our friends and used our new words. we gave our examples of the use of models. it was very enjoyable and everyone participated without hesitation.

LESSON 4

the stories are very intriguing and we enjoyed it a lot as we tried to guess the rest. we are constantly learning new vocabulary and reinforcing it with activities. everyone participated in the question and answer part and we had a lot of fun.

LESSON 5

we saw the new forms of adjectives and adverbs. we discussed how they are used in story patterns. we tried to express our ideas with our new words in the quick-thinking phase. I also like the picture pages because we guess the end of the chapter.

LESSON 6

Today was a bit slow. it was not very exciting towards the end of the story. we reinforced the past tense patterns with our examples. we did question and answer in our pair work but it was a bit boring.

LESSON 7

All the stories we read were good and we had a lot of fun. we learned a lot of vocabulary and were able to construct sentence structures. it was very enjoyable and our motivation increased because we attended the class with friends.

F. K.

LESSON 1

I had never read an English storybook before. there were a lot of words I didn't know and the grammar patterns were confusing. so I couldn't attend the lesson and I was bored but I listened to some of my friends who did and I liked the vocabulary exercise.

LESSON 2

there was more participation than on the first day. we continued to learn new vocabulary and the vocabulary exercises were very enjoyable, especially the matching and puzzle parts. I loved the sentences about the future tense. everyone tried to talk about their plans. I liked the flow of the story very much.

LESSON 3

I tried to make sentences, but they were short sentences, I could not make longer sentences. I had difficulty in making dialogues. I got help from my friend in bilateral studies. the story was better, it was a detective story. I tried to use the words I took notes, but I spoke in class without hesitation and participated in the lesson.

LESSON 4

Today the lesson went fast, we covered new phrases, adjectives, and adverbs and used them in our examples. in our group work, we told paragraphs from the past and asked questions to each other, we were very happy and enthusiastic that we could do it ourselves without the help of the teacher.

LESSON 5

I had fun today too. I participated more than in the last lesson. I even participated in the quick thinking activity. we had a lot of fun. the flow of the story was good.

LESSON 6

I was a little bored today because I didn't like the rest of the story. But we used the newly learned words and phrases. Our pair work was fun and we are trying to participate more with our friends. We love the stories, but today was a bit boring.

LESSON 7

today was fine. The flow of the lesson was very fast. We covered our last story. It was a biography, there was no fiction, but I still liked it. From the beginning of the lesson, we learned a lot of words and started to use grammatical patterns comfortably. We dialogued in long and complex sentences and best of all, we had a lot of fun and were motivated.

F. K.

LESSON 1

The first lesson was very good, but there were many words I didn't know. we learned new words with exercises. I took notes, but I couldn't make long sentences yet, I just listened to the story, but I liked the way it went.

LESSON 2

I was a bit bored in the lesson but I liked the story very much and I was very curious about the fiction. we made sentences about future tense and conditional sentences. I still can't make many sentences but my friend helped me in pair work and I liked the picture pairings very much.

LESSON 3

We moved on to the new story and I followed this book very much. it was a detective story and there was a murder in it. we made dialogues about past tense patterns. today I can make sentences a little bit more. I created them using new words and this made me very enthusiastic.

LESSON 4

Today in the first lesson I was able to describe an event that happened to me. I had some small mistakes but my friends in the group and our teacher helped me. I participated in quick thinking but I made short sentences because it happened so fast. I love learning new words and practicing them.

LESSON 5

The lessons sound like a lot of fun and the words don't sound foreign anymore. It was a very productive project for me. I made a lot of double and long sentences and created dialogues. for the first time, I liked English very much.

LESSON 6

The end of this book was not so fun compared to the others and I got a bit bored. but the Q&A with friends was a lot of fun and so was the pair work. everyone can participate in the lesson without hesitation and it is a very nice feeling.

LESSON 7

I have learned the vocabulary very well now and I can use it in my examples. I can converse with my friends. the class was very energetic and enjoyable from the very beginning and I loved the English books and followed them with curiosity.

M. A.

LESSON 1

I have no interest in English, but this is the first time I have participated in such a project. at first, I was bored because there were so many words I didn't know, but I liked the fiction and the pictures of the story and I wanted to participate in the vocabulary activities.

LESSON 2

I participated a bit more than in the first lesson and was able to give examples of our plans. I learn new words, take notes, and use them immediately in my sentences. normally I could never make sentences and I would get bored in English lessons, but these lessons are very enjoyable.

LESSON 3

I was a bit nervous about the group work because I didn't want to speak in front of my friends, but on the 3rd day I was able to speak and we corrected each other's mistakes. it was very productive and I understood the past tense pattern better because I saw it in the story.

LESSON 4

I can make long sentences and double sentences easily and I try to include every word we learn in my sentences. the story is going well and I love participating now.

LESSON 5

In this lesson, we were a bit bored as the storyline slowed down and there was not much participation. our vocabulary exercises were good, and the puzzles and matching were very enjoyable. our teacher gave some examples.

LESSON 6

We saw the second form of adjectives and gave examples from our friends right after the examples in the book. it was a pleasant lesson. quick thinking is also very fun. we tried to guess the end of the chapters.

LESSON 7

I can now easily construct long and complex sentences. the books and characters were very enjoyable and I followed them with curiosity. our lesson was very exciting and I learned many new words and it was permanent for me. I am glad I took part in this project.

R. T. A.

LESSON 1

I wanted to talk but I can't make long sentences. there are words I don't know but we learn them first with the exercises in the book and then we see them in the book. this method is very useful for me. I didn't participate much because it was the first day.

LESSON 2

everyone liked the lesson and we tried to participate. we tried to make conditional sentences and talked about our plans. I was confusing the tenses a lot but I understood them better. we had some difficulty with when and I liked the quick-thinking activity.

LESSON 3

The vocabulary exercises were very productive. every day it became more and more productive. today I can make very complex and long sentences. we became more familiar with literary works in English.

LESSON 4

We have improved a lot in making sentences and dialogues. there was a lot of participation in the class today. everyone participates with fun and the exercises are very enjoyable. our teacher was very helpful.

LESSON 5

Our story was very fluent and I liked it. now I can easily make long sentences and we talk with friends. we learned a lot of new words and gave examples of the second forms of adjectives with our examples.

LESSON 6

Today the story was a bit long so I got bored and couldn't follow it. I participated less than the other days but we continued to learn vocabulary. I couldn't make many sentences.

LESSON 7

This book is a biography, but it seemed mysterious to me, so I liked it. we learned a lot of new vocabulary from the beginning of the lesson. this project was productive for everyone. we learned a lot of vocabulary and the exercises made it permanent. we were able to easily use the grammar patterns we saw in the book and the stories were very useful and enjoyable.

Z. S.

LESSON 1

I was a little bored on the first day and I couldn't follow the book much because there were words I didn't know. but I was very curious about the story and the fiction. I liked the word exercises very much. I was bored because I couldn't speak.

LESSON 2

It was more fun than the first lesson and I didn't get bored, I listened to my friends. I was able to use modals and I participated in the plans of my friends just by asking questions. I started to participate in the lesson by making short sentences.

LESSON 3

We did a lot of vocabulary exercises. I saw the difference in past tense patterns in the book and understood better. I liked the story and I was curious. the lesson was very productive for me.

LESSON 4

I could easily describe an event that happened in the past. I could not make complex sentences, but I explained with my examples. I talked with my friend comfortably in pair work. I participated in the quick-thinking activity and enjoyed it very much.

LESSON 5

we saw the second forms of adjectives and I understood them better. now I can make slightly longer sentences. I like the vocabulary activities. I like the puzzles the most. I am very curious about the content of the books. I am glad that I can dialogue with my friends without hesitation.

LESSON 6

I couldn't participate much today. we did the activity of guessing the end of the book, which was fun. we continued to learn new words. I made a few sentences because I was bored.

LESSON 7

Although the new book was a biography, I liked it very much and the sentences were a bit long. we remembered and practiced our topics about the present simple tense. we answered questions about the content of the book and it was productive. this project contributed a lot to me and I progressed a lot. I like English books very much.

G. A.

LESSON 1

The first lesson was very good. I liked the plot of the story but there were too many words i didn't know. I was a bit bored and couldn't attend the lesson. I wondered what will happen to the main character.

LESSON 2

I learned a lot of new vocabulary in the lesson and I liked the exercises very much. when I saw it in the book, I learned it permanently. my friends and I did the pair work very well. we did a question-and-answer activity.

LESSON 3

We learned grammar patterns in the lesson. we gave our own examples, we tried to create dialogues and it was enjoyable. we all try to participate and the English lesson is very enjoyable. we made the use of adjectives and adverbs and we were able to speak comfortably.

LESSON 4

Today we were able to construct long and complex sentences easily. It was much more fun than the first lessons. we saw the second form of adjectives. I listened to my friends' examples and tried to create dialogues. I learned new words and made sure to use them in sentences.

LESSON 5

The class goes very well with the help and energy of our teacher. we all participate. we liked the stories very much and it is more enjoyable to learn grammar this way. we can speak comfortably.

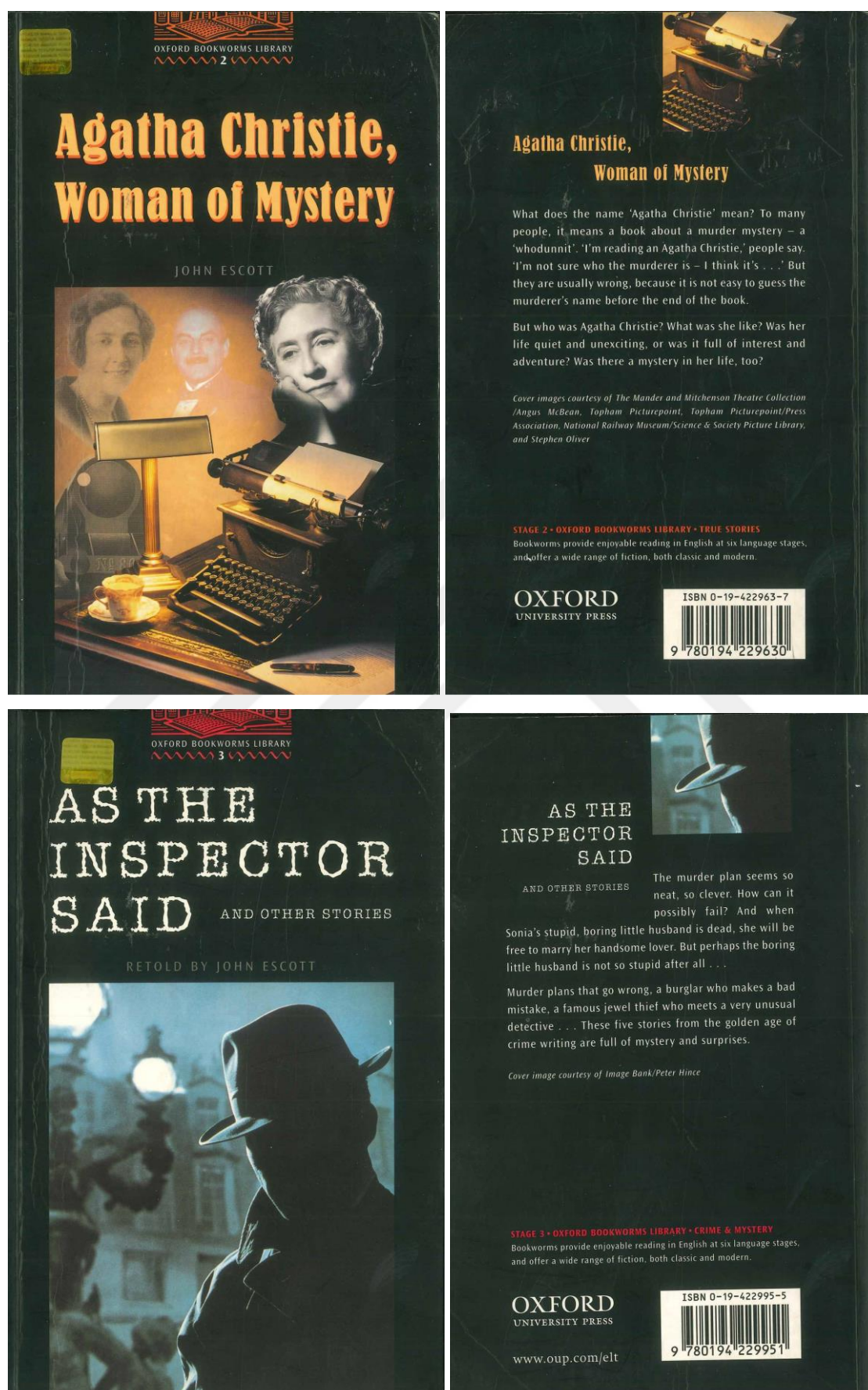
LESSON 6

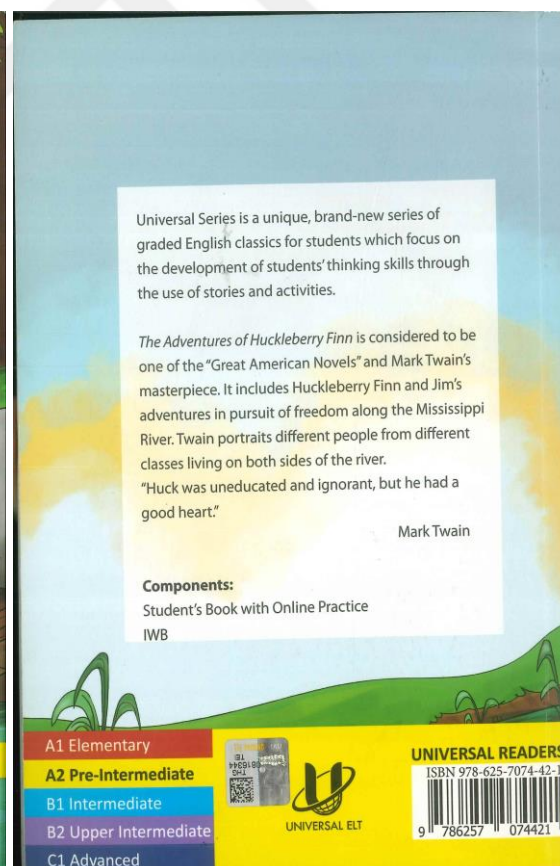
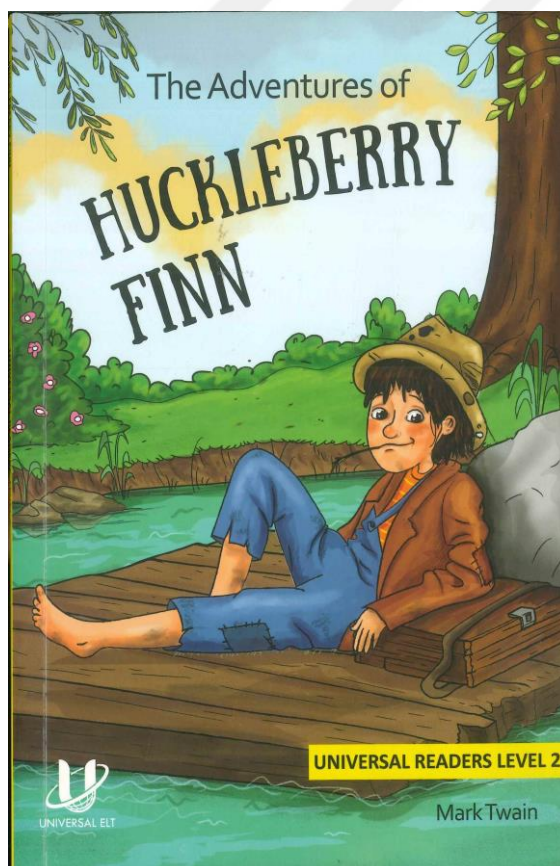
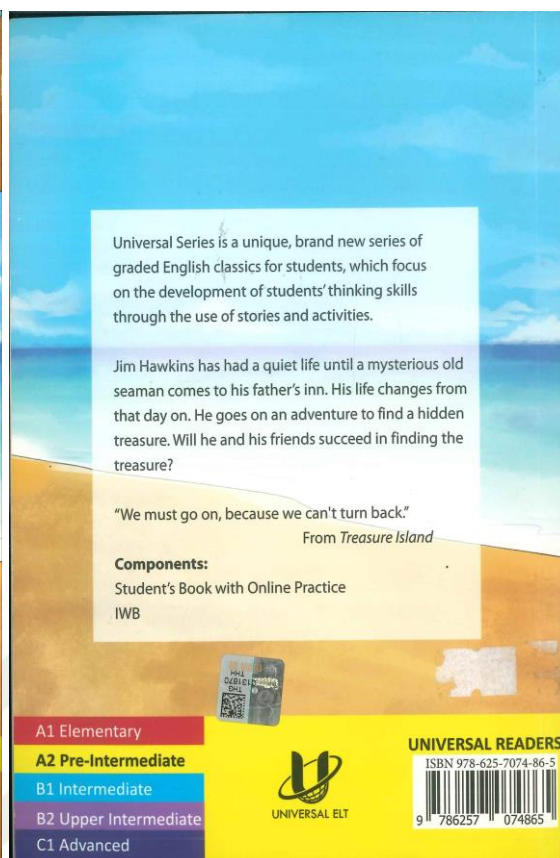
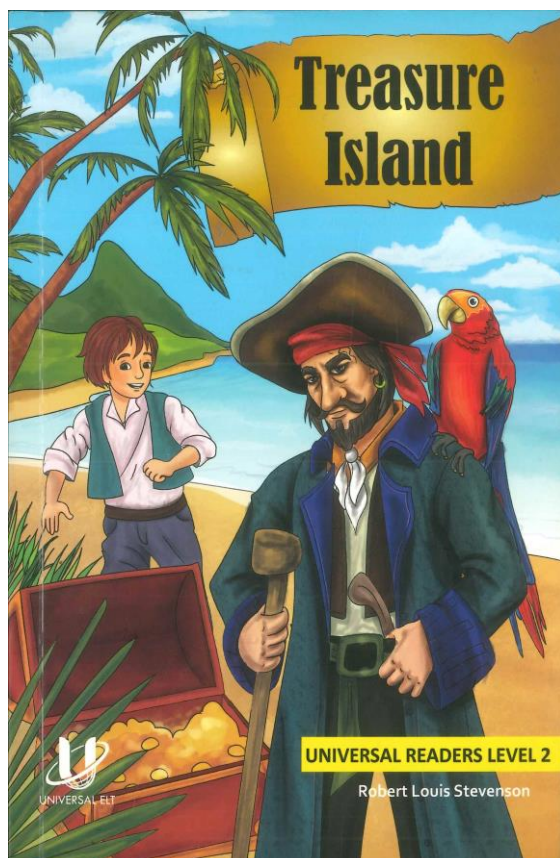
The lesson was very good. I took notes on my vocabulary and created my own examples. I can participate in quick thinking. we do group work with friends and we do our narration comfortably.

LESSON 7

I learned a lot. it was sad that it was the last lesson, I realized that I had progressed so much. I have never been so productive in English. I always use the words I learned in my examples and participate in activities. This project was very good for me. from now on I will read books in English.

Appendix H. Book's Covers





Appendix I. Tez Konusu Başlığı Değişikliği

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YÜKSEK LİSANS PROGRAMI TEZ KONUSU-BAŞLIĞI DEĞİŞİKLİĞİ FORMU

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Tarih/Date: 24/10/2024

Aşağıda bilgileri verilen tez savunma sınavı yapılan öğrencinin tez konusunun, başlığının önerildiği şekilde değiştirilmesi uygun görülmüştür. Gereğini saygılarımla arz ederim.

Yapılan Tez Savunma Sınavı Bilgileri:

Tarih/Date: 04/10/2024 **Saat/Time:** 15:30 **Yer/Place:** ÇAĞ ÜNİV. SOSYAL BİLİMLER ENST. SOBE-1 DERSLİĞİ

.....
(Anabilim Dalı Başkanı)
Department Chair
Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
04/10/2024

ÖĞRENCİ BİLGİLERİ/ABOUT THE STUDENT

Adı Soyadı/Name-Surname: Merve DEMİRÖZ

Öğrenci No/No: 2021008008

Anabilim Dalı/Department: İngiliz Dili Eğitimi

Öğrencinin İmzası

Statüsü/Status: ☐ Y.Lisans / **MA**

ESKİ VE ÖNERİLEN TEZ KONUSU, BAŞLIĞI İLE İLGİLİ BİLGİLER / ABOUT THE PREVIOUS AND CURRENT THESIS TOPIC

ESKİ TEZ KONUSU, BAŞLIĞI/ <i>PREVIOUS TOPIC OF THE TITLE</i>	AN ACTION RESEARCH OF IMPROVEMENT OF HIGH SCHOOL STUDENTS LANGUAGE STRUCTURE COMPETENCE, CLASS PARTICIPATION AND ATTITUDES TOWARDS ENGLISH LEARNING BY USING LITERARY TEXTS
YENİ TEZ KONUSU, BAŞLIĞI/ <i>CURRENT TITLE (TÜRKÇE)</i>	EDEBİ METİNLER KULLANARAK LİSE ÖĞRENCİLERİNİN İNGİLİZCE DİL ÖĞRENİMİNE YÖNELİK TUTUMLARININ İNCELENMESİ
YENİ TEZ KONUSU, BAŞLIĞI/ <i>CURRENT TITLE (İNGİLİZCE)</i>	AN INVESTIGATION OF HIGH SCHOOL STUDENTS ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING BY USING LITERARY TEXTS

1.TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ

Dr. Öğr. Üyesi Gürcan DEMİROGLARI Çağ Üniversitesi Mütercim Tercümanlık 24/10/2024

2.TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI - TARİHİ

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN
UNVANI - ADI - SOYADI - İMZASI - TARİHİ

Prof. Dr. Hüseyin Mahir FİSUNOĞLU 24/10/2024