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## Enhancing EFL Learning Through Authentic Literary Texts: An Experimental Study in Turkish High Schools

*Gerçek Edebi Metinlerle İngilizce Öğrenimini Desteklemek: Türkiye Liselerinde Deneysel Bir Çalışma*

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This article is extracted from my master thesis  
entitled "An Evaluation of High School English  
Coursebook Reading Texts and Suggesting  
Authentic Literary Texts with Lesson Plans",  
(Master Thesis, Gazi University, Ankara/Turkey,  
2018)

### Abstract

The integration of literature as authentic material in EFL/ESL classes has become increasingly important and is now considered an integral component of language curricula worldwide. However, literature has often been neglected in Turkish EFL/ESL classrooms. This study aims to address this gap by enhancing Turkish High School English courses through the inclusion of authentic literary texts. The study seeks to explore whether this integration leads to significant differences in students' attitudes towards English as a foreign/second language. During the Fall Semester of the 2016-2017 academic year, these lesson plans were implemented with 33 randomly selected 9th-grade students at Istanbul Nevzat Ayaz Anatolian High School, forming the experimental group. The control group comprised 28 randomly selected 9th-grade students who received instruction using traditional materials and coursebooks. Data was collected through Abidin - Alzwarı's (2012) English Language Attitude questionnaire, and pre-test and post-test results of both groups were compared using the SPSS program. The findings indicated that, unlike traditional materials, the use of literary texts was more effective and beneficial in changing learners' attitudes towards language learning, particularly in the emotional aspect. It is recommended that authorities responsible for writing and publishing English coursebooks consider integrating authentic literary texts into the core material of Turkish High School English coursebooks.

**Keywords:** Teaching Literature, Authentic Material, Efl/EsL Learners' Attitudes, English Coursebook.

### Öz

Son yıllarda edebiyatın, İngilizcenin yabancı dil olarak öğretildiği sınıflarda, özgün materyal olarak kullanımı oldukça önem kazanmış ve dünya çapında dil müfredatlarının ayrılmaz bir parçası haline gelmiştir. Fakat Türkiye'de edebiyat, İngilizcenin yabancı dil olarak öğretildiği sınıflarda göz ardı edilmiştir. Bu çalışmanın amacı; Türkiye'deki yabancı dil derslerinin ana materyali olan lise İngilizce ders kitaplarının özgün edebi metinlerle zenginleştirilmesi ve geliştirilmesini sağlamak ve özgün edebi metinlerle hazırlanmış İngilizce derslerine katılan öğrencilerin, İngiliz diline karşı olan tutumlarında anlamlı bir değişiklik olup olmadığını arařtırmaktır. Öncelikle, Milli Eğitim Bakanlığı (MEB) lise İngilizce ders kitap-

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larının (*Yes You Can* serisi) okuma parçaları analiz edilmiştir. Ardından, özgün edebi metinlerden oluşan ders planları hazırlanmış ve 2016-2017 eğitim öğretim yılı ilk döneminde Nevzat Ayaz Anadolu lisesindeki rastgele seçilen ve çalışmamızın deney grubunu oluşturan 33 9. sınıf öğrencisine uygulanmıştır. Deney grubu 28 kişiden oluşmakta olup, 9. sınıflar arasından rastgele seçilmiştir ve bunlar geleneksel metot ve yöntemlerle eğitim öğretimlerine devam etmişlerdir. Çalışma verileri, Abidin ve Alzwarı'nın (2012) İngiliz Diline olan tutumlar anketi aracılığı ile toplanmıştır. Deney grubu ve kontrol grubunun ön-test ve son-test sonuçları SPSS programı ile hesaplanıp, kıyaslanmıştır. Sonuçlar edebi metinlerin dil sınıflarında kullanımının etkili olduğunu ve geleneksel dil sınıfları ile kıyaslandığında öğrencilerin dil öğrenimine olan tutumlarını; özellikle duygusal olanlarını, değiştirmeye yardımcı olduğunu göstermiştir. Diğer bir deyişle, özgün edebi metinler öğrencilerin İngiliz diline karşı olan tutumlarını duygusal olarak geliştirmiştir. Bu çalışma ile İngilizce ders kitaplarını yazma ve basma sorumluluğuna sahip otoritelere, Türkiye'deki lise İngilizce derslerinin temel kaynağı olan ders kitaplarını, özgün edebi metinler entegre etme fikri önerilmektedir.

**Anahtar Kelimeler:** Edebiyat Öğretimi, Özgün Materyal, Yabancı/İkinci Dil Olarak İngilizce Öğrenenlerin Tutumu, İngilizce Ders Kitabı.

## 1. INTRODUCTION

Literature has historically been integral to language education, often serving as a first-language medium. In English as a Foreign Language (EFL) settings, its value extends beyond traditional learning methods, offering students authentic, engaging material that fosters creativity and cultural awareness. Introducing learners to authentic literature helps bridge classroom instruction with real-life contexts, enhancing their communicative and cultural competencies. Collie and Slater (1987) emphasize four primary reasons for using literature in EFL: authenticity, cultural richness, linguistic enrichment, and personal engagement. Literature offers students insights into diverse linguistic and cultural identities, encouraging personal growth and engagement with complex themes.

Maley (1989) elaborates on literature's benefits, citing its universality, personal relevance, and diverse appeal as essential components for effective language learning. Authentic literary texts, with their idiomatic language and stylistic nuances, expose students to language as it is naturally used, fostering cultural awareness and empathy. Hişmanoğlu (2005) further highlights the sociolinguistic richness literature brings, allowing students to explore language in social and expressive forms.

Despite literature's recognized value, Turkish EFL classrooms largely omit authentic texts, with a curriculum focusing on grammar and rote learning. Current coursebooks, often criticized as "shallow and unattractive" (Saraçoğlu, 2016), rarely introduce literary texts, limiting students' exposure to real-life language use. This study aims to enrich Turkish high school English coursebooks with authentic literary texts, promoting a learning environment that connects language instruction with culturally relevant content. Specifically, this study evaluates the MoNE's "Yes You Can" series, exploring how additional literary materials can transform these resources.

The study addresses the following questions:

1. How does literature contribute to language learning among adolescents?
2. Which genres and themes are most suitable for Turkish high school students, and what are the benefits of multicultural texts?
3. How can authentic literary texts be adapted to students' language proficiency?
4. What strategies best support literature integration in EFL?

This research explores not only cognitive aspects of language acquisition but also emotional and cultural dimensions, providing insights for curriculum developers, educators, and policymakers focused on enhancing EFL instruction in Turkey.

**Ethical Declaration:** The information and findings presented in this article have been documented in line with the principles of honesty and transparency. The authors have maintained scientific integrity and objectivity at every stage of the research. Furthermore, all sources used in this study have been properly cited.

## 2. LITERATURE REVIEW

### 2.1. Defining Literature in Language Education

Literature includes diverse expressions that convey universal themes across contexts. In language education, literature's unique linguistic characteristics and emotional resonance offer learners perspectives that encourage both linguistic and cognitive growth.

### 2.2. Pedagogical Approaches and Benefits

Including literature in EFL has generated debate. While some argue that literary language's complexity may hinder comprehension (Leech, 1973), proponents emphasize literature's motivational and cultural value, enhancing language through authentic contexts and critical thinking. Literature supports personal engagement, empathy, and reflection, fostering a holistic approach to language learning (Collie - Slater, 1987).

### 2.3. Challenges and Text Selection

The use of literature presents challenges, particularly regarding language complexity and cultural references. Selecting texts that align with students' language proficiency and cultural contexts is critical (Hill, 1992; Lazar, 1993). Genres such as poetry, short stories, and novels each offer distinct learning opportunities that promote linguistic, cultural, and critical engagement.

### 2.4 Coursebooks vs. Literary Texts

While coursebooks provide structured content, literature enriches the EFL experience by adding cultural depth, encouraging critical thinking, and fostering real-life language interaction. This study hypothesizes that literature can effectively supplement coursebook material, enhancing language acquisition through diverse and culturally engaging content (Kılınç - Doğan, 2022).

### 3. METHODOLOGY

#### 3.1. Research Design

This study adopted a randomized pre-test, post-test control group design, commonly used in experimental research. One control group and one experimental group were randomly selected from 9th grade classes at Istanbul Ümraniye Nevzat Ayaz Anatolian High School. A 15-week intervention was implemented in the fall semester of the 2016-2017 academic year, with the experimental group engaging in literature-based activities while the control group received traditional instruction. Pre- and post-tests measured the intervention's effectiveness, and qualitative interviews captured student feedback.

#### 3.2. Sample

The study was conducted with sixty-one ninth-grade high school students (33 female, 28 male) across four classes, randomly split into an experimental group (33 students) and a control group (28 students). Participants ranged from 14 to 15 years of age.

#### 3.3. Data Collection

Data were collected through a pre- and post-intervention questionnaire and an analysis of the Turkish Ministry of Education (MOE) coursebooks' reading texts. The questionnaire assessed students' attitudes toward English and literature, utilizing items adapted from established attitude scales by Abidin - Alzwari (2012), Mamun et al. (2012), and others, ensuring cultural and contextual relevance. Additionally, structured interviews captured participants' perspectives on the literature-based activities.

#### 3.4. Data Analysis

To analyze pre- and post-test results, SPSS software (version 20.0) was used, including descriptive statistics, Independent Samples T-tests, and Dependent Samples T-tests. A reliability check via Cronbach's alpha resulted in 29 final items in the questionnaire after eliminating those that decreased reliability. Reading texts from the coursebooks were categorized as literary or non-literary, and frequencies, percentages, and proportions were calculated for descriptive analysis.

#### 3.5. Instructional Procedure

The intervention included five distinct lesson plans based on different literary genres—novels, short stories, poetry, and drama. Selected texts included:

- Winnie-the-Pooh (1926) by A.A. Milne
- A Telephone Call (1928) by Dorothy Parker
- Macbeth (1606) by William Shakespeare (see Appendix)
- The Passionate Shepherd to His Love (1599) by Christopher Marlowe
- Harry Potter and the Sorcerer's Stone (1997) by J.K. Rowling

Each plan was tailored to align with students' language levels, aiming to foster critical thinking, language skills, and cultural awareness through engaging, interactive tasks such as group debates, creative writing, vocabulary-building exercises, role-play, and discussion.

**Ethical Declaration:** This study was conducted in accordance with all ethical standards during the 2016-2017 academic year, a time when ethics committee approval was not obligatory. However, the researcher ensured the voluntary participation of attendees during the pre-tests and post-tests. Additionally, the researcher obtained approval from the Ministry of Education and school principals for the application of the literary lesson plans. The information and findings presented in this article have been documented in line with the principles of honesty and transparency. The authors have maintained scientific integrity and objectivity at every stage of the research. Finally, all the sources used in this study have been properly cited.

#### 4. FINDINGS

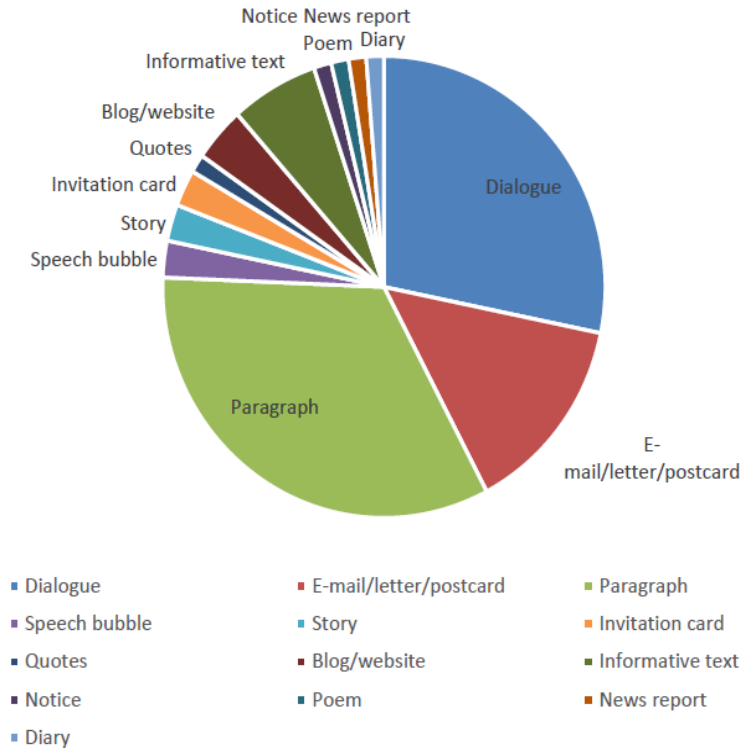
##### 4.1. Analysis of MONE's Coursebooks

Firstly, a descriptive study of the reading text types in MONE's English coursebooks has done and it reveals that different genres are used in these coursebooks. Table 1 and Figure 1 indicate the most preferred reading text types in MONE's Yes You Can series level A1.1 and level A1.2 as paragraph with 33,33 % and dialogue with 28,2 %. However, quotes (1,28 %) and poems (1,28 %) as literary texts constitute only 2,56 % of the whole reading texts. Moreover, these texts cannot be considered authentic literary materials, as the majority have been specifically created for language teaching purposes.

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

Text Types	Number	Proportion %
Dialogue	38	22,42%
E-mail/letter/postcard	15	9,09%
Paragraph	30	18,18%
Speech bubble	6	3,63%
Story	10	6,06%
<b>Quotes</b>	<b>5</b>	<b>3,03%</b>
Blog/website	4	2,42%
<b>Poem</b>	<b>16</b>	<b>9,69%</b>
Diary	1	0,6%
Poster	1	0,6%
Biography	7	4,24%
Newspaper/Magazine article	8	4,84%
Interview	4	2,42%
Application form/letter	2	1,21%
Announcement	1	0,6%
Menu	2	1,21%
Quiz	4	2,42%
Questionnaire	4	2,42%
Film summary	1	0,6%
Brochure/Leaflet	2	1,21%
Chart	1	0,6%
Recipe	2	1,21%
Song	1	0,6%
<b>TOTAL</b>	<b>165</b>	<b>100%</b>

**Figure 1:** Proportional figure of the reading texts in MONE’s Yes You Can series level A1.1 and level A1.2.



The descriptive analysis of MoNE's Yes You Can English coursebooks, used from 9th grade onwards, reveals a limited presence of authentic literary texts. Out of 165 reading texts across all levels, only three can be considered authentic literary works. These findings support the hypothesis that, while international literature is widely encouraged in language learning, Turkish high school English coursebooks lack substantial literary content.

**4.2. Analysis of the Sample**

The participants are sixty-one ninth-grade students having been randomly selected from Nevzat Ayaz Anatolian High School in Ümraniye, İstanbul. The sample consists of 33 female (54.1%) and 28 male (45.9%) students, with an age distribution of 49.2% aged 14 and 50.8% aged 15, as shown in Table 2.

**Table 2:** Gender Distribution of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	33	54,1	54,1	54,1
	Male	28	45,9	45,9	100,0
	Total	61	100,0	100,0	

### 4.3. Pre- and Post-Test Statistical Analysis

A 15-week experimental study has been conducted, involving pre-test and post-test assessments using a 45-item attitude questionnaire adapted from Abidin and Alzwarı's (2012) study. This questionnaire has measured students' attitudes toward learning English. The reliability of the questionnaire has been confirmed with a Cronbach's alpha value of .871, indicating high internal consistency, as shown in Table 3.

**Table 3:** Reliability Statistics Regarding the Language Aspect of the Pilot Study

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

The study has been conducted during the Fall Semester of 2016-2017. The experimental group (9-B) has used authentic literary texts, while the control group (9-İ) has continued with the MoNE's Yes You Can coursebook series. Five different lesson plans based on literary materials from various genres—novel, short story, drama, and poetry—have been prepared for the experimental group.

After piloting the study with 94 randomly selected participants to ensure reliability, the main study has commenced. Data have been analyzed using descriptive statistics, the Kolmogorov-Smirnov Goodness of Fit Test, paired samples t-tests, and independent samples t-tests in SPSS version 25.0.

In the experimental group, students have initially shown a positive attitude toward learning English, with a pre-test overall mean score of 3.82. After the intervention with authentic literary texts, the mean score has improved to 3.91. All aspects of attitude—cognitive, behavioral, and emotional—have shown increases, particularly the emotional aspect, which has risen from 3.77 to 3.95, as shown in Table 4.

**Table 4:** Experimental Group's Pre and Post-Tests' Paired Samples Statistics

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

In contrast, the control group has shown no significant change in their overall attitude toward learning English. Their pre-test mean score has been 3.92, remaining almost

the same in the post-test at 3.91. While the cognitive and behavioral aspects have seen slight increases, the emotional aspect has decreased from 4.03 to 3.85, as shown in Table 5.

**Table 5:** Descriptive Statistics of Students' Attitudes towards English as a Foreign/Second Language

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

Before and after the application, there has not been a statistically significant change within the control group; however, there have been significant differences in the experimental group's answers on 8 items. Half of these items are related to speaking abilities (items no. 10, 16, 39, and 40), and the other half is related to the importance of language learning (items no. 12, 19, 30, and 36). We can conclude that using authentic literary texts in the English lessons as core material has motivated students to speak better and has helped students develop a higher regard for learning English.

#### 4.4. Discussion

The findings have validated the hypothesis that integrating literary texts can enhance students' interest and confidence in English. Authentic literary texts have proved effective in motivating students, fostering positive attitudes toward language learning, and enhancing their willingness to communicate in English.

The use of literature as authentic material in EFL (English as a Foreign Language) classes has gained significant attention globally, positioning it as a crucial element of language curricula. Many educators have viewed literature as an engaging and valuable component in language teaching, offering cultural enrichment, language development, and personal engagement (Sage, 1987). However, literature has remained underutilized in Turkish EFL classrooms, where students have been largely deprived of its benefits due to an emphasis



on traditional coursebooks. This study has sought to evaluate Turkey's high school English language coursebooks, specifically the MoNE Yes You Can series, to assess their incorporation of authentic literary texts and explore the potential for enriching these materials with well-chosen literary content.

## 5. CONCLUSION

Introduced in 2012 as part of the 2011 English Language Curriculum for High School Education, the “Yes You Can” series has become Turkey’s primary coursebook set for high school EFL classes. This study has hypothesized that these coursebooks lack authentic literary texts and has aimed to address this gap by implementing a 15-week experimental study involving authentic literature-based lesson plans. Through this approach, we have investigated and compared student attitudes toward learning English through the coursebooks alone versus with the addition of literary texts.

The findings have confirmed that incorporating authentic literary texts, supported by well-designed communicative activities, can significantly impact language learning outcomes. Specifically, students have shown improved attitudes toward speaking English and increased appreciation for the value of language learning compared to the traditional approach. These results have demonstrated that authentic literature can be an effective language teaching tool, motivating learners and providing deeper linguistic and cultural insights.

This study's findings align with recent research on the benefits and challenges of incorporating literature into EFL/ESL instruction (Nanda - Susanto, 2020; Sun, 2021; Romo-Mayor - Pellicer-Ortín, 2022). Like previous studies, our research confirms that literary texts can enhance language learning by providing cultural insights and fostering engagement. However, our experimental approach uniquely demonstrates how authentic literary texts, combined with communicative activities, can significantly improve students' attitudes and motivation towards English learning.

Nanda and Susanto (2020) emphasize literature's role in contextual language learning and cultural enrichment, resonating with our findings on the value of authentic texts. Sun (2021), meanwhile, discusses the dominance of language-based approaches in exam-oriented settings, noting the challenges of integrating comprehensive literature teaching. Our study addresses this issue by showing that literary texts can supplement language-focused instruction effectively.

Romo-Mayor and Pellicer-Ortín (2022) highlight difficulties in selecting appropriate literary materials and note the popularity of genres like graphic novels among teenagers. Although genre-specific preferences are beyond our study's scope, we provide evidence that thoughtful integration of any authentic literary text can enrich learning outcomes.

Overall, our study supports the consensus that literature is a valuable tool in EFL/ESL teaching while offering practical strategies for overcoming implementation challenges through well-designed activities that enhance the benefits of literary integration.

The study highlights several benefits of using authentic literary texts as part of the EFL curriculum. Literature provides a window into diverse cultural experiences and promotes holistic learning through relatable themes and rich language. Thus, incorporating such texts can foster not only language skills but also personal growth, character development, and cross-cultural understanding (Doğan, 2022).

Based on these insights, educational authorities responsible for designing English coursebooks in Turkey might consider integrating more authentic literary texts in future editions. Despite assumptions about students' proficiency levels, this study has shown that with thoughtful selection, Anatolian High School students can engage meaningfully with many authentic English literary works.

Finally, language teachers are encouraged to use authentic literary texts as either core or supplementary materials to inspire and fully engage their students. Literature can extend the classroom experience beyond conventional language exercises, providing learners with a rich, immersive educational experience.

### Ethics Approval

This study was conducted in accordance with all ethical standards during the 2016-2017 academic year, a time when ethics committee approval was not obligatory. However, the researcher ensured the voluntary participation of attendees during the pre-tests and post-tests. Additionally, the researcher obtained approval from the Ministry of Education and school principals for the application of the literary lesson plans.

### Authorship Contribution

The research was conducted by one author, with the authorship contribution as follows:

1. Corresponding Author: Gülay Şahin: Conceptualization, methodology, data collection, visualization, analysis and writing (70%).

2nd Author: Prof. Dr. Semra Saraçoğlu: Data refinement, review and correction (30%).

### DEDICATION / İTHAF / إهداء <sup>1</sup>

This article is dedicated to the scientists, students, health workers, religious officials, journalists, babies, children and innocent civilians who lost their lives as a result of Israel's brutal, barbaric, inhumane and illegal attacks on universities, schools, hospitals, refugee camps, homes, mosques and churches in Gaza. Israel's attempt to expel more than two million Gazans from their homes and lands is inhumane. All Israeli occupations and attacks that violate international law, human rights and freedoms are crimes and therefore Israel must be prosecuted.

Bu makale, İsrail'in Gazze'deki üniversitelere, okullara, hastanelere, mülteci kamplarına, evlere, camilere ve kiliselere düzenlediği vahşi, barbar, insanlık ve hukuk dışı saldırıları nedeniyle hayatını kaybeden bilim insanları, öğrenciler, sağlık çalışanları, din adamları, gazeteciler, bebekler, çocuklar ve masum sivillere ithaf edilmiştir. İsrail'in iki milyondan fazla Gazzeliyi evlerinden ve topraklarından sürgün etmek istemesi insanlık dışıdır. İsrail'in uluslararası hukuka, insan hak ve hürriyetlerine aykırılık içeren tüm işgal ve saldırıları suçtur ve bu nedenle yargılanması gerekmektedir.

هذه المقالة موجهة إلى العلماء والطلاب وعاملين في مجال الصحة ورجال الدين والصحفيين والرضع والأطفال والمدنيين الأبرياء الذين فقدوا حياتهم بسبب الهجمات الوحشية واللاإنسانية وغير القانونية التي شنتها إسرائيل على الجامعات والمدارس والمستشفيات ومخيمات اللاجئين والمنازل والجوامع والكنائس الموجودة في غزة. فما تريده إسرائيل من نفي وتهجير أكثر من مليوني فلسطيني من أراضيهم ومنازلهم هو أمر غير إنساني. إن كافة ما تفعله إسرائيل من هجمات تنتافي مع حقوق الإنسان والحريات والقانون الدولي هي جرائم ولهذا السبب يجب محاكماته

<sup>1</sup> It is a dedication added to the text by the translator after obtaining the author's permission due to the importance of the subject. For the article from which this text is taken, see: Yılmaz Arı, "Bir İnsanlık Suçu Ve Soykırım Trajedisi: İsrail'in Filistinlilere Uyguladığı Devlet Terörü Nedeniyle Yargılanması Gerektiğine Dair Bir Değerlendirme". *Darulhadis İslami Araştırmalar Dergisi* 5 (Aralık 2023), 22-44; To read the article in English, see here: Yılmaz Arı, "A Crime against Humanity and the Tragedy of Genocide: An Evaluation That Israel Should Be Sued for State Terrorism against Palestinians", çev. Mustafa Turan, *Uluslararası Dorlion Akademik Sosyal Araştırmalar Dergisi (DASAD)* 1/2 (Dec. 2023), 445-465.

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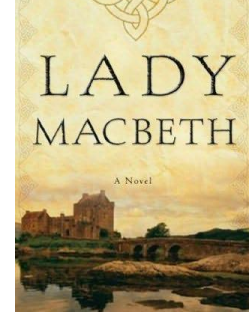
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## APPENDIX

## LESSON PLAN

SUBMITTED BY:	Gülay ŞAHİN
NAME OF THE COURSE	ENGLISH
TOPIC	Macbeth by W. Shakespeare
NAME OF COOPERATING SCHOOL	ÜMRANİYE NEVZAT AYAZ ANATOLIAN HIGH SCHOOL
CLASS:	9-B
SIZE:	28 Students
LEVEL:	Pre-Intermediate
AGE:	14-15
ESTIMATED TIME:	4 hours

**ASSUMED KNOWLEDGE**

- Ss can understand the instructions and express their ideas effectively as they have an intermediate level of English.
- Ss have read the abridged form of *Macbeth* by William Shakespeare. Therefore, this class hour will help them to understand the play better.
- Ss are familiar with the improvising type of activities which require their creative and imaginative thinking.
- Ss enjoy the use of visual materials such as pictures and movies during the class activities.
- Ss like interaction with their peers and thus, working in a group.

**OBJECTIVES**

- Ss will be able to improve their reading, listening and writing skills with interactive and communicative activities.
- Ss will be able to improve their imaginative and creative skills through “writing a newspaper article” activity.
- Ss will be able to gain the awareness of working in a group.
- Ss will be able to think and produce and carry out the given tasks cooperatively through the chessboard activity.
- Ss will be able to discuss different points of view related to the play.

**ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may not understand some instructions.
  - Teacher can paraphrase and give examples to make the instructions clear. If necessary, ask one of the students to repeat the instructions.
- Ss may speak in their native language while working in groups.
  - The teacher walks around the class to control that each student in the groups speaks in the target language during the group work. If necessary, the teacher will assign an English monitor within each group
- Ss may not know certain vocabulary.
  - Teacher can give the vocabulary in a context or try to explain them with examples.
- Ss may not be interested in the content of the activities and so may be unwilling to participate in them.
  - The teacher trainees introduce the subject matter through background information of the author together with some related pictures and videos.
- Some groups may not complete the activities on the time given.
  - The teacher trainees first resort to the other groups who have completed the activities in time.

**Materials and texts used**

*Handouts, pictures, reading texts, black and white cardboard for chess board activity*

**References**

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Activities	Teacher Trainee	Students	Comments
<p data-bbox="284 1160 384 1193">Warm-up</p> <p data-bbox="284 1283 384 1317">(Labeling)</p> <p data-bbox="284 1480 384 1514">(8 minutes)</p>	<p data-bbox="536 506 679 539">T greets the Ss.</p> <p data-bbox="443 584 767 685">T takes out of some colorful labels which have the name s of the characters from <i>Macbeth</i>.</p> <p data-bbox="451 741 759 842">She sticks them on to the Ss' foreheads without showing them who they are.</p> <p data-bbox="435 898 775 1267">She tells them they are in the Birmen Forest in Scotland, they all meet in the forest and they see each other. Without looking at their own names they need to walk around and say at least one sentence to each person that they meet. They need to say something or behave the person according to the label that he/she has.</p> <p data-bbox="435 1323 775 1424">T asks one S to label her as well, and she walks around the class and participate the activity.</p> <p data-bbox="467 1637 743 1671">T passes to the Main Activity.</p>	<p data-bbox="863 506 999 539">Ss greet the T.</p> <p data-bbox="815 584 1046 685">The Ss listen to the T and wait until she finishes labeling.</p> <p data-bbox="815 898 1046 1122">All the Ss stand up and walk around in the classroom; they look at each other's forehead and try to according to their labels.</p> <p data-bbox="807 1323 1062 1547">Ss play the labeling with the T as well, the T is now a member of the group, and Ss can behave her as if she is a character from the story.</p>	<p data-bbox="1094 506 1342 651">Greeting is important which makes students be prepared and ready for the lesson.</p> <p data-bbox="1086 898 1350 1122">This kind of an activity not only challenges the students' creativity but also it helps them to become more familiar with the characters in the play.</p> <p data-bbox="1086 1323 1350 1592">T also participates in the activity, which the borders between T and Ss go off, and Ss benefit from the T's views or ideas. Ss are in the centre of the learning activity.</p>



Activities	Teacher	Students	Comments
Main Activity	The T asks Ss to form five groups. She explains the activity. They will write a newspaper article about the King Duncan's death. They will have a blank sheet on which there are 5 different newspapers' emblems and on the backside some information about the newspaper's political, economic, social view. Ss need to read the information and then they need to write an article according to their newspaper.	Each student in the groups reads the part given to them individually and then as a group they discuss between each other and try to come up with an article.	Group work makes students feel confident and creates an interactive learning environment.
Newspaper Articles  (17 minutes)	T assigns an English monitor in each group.  When the time is over s/he makes them read what they created.	Ss speak in the target language, if not English monitor warns them.  Ss read their articles.	Assigning English monitor is important, if you choose the ones who rarely speak the target language as the monitor, it works better.

Activities	Teacher	Students	Comments
<p><b>Follow-up</b></p> <p><b>Chessboard Activity</b></p> <p><b>(10 minutes)</b></p>	<p>(T had already prepared the classroom before the lesson started. On the floor there are 8 black, 8 white cardboards arranged like a chessboard.)</p> <p>T introduces the new activity by asking what they think about the cardboards on the floor. When she heard "chessboard", she passes to the activity.</p> <p>T writes some names, ideas, situations, events in small pieces of paper and distributes them to the Ss.</p> <p>Every S has a paper. Then she asks them to read their sentence and put it on the chessboard. They need to decide whether the person, the idea, etc. on their paper is good or bad, and they need to put it on the white or black cardboards accordingly. If it is something good, it goes to the white, if not vice versa.</p> <p>T warns the Ss not everything is pure black or pure white, like the life itself. So they may put the names in between the white and black.</p>	<p>Ss give some answers, including "chessboard".</p> <p>Each S has a paper and they all read them. If they do not understand they ask the T.</p>	<p>Chessboard activity generally challenge the students' speaking skills as well as their abilities to support or defend an idea with reasonable justifications.</p>
<p><b>Homework</b></p> <p><b>(2 minutes)</b></p>	<p>T does the first one in order to exemplify.</p> <p>T asks the Ss to tell the class why they put their paper on white, black, or in between.</p> <p>T asks students to prepare a cover page for the play <i>Macbeth</i>. Ss can draw, and color pictures, or paste them. They need to write another title for the play except from its original name.</p>	<p>Ss watch the T when she exemplifies.</p> <p>Ss tell the class what they have and where they put their paper.</p>	

**MATERIALS****Warm-up:**

Macbeth	Lady Macbeth	Witch
Ambition	Knife	King Duncan
Ghost	Blood	Banquo
Macduff	Malcolm	Doctor
Dead	Throne	Insane
Magic	Power	Murderer
Curse	Queen	Soldier

**Main Activity:**

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

# Hürriyet

**Hürriyet:**

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

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# Cumhuriyet

**Cumhuriyet:**

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

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# Yeni Mesaj

**Yeni Mesaj:**

A newspaper which has an anti-emperialist political view; and it is quite conservative. Religious people read it, and they defend the fairness and equality according to the religion.

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**Fanatik:**

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

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**Star:**

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

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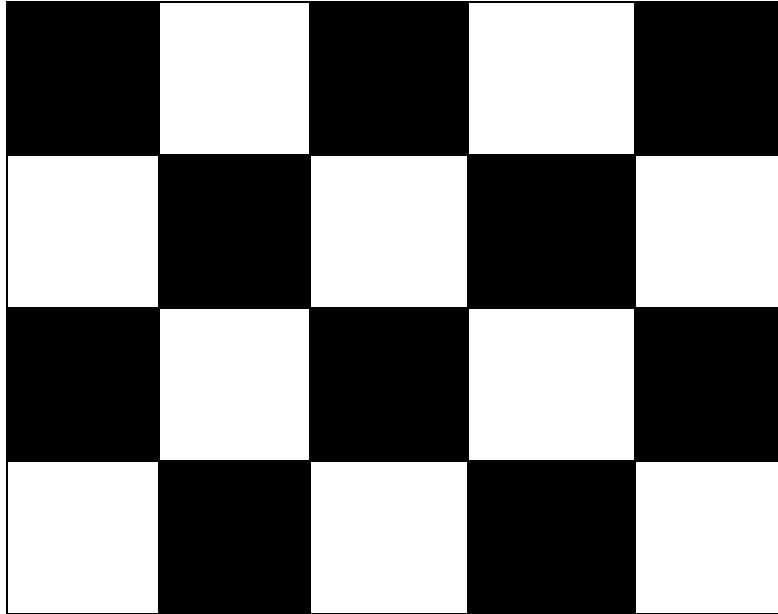
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**Follow-up Activity:****CHESBOARD ACTIVITY**

Please read the names and information below and decide where each piece should be placed on the chessboard: place it on white if it represents “goodness,” on black if it represents “evil,” or in between if you believe it contains elements of both.

(The teacher cuts each paper and distributes them to the students.)

King Duncan	Killing a King	Having a conscience	Ambition	Politics
Malcolm	Being a King	Seeing a ghost	Regret	Winning a war
Lady Macbeth	3 witches	Political power	Not trusting anyone	Magic
Justice	Loosing your mental health	Revenge	Love	Dark Spell
Macbeth	Banquo	To make a prediction	To know something will happen beforehand	War