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INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE IMPACT OF AUTHENTIC MATERIAL USE ON 8th GRADE
STUDENTS' ATTITUDES TOWARDS EFL LEARNING**

**THESIS BY
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DEDICATION

This thesis is dedicated to my beloved family...

ETHICS DECLARATION

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Thesis Title: The Impact of Authentic Material Use on 8th Grade Students' Attitudes Towards EFL Learning

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

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I cited all sources that I referred to in my thesis. The work of art in this thesis is original,

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

24/09/2024

Veysi TUNÇ

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All in all, I sincerely thank everyone who has participated in this study.

ABSTRACT**THE IMPACT OF AUTHENTIC MATERIAL USE ON 8TH GRADE
STUDENTS' ATTITUDES TOWARDS EFL LEARNING****Veysi TUNÇ****Master Thesis, Department of English Language Education****Supervisor: Dr. Deniz ELÇİN****September 2024, 138 pages**

This research aims to find data to see if authentic materials have an impact on the attitudes of 8th-grade students in EFL lessons. English teaching has undergone significant changes and shifts within the past few decades, and the current generation of teachers and students is more dependent on the latest technologies for teaching and learning. For that reason, teachers of English nowadays use a wide range of teaching resources and materials to fulfil their students' interests and learning styles. This paper focuses on the impact of authentic materials on 8th-grade learners' attitudes towards their learning contexts in EFL settings, a topic of significant relevance in the current educational landscape.

The study was conducted for eight weeks during the Autumn semester of the 2023 – 2024 educational year. The research sample comprised forty-seven 8th-grade students studying at Private Diyarbakir Bil College Secondary School. As data collection tools, an attitude scale towards an English course, diaries and semi-structured interviews were utilized. The quantitative data was analyzed by using SPSS program by means of related non parametric tests. The qualitative data was analyzed by means of content analysis. The emergent themes and their sub codes were extracted and the frequencies were given in the related tables. The results of the study showed that there was almost no statistically significant difference between the control group and experimental group after an 8-week activity though the experimental group only had a slight improvement in their attitude towards use of authentic materials. The qualitative data showed that both groups were in favour of use of authentic materials but some external factors like

LGS exam, exam anxiety or family pressures about that exam and so on were various factors having an impact on their general English learning route or mood.

Keywords: Authentic materials, Attitudes, EFL learning, 8th Graders, English Teaching

ÖZ**OTANTİK MATERYAL KULLANIMININ 8. SINIF ÖĞRENCİLERİNİN
İNGİLİZCE ÖĞRENİMİNE YÖNELİK TUTUMLARINA ETKİSİ****Veysi TUNÇ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Deniz ELÇİN****Eylül 2024, 138 Sayfa**

Bu araştırma, otantik materyallerin 8. sınıf öğrencilerinin İngilizce derslerindeki tutumlarını olumlu yönde etkileyip etkilemediğini belirlemek için veriler ortaya koymayı amaçlamaktadır. İngilizce öğretimi son birkaç on yılda önemli değişiklikler ve değişimler geçirdi ve mevcut öğretmen ve öğrenci neslinin öğretim ve öğrenme konusunda en son teknolojilere daha bağımlı olduğu gözlemleniyor. Bu nedenle, günümüzde İngilizce öğretmenleri öğrencilerinin ilgi alanlarını ve öğrenme tarzlarını karşılamak için çeşitli öğretim kaynakları ve materyallerden yararlanmaktadır. Bu makale, günümüz eğitim ortamında önemli bir konu olan, sınıf bağlamlarında yabancı dil öğretiminde otantik materyallerin etkisine odaklanmaktadır.

Araştırma 2023 – 2024 eğitim-öğretim yılı Güz döneminde sekiz hafta boyunca gerçekleştirilmiştir. Araştırmanın örneklemini Özel Diyarbakır Bil Koleji Ortaokulunda öğrenim gören 47 8. sınıf öğrencisi oluşturmuştur. Veri toplama araçları olarak İngilizce dersine yönelik tutum ölçeği, günlükler ve yarı yapılandırılmış görüşmelerden yararlanılmıştır. Niceliksel veriler SPSS programı kullanılarak bağımsız örneklem T testi ve eşleştirilmiş örneklem testi kullanılarak analiz edildi. Nitel veriler ise içerik analizi yoluyla analiz edilmiştir. Ortaya çıkan temalar ve alt kodları çıkarılarak frekansları ilgili tablolarda verilmiştir. Araştırmanın sonuçları, 8 haftalık bir etkinlik sonrasında kontrol grubu ile deney grubu arasında istatistiksel olarak neredeyse hiç fark olmadığını, ancak deney grubunun özgün materyallerin kullanımına yönelik tutumlarında yalnızca hafif bir iyileşme olduğunu gösterdi. Niteliksel veriler, her iki grubun da özgün materyallerin kullanılmasından yana olduğunu ancak LGS sınavı,

sınav kaygısı veya aile baskısı gibi bazı dış faktörlerin, genel İngilizce öğrenme rotası veya ruh hali üzerinde etkisi olan çeşitli faktörler olduğunu gösterdi.

Anahtar Kelimeler: Otantik materyaller, Tutumlar, Yabancı Dil öğrenimi, 8. Sınıflar, İngilizce Öğretimi

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ABBREVIATIONS

- EFL** : English as a Foreign Language
ESL : English as a Second language
LGS : Liselere Giriş Sınavı (High-school Entrance Exam)
L1 : First Language
L2 : Second Language
SPSS : Statistic Package for Social Science
ELT : English Language Teaching
SLA : Second Language Acquisition

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CHAPTER I

1. INTRODUCTION

This study aims to investigate the impact of using authentic materials on the attitudes of 8th-grade students towards English lessons. The introduction provides some background information to familiarize readers with the study and highlights the importance of the research problem. First, we present an overview of the study background and a detailed explanation of the research problem. The research questions and the purpose of the research are then stated, along with the hypotheses and research methodology adopted. Additionally, the scope of the study is explained, along with its significance and limitations. Finally, critical terms related to the survey are defined and explained within the context of the research study.

Teaching a language in a place like Diyarbakir can be challenging. Since the use of foreign languages outside of the classroom is limited, it makes sense that most language learning must take place within the school. Although students can access language learning tools, resources or applications online, they need to receive guidance from teachers to ensure they are learning appropriately and that their age and level are appropriate for the interfaces or resources they use to learn. While adhering to and following a curriculum can be beneficial, it is paramount to recall that the objective of language learning is “to be able to use the language for communication and interaction in daily life”. This means language learning is better and more effective when the focal point is grammar rules, vocabulary, and how and where to use the language forms effectively. Unfortunately, in Turkey, language teaching is often based on textbooks, making students feel like they understand the language but need help or context to speak it fluently.

English has become one of the world's most widely spoken and essential languages. In today's globalised world, learning English is not just a choice but a necessity for effectively communicating, interacting, and connecting with people from different cultures and countries. Moreover, knowing English provides many opportunities for career development and personal growth. The significance of learning English has been recognised in Turkey, and efforts are being made to promote English language education in schools and universities, both in the state and private sectors.

The digital age has revolutionised education and has made learning more accessible for everyone. With computers, smartphones and the internet, teaching and studying

English have become more accessible. Educators can now find quick answers to their questions, obtain instructional and motivational materials, participate in webinars or discussions and stay updated on industry trends using internet resources. Similarly, students and learners can access videos, animations, interactive interfaces, AI platforms, PowerPoint presentations, slideshows, books, and exercises provided online and can document their progress conveniently.

Mobile phones and smartphones have also transformed how students learn and are exposed to the language by enabling them to pick up the language inside and outside the classroom atmosphere. Nowadays, it is very convenient for English teachers to choose, organise, and provide extra materials that suit their students' needs and interests, and this is where the selection of authentic resources comes into play—considering their students' requirements and interests. Therefore, students can participate more enthusiastically in the assigned tasks, do their best in group work, focus on homework and finish them with the most significant attention and care.

Attitudes play an essential role in determining achievement in language learning. Positive attitudes can make language learning more enjoyable and effective, while negative attitudes can hinder learning. Authentic materials are powerful resources that make language learning more engaging and practical, but it is also essential for teachers to consider their students' level, age, individual needs, and preferences. By monitoring and improving their students' attitudes towards language learning, teachers can create a more effective language learning environment and help them achieve learning objectives. Students will likely pay more attention in class and be more motivated to follow if they have good opinions regarding the foreign language, its speakers, the teacher, and the materials they are presented. In language learning, authentic materials can improve one's skills. Authentic materials refer to any materials or resources created for native language speakers and are not specifically designed for language learners. This could include movies, newspapers, TV shows, letters, journals, brochures, magazines, or social media posts.

Using authentic materials in the classroom can expose learners to real-life language usage, which can help students understand the language in context and improve their comprehension skills. Additionally, authentic materials can help learners develop their vocabulary and grammar knowledge more naturally and organically.

However, it is essential to remember that authentic materials can also be challenging for learners, especially those who still need fundamental support and encouragement

regarding essential grammar structures, phrases or pronunciation. It is then necessary to choose materials appropriate for the learners' proficiency level and provide enough support and guidance to help them navigate the course. Learning objectives and learner attitudes toward the target language are crucial and functional since they are effective whether they will succeed or not. Attitudes are internal states that influence the likelihood and quality of learners' behaviours. They can trigger or hinder any learning process.

According to Mirici (2006, pp.155–156), the Ministry of National Education, Turkey (MoNE) currently uses a national curriculum built around a "Constructivist" methodology. The "Constructivist" curriculum ought to be learner-centred and incorporate activities for self-evaluation. The constructivist curriculum emphasises collaboration, incorporating context for learning and pupils' critical thinking skills, and intends to improve learning levels in Turkish schools. The CEF and Turkish curricula have similar objectives and points of emphasis. One of the common goals is to raise standards by emphasising students' potential to learn and transfer information in educational systems. Furthermore, Mirici (2006, p.156) notes that "initiatives in Europe for foreign language instruction, such as the Common European Framework of Reference, also support this approach."

As the Turkish education system's final secondary school grade, 8th-grade students must prepare for the High-School Entrance Exam, LGS. This exam asks ten English questions, mainly focusing on vocabulary or general comprehension. Because students are only asked test questions in LGS, they focus on finding the correct choice rather than having an objective to learn English this year. Therefore, students can quickly and appropriately answer English questions by memorising word lists and solving many questions for practice.

As it is known, four basic skills are focused on language teaching and learning: Reading, writing, listening and speaking. A paper-based multiple-choice exam like LGS has some limitations and shortcomings. Such exams mainly emphasise reading, vocabulary and comprehension, encompassing some grammar functions or sentence phrases. Students are required to read the sentences, think about the graphs, scan for grammar structures and vocabulary and choose the correct option to be the answer to the questions. Being successful in this exam does not necessarily mean that students know the English language very well. Based on my personal experience as a teacher of English for twelve years, students are not taught anything else apart from memorising

words and some grammar structures to prepare for test questions, which causes students to develop a negative attitude towards English lessons.

At the end of the 20th century, the emphasis was placed on two teaching methods, and these created a significant impact on education when constructivism and the communicative approach came to the foreground in teaching and learning literature. The constructivist theory advocates that knowledge is a kind of “web of relationships and interactions”, and students actively construct new structures as they try to learn or make sense of their learning experiences (Can, 2009, p.62). Learners adopt knowledge and construct new relationships in the teaching-learning context, and the teachers guide them. This indicates active participation by the students, rather than just sitting at their desks and being passive listeners as their teachers do everything. Within this approach, the teacher is an agent to encourage, provide materials and guide learners.

The Communicative Approach was another fundamental and widely selected teaching method that emphasised the importance of language functions over grammar and vocabulary. Instead of concentrating on a specific language form, students need to focus on the substance of their speech (Harmer, 1997, p.85). This implies that they should use the language they are learning to complete tasks like asking for help, discussing a problem, filing a complaint, sending an email, etc. The focal point is creating materials to concretise what they learn in class for real-life communication. In addition to having a solid understanding of grammar, language teachers provide their students with authentic materials and focus on their language use in acceptable ways in both social and cultural contexts. That is what students need to learn the language properly, but the curriculum of the eighth graders in Turkey is far away from this approach. The most widely used sources are textbooks and practice books in language classes.

Coursebooks, including grammatical explanations, writing samples, exercises, and reading texts, are essential primary reference sources for teaching languages; however, learners may simultaneously be exposed to the same language native speakers use in everyday life in their contexts.

Consequently, ESL/EFL teachers search for extra materials and resources that present more authentic language that students will practice and use outside the classroom. According to Harmer (1997), only authentic resources have the potential to "genuinely" develop language proficiency in this regard. Authentic materials carry the

‘authentic content and people’ to where the learners can use them as a model for interaction with the language.

In addition to offering interaction to improve language skills, authentic materials can promote precise language in a non-threatening way. Students interact with the material and develop an interest in improving their communication skill sets and speaking and listening skills. Students should be motivated in a non-threatening environment because they come to class with all their emotions, anxieties, contradictory behaviours and negative attitudes toward the target language. Teachers can affect their attitudes by following a well-designed program, planning lessons meticulously and providing appropriate materials relevant to students' needs and interests. The negative attitude of learners may be positively impacted by authentic content and teachers' love for learners and teaching. Hence, using authentic materials could be one way to foster a communicative environment in the foreign language classroom that will boost motivation and encourage certain attitudes to be an active part of the language learning process.

This research aims to determine whether authentic materials can positively affect students' attitudes. Additionally, it strives to fill the gap in the literature by contributing research on the use of authentic materials in EFL lessons in the future. In this regard, it aims to obtain findings to support learner attitudes and perceptions regarding EFL learning in a Turkish classroom setting.

1.1. Statement of the Problem

This study aims to determine whether using authentic materials in EFL classrooms can affect 8th-grade students' attitudes towards English learning. Learning and teaching foreign languages have become increasingly essential globally, and questions have been proposed for appropriate and adequate materials to manage them better and more efficiently. Textbooks and course books designed, approved and printed to be a leading reference resource for teachers and learners appear to be used as a model in teaching; however, when it comes to language learning, it is easier and more efficient for students to learn English with a real-life connection and enough practice. The language becomes more meaningful and interactive if learners connect the materials to real-life circumstances. According to Miller (2003), teachers must find or create natural and meaningful materials in language classes to motivate students to have more positive attitudes toward language learning in EFL classes.

The purpose of teaching is to allow the students to face real-life conditions to improve their skills, develop behaviours and create relationships with the environment. Learning a foreign language focuses mainly on practising and using what students learn in the classroom to connect to the world/people outside the school. It is neither easy nor practical and functional to improve a foreign language by only focusing on grammar rules and vocabulary. Listening to speakers in real-life contexts and interacting with other people are active platforms through which language turns into a channel or an agent through which oral communication and interaction occur in everyday contexts.

English classes are compulsory from the 2nd to the 12th grade in Turkey. However, very few students can speak English properly since the classrooms are such places where the students only study and exercise to get enough exam marks. As a result, in such contexts, expecting students to develop a positive attitude toward EFL learning is hard to believe. Learning outputs will be motivating, encouraging, meaningful and authentic because learners can use the language in real-life communication rather than on artificial exam papers.

Personal experience in teaching English yields statements and responses such as “We do not like it [English class] because it is dull” as an indicator that students in 8th-grades tend to be reluctant to participate in the lesson. As a part of teaching motivation, students were asked about their opinion and insights on what an English lesson should be or what teachers should do to make them enjoy the activities in a foreign language class. In return, they pointed out and emphasised real-life situations in which they wanted to be able to speak when they needed to speak or understand when a foreign person talked. They criticised the lack of authentic materials and underlined that being in touch with real-life situations or genuine resources in language classes would be a better option for actively participating in foreign language learning. Unfortunately, learners in Turkish schools have limited opportunities to communicate with the language outside their classes, especially in environments where learning a foreign language is prevalent.

One may alter one’s attitude; it is not innate. Lack of engaging and real-world tasks and materials for teaching ESL intermittently results in students developing unfavourable attitudes towards the subject. Students are personally involved and cognitively challenged, so they may have significance and relevance from authentic materials when exposed to natural language patterns. Additionally, it raises intrinsic motivation and interest (Tsiplakides & Keramida, 2010). Furthermore, Masgoret and

Gardner (2003), for example, have shown that their attitudes significantly influence students' achievement in acquiring a foreign or second language class. Put another way, learners' beliefs can have a significant impact on the way that they are taught. As a result, the current study has attempted to demonstrate students' views on using authentic materials to boost learners' attitudes toward EFL learning.

1.2. Research Questions

The study aims to find answers or relevant data for the following research questions:

1. What are the participants' attitudes towards learning English in general?
2. What does the experimental group think about authentic materials use in EFL classes?
3. What does the control group think about the lack of authentic materials in their learning context?
4. Is there a statistically significance difference between the attitudes of the study group and of the students in the control group?

1.3. Purpose of the study

As an EFL teacher for 12 years, 8th-grade students' attitudes towards the English lesson can be regarded as “unfavourable” depending on some variables such as exam pressure, teaching materials, lack of motivation or low engagement. Because students perceive the language lesson content differently than it is, they intentionally prefer and

Although the curriculum covers listening, speaking, and writing skills activities, teachers may only focus on specific vocabulary lists and reading comprehension activities in classes in order to provide strength in finding correct options and appropriate answers in the exams. Since nothing exceptional is done in English lessons other than explaining the subject, grammar and memorising words in general, they develop a syntactic and formal analysis, which influences their perception and attitude towards English lessons, mostly adversely.

Learning a natural language is about more than choosing the best answers to questions; unfortunately, within the Turkish education system, the emphasis appears on how well they do in the exam they take at the end of the educational year. Students feel that it is obligatory to practice answering many questions in test books since LGS is not a speaking or listening-based exam. They express their opinions towards the course as

follows. “Teacher, we all love you but do not like your lesson.” Keeping these things in mind, this study aims to use authentic materials to help students in EFL classes transform their negative attitudes. To this end, the study offers a variety of authentic materials for English courses that are intended to increase student active participation in the classroom. The primary causes of the students' hesitance and refusal to participate in the lessons are their lack of enthusiasm, meaning, curiosity, and fear of failure. To raise their participation level above that of a regular English session, authentic materials representative of real-life situations are chosen in this respect.

There are many opportunities to develop learning skills and create a friendly atmosphere that makes students comfortable in a foreign language class. Teachers are the experts and guides in deciding the most convenient interfaces, materials and strategies to teach their students a foreign language. In a technology era pioneered by the dominance of the internet, web resources open a beneficial and easily accessible library of knowledge and printed, visual, audio or even AR and AI materials to support teaching and learning. The lessons bringing such sources to classrooms within a plan draw attention, increase interest, encourage learner participation, and foster positive attitudes toward language learning.

For reasons ranging from increased interaction and high commercial exchange rates between countries and self-improvement to finding a successful career (Tuzcu Eken, 2021, p.804), most governments regard learning a foreign language as an intricate part of contemporary society so that curriculums begin EFLs/ ESL lessons in the very early years of education. Learning the language means that a student can use it to communicate with people worldwide. The reports and papers regarding the quality of foreign language teaching in Turkey are unsuitable for learning English (Işık, 2008; Egel-Pekkanlı, 2009). Even though foreign language teaching has a deep history and has been taught as the first foreign language for many decades, shortcomings and problems still exist in Turkey. As a result of the centralised education system, teachers are only allowed to modify and reshape the approved and suggested course materials and textbooks provided by the Ministry of Education. Learners concurrently study English as their foreign language at school, but they have difficulties using what they learn at school; it is hard to find an appropriate context to use English for real-life communication.

They need to be exposed to the target language to be able to speak it. Exposure to the language is significant. Most Turkish students do not have the opportunity to have a

conversation with native speakers, which proves that it is a must for teachers to go above and beyond curriculum requirements. We cannot use grammar-translation or direct methods used in the past as the only teaching method. Teachers should benefit more from technological advances to motivate students to learn the language, integrate authentic materials and change their attitudes towards it. Teachers should, therefore, include technology in the classroom because it is the most incredible setting for exposing children to the target language and native speakers.

This study investigates whether using authentic materials will transform Diyarbakir Bil College's 8th-grade students' attitudes toward the English course. The study's primary purpose is to identify the diversity in students' attitudes before and after using authentic materials in EFL classes through an attitude scale, interviews, and student diaries. This research additionally aims to determine whether authentic materials are productive and profitable for EFL students in the eighth grade and whether they encourage positive attitudes toward the language.

As its name recalls, constructivism regards teaching and learning as a construction process (Fosnot 1996, 2005, cited by Stabile & Ershler, 2015). Constructivism says that learners learn by making sense, organising, interfering with the materials, and incorporating what they have already accumulated in their minds. It is a meaning construction, so instructors and instructional designers use authentic materials and create conditions for meaningful and constructive learning in classrooms or lessons. Materials depicting and presenting the target language from everyday contexts support meaning construction and encourage learners' activity to interact, cooperate, organise and share language. In this regard, authentic materials are templates and samples of the students and teachers meaningfully interacting with the target language.

Communicative Language Teaching (CLT) is another adequate approach to developing learners' communicative skills through interaction and authentic materials (ULM, 2021). The communicative approach emphasises the importance of interaction and communication inside and outside the classroom. The focal point is that target language plays a compulsory but motivating agent in activities. Role-plays, pair-works, group discussions based on news, articles or hobbies, and talking about videos or podcasts are all typical communication activities to engage students with authentic materials meaningfully. These activities allow students to enter 'a sample domain' within an everyday life episode. They practice the target language as they imitate or repeat what native speakers do.

1.4. Justifications

There are several justifications for using authentic materials in language learning. First and foremost, authentic materials offer many advantages in language teaching, primarily because they draw learners to the real-world domain of the target language (Shirinova, 2018; Erbaggio et al., 2012). Treve (2023) and Kılıç and İter (2015) present findings to advocate that authentic materials surpass the textbook-oriented strategies and thrive the quality of learning outcomes.

Unlike materials tailored specifically for instructional purposes, authentic teaching materials are designed for native speakers, demonstrating and exemplifying a more genuine representative use as the native speakers use for communication. This can significantly enhance students' eagerness and intention to engage with the language as they see its practical and meaningful applications (Fitriana et al., 2019). Erbaggio et al. (2012) advocate that learners exposed to authentic materials in their foreign language classrooms have a more positive attitude towards foreign culture and a better perception of the target language. Here, as Hanson-Smith (2000) reminds us, it is fundamental to remember the diverse learning styles the learners may have. By allowing students to interact with the materials by their preferred learning style, rather than the one preferred by teachers, authentic materials may bring a more advantageous and fruitful atmosphere to thrive learning styles.

The fact that they can be utilized by learners of every level, including beginners, intermediates, and advanced students, makes authentic resources very trendy and popular tools for both teachers and learners (Mandarsari, 2023, p.67). Moreover, using authentic materials can make language learning more engaging and practical for learners. Rather than relying solely on textbooks, learners can be exposed to an extensive range of materials they may encounter in real-life situations. This can make language learning more relevant to learners' lives and help them see the value in their language-learning efforts. Furthermore, using authentic materials can help learners develop their critical thinking and problem-solving skills. When learners are exposed to materials designed for native speakers, they are often required to make inferences and use their language knowledge to fill in gaps in their understanding. This can be a valuable skill for learners to develop, as it can help them become more independent language learners in the long run.

Overall, authentic language teaching and learning materials can offer students an educational and practical experience that is more appealing, challenging, motivating, fruitful, and meaningful, helping them develop a deeper understanding of the language.

1.5. Significance of the Study

This research will help language instructors incorporate authentic materials into their EFL sessions and contribute to the body of scholarly research in this field. The study's findings will assist teachers in assessing how authentic materials affect students' attitudes toward learning English. Many researchers contend that using authentic materials inspires students as they pave the way for learners to access real-world objects/contexts and foster a welcoming environment in the classroom, which increases participation so that students build connections between the school and the world outside (Philips & Shetlesworth, 1988; Clark, 1989; Peacock, 1997, as cited in Richards, 2001).

Authentic materials have been popular instruments for teaching various domains and courses in different fields of education. Using internet-related content in teaching makes learning a language more accessible and enjoyable. The new generation of learners cannot learn the language using course books or textbooks, which cannot satisfy their needs and arouse their interests.

Language teachers must be more cautious while using technology-integrated authentic materials during language classes since learners are more aware of technological improvements and sources. This research demonstrates the value of using authentic materials in language instruction while indicating how the technology can affect students' exposure to the target language. When students enjoy the language class incorporating technology-integrated authentic materials, they are expected to transform their attitudes toward the lesson and the teacher. Students might be more enthusiastic about participating in the lesson if authentic materials are used in the classroom. The research suggests that students feel more motivated to be successful and learn the target language when authentic materials are used in the class.

It takes much effort to teach and learn a foreign language. The first reason is that when teachers offer the material to the classroom, they attract learners' attention and inform them about the procedures, creating classroom motivation. The second reason is that communication between teachers and learners immediately arises when the teacher

explains the topic. Another prominent reason to keep the lesson so vivid is that it is a must to create multiple learning environments. The more the teacher addresses learners' senses, the more permanent *the lesson* outputs become. After learning more and more, students participated in the process much more just because they were exposed to more real-world circumstances, in case the proper and convenient materials were chosen. In our country, students learn English as a foreign language, preventing them from practising their language abilities outside the classroom. Thus, teachers should draw on more authentic materials and allow students to get involved in the process.

1.6. Limitations of the Study

There may be some limitations to this study. The first is the number of participants split into an experimental and a control group. Another area for improvement is that the participants are 8th-grade students, so the findings in the study will only provide data regarding 8th-graders' attitudes toward learning English. Finally, the findings of this study cannot be applied to all secondary-level English Language learners. The research was conducted in a private secondary school, and opinions were gathered from a group of students in a metropolitan city in the southeastern region of Turkey. Studies with a broader scope in different regions and levels of students can be conducted to understand better the impact of authentic material use on students' attitudes toward learning English.

1.7. Definitions of Key Terms

Authentic materials: According to Nunan (1999), authentic content is anything not created explicitly with language teaching goals in mind. It is material developed for achieving specific social aims in the society that speaks the target language in Peacock's (1997) definition.

Attitude: A person's approach to a problem or subject, actions, or response to a circumstance (Brown et al., 2000).

EFL Classroom: The language-learning setting where students learn English as a foreign language (Peacock, 1997).

ESL classroom: The language class where English is taught as a second language (Peng, 2019).

An attitude scale: A list of questions to determine individuals' views, attitudes and feelings on a particular subject (Brown et al., 2000).

1.8. Literature Review

Authentic materials are everyday objects from the real world and can offer real-life situations. These materials bring a friendly atmosphere to the classroom and make students more willing to participate because they motivate them and have their attitude towards the task change (Chomsky, 1965; Hymes, 1972; Gilmore, 2007). Motivated students can learn the language quickly and feel closer to the target culture even though they have never lived in the country where it is spoken as a native language (Cook, 1981). These motivated students highly appreciate the effects and benefits of such materials in teaching and learning a foreign language.

Many authentic materials include videos, cartoons, newspapers, magazines, CDs, DVDs, USBs, projectors, radio, TV, the Internet, course books, movies, songs, and literary pieces. These materials may provide visual, verbal, social, cultural and physical learning. Therefore, considering individual differences, the teacher should create a beneficial, effective, and engaging classroom environment for motivation. Rodger and Medley (1988) and Mishan (2005) suggest that students must experience the natural language native speakers use daily. To support and improve the quality of English language teaching, the researchers Rodger and Madley (1988), Marpaung and Situmeang (2020), Yağlı (2022), Shu-Qing, (2009) and Sabet and Mahsefat (2012) propose that modern English language teachers have access to many materials, including textbooks and online teaching tools, while many also use authentic introductions. The worldwide pandemic signals the importance of using such materials in teaching. Instructors explored the subtle wealth in online treasure boxes to teach online during quarantine days; they used internet resources to draw attention to their courses.

Nevertheless, in Turkey, students and teachers are under pressure from exams given by either the schools or the Ministry of National Education, called LGS for 8th graders. Furthermore, 7th-grade students start searching for qualified test books and reference books to practice and prepare for the exam next year; even in the 5th class, students know this test anxiety. Due to the centralized education system, a teacher prepares his/her class by considering what the curriculum requires, including grammar topics and vocabulary memorizing in his/her program.

Using multiple-choice questions to evaluate and assess learners in their program makes teachers passive and laid-back because they have no obligation to look for and

prepare the proper authentic materials concerning the grades and requirements of the students.

Due to the Ministry of National Education's present system, students are typically inactive in the classrooms. They mainly focus on reading, translating passages, and answering test questions because their exam scores are critical for their parents and school administration, negatively impacting student attitude and eagerness. As a result, students would like to achieve high scores in the exams. That is why we always hear the following from our students: "I understand, but I cannot speak", or "Why do we have to learn English? Why do they not learn Turkish?". These attributions indicate why students' attitudes towards learning English are negative.

Students enjoy English classes when they can participate in the lesson procedures. The materials used in the classroom must not be created only for teaching but must be the authentic materials themselves. This generally refers to language occurring spontaneously during communication in native-speaker settings or in resources used for carefully selected situations where Standard English is the norm: Newspaper articles, actual adverts, food recipes, and horoscopes. The usage of authentic texts and materials offers excellent benefits to learning a language. For many teachers worldwide, it is a question of debate when authentic texts or materials should be used (Barzani et al., 2022; Erbaggio et al., 2012; and Hussein & Elttayef, 2017). So, what materials we should introduce and how to use them in an EFL classroom are essential on the quality of the output (Kilickaya, 2004; Temizyürek & Birinci, 2016; Prošić-Santovac & Popović, 2021).

1.8.1. Authentic Materials

There exists a lack of consensus on authenticity, specifically in language education. Authentic materials are explained differently by the researchers. "Authenticity is a phrase that produces uncertainty due to a basic ambiguity", writes Widdowson (1983, p.30). Harmer (1997), Peacock (1997), Nunan (1999) and Kilickaya (2004) report that authentic texts are resources for language speakers rather than language learners, which refers to the function of a task, the resources enjoyed, or the individuals participating in the learning process, work, or communication act (Gilmore, 2007, p. 98). Zyzik and Polio (2017, p.1) agree that such materials are those created and used for real-life situations, not for learning a language setting. However, authors emphasize that the

very nature of the word 'authentic' depends on personal judgments and philosophy. Authentic materials have the primary intent of conveying and exchanging information.

Videos, real-life interactions, songs, posters, advertisements, television and radio samples, tourist guidebooks, brochures, traffic signs, maps and charts, photos and drawings, and schedules are examples of authentic materials (Peacock, 1997; Nunan, 1999; Hadley, 1993). All these audio-visual and printed materials are encountered, seen or used by language speakers to fulfil a desire, need or opinion in everyday life, and they are not modified or abridged for language learners. The phrase "native speakers for native speakers" would summarise what is meant in this regard (Duquette et al., 1987, p.481; Rogers & Medley, 1988, p.467).

Sherman (2003) and Woottipong (2014) discuss the use of real videos in language teaching, emphasising that it is a must for the learners to know what to learn and a must for the teachers to know what to teach using these materials. In other words, authenticity results from the authentication act performed by students and their teachers. Van Lier (1996, p. 128) describes these roles:

Authenticity in the classroom cannot be attained by using authentic materials and assignments; rather, it must be seen as a constant objective both students and teachers should achieve. The literature defines authentic materials in a few distinctly different ways. Instead of language students, authentic resources were created for natural English speakers" (Hwang, 2005; Martinez, 2002; Harmer, 1997).

Authentic materials have the core natural language usage, which means that an actual speaker or writer writes an authentic text to provide a direct message (Morrow, 1997). Authentic language instruction resources were neither simplified nor became widely available (Nunan, 1989; Kessler, 1997; Rogers & Medley, 1988). As Filice and Sturino (2002) and Berardo (2006) point out, authentic materials were unaltered. They sparked students' interest, but they had a communicative and social purpose with which they served the community to refer to culture, history and lifestyles in the target country. Bearman and Trant (1998, p.2) explain the meaning of the word "authentic" as "unaltered from the original". From another perspective, Kilickaya (2004, p.1) and Munir (2016) regard authentic materials as "exposure to real language and use in one's community", while they are claimed to constitute "the natural communication task" in Dulay et al.'s terms (1982, p.247).

Gebhard (1996) Hussein and Elttayef (2017) argue that authentic material refers to communication in real-world settings, as it is highlighted that native speakers use authentic materials daily. Little et al. (cited in Guariento & Morley, 2001), Treve (2023), and Temizyürek and Birinci (2016) extend that authentic materials are also enjoyed in their language context for social and cultural purposes. Kilickaya (2004) suggests that authentic materials introduce the real-world context of a common language to pupils and thus exemplify how native speakers utilise it in their daily lives.

Additionally, authentic materials are significant in exposing students to the real world, namely English usage in a specific community. Bacon and Finnemann (1990) said that authentic materials are papers or audio-visual materials native speakers write or produce for non-pedagogical uses. Kilickaya (2004) and Polio (2014) support and highlight that authentic materials are not created during language learning. Their target is fundamental life objectives and needs. On the other hand, authentic materials are now regarded as a good teaching tool for learning English. Despite their role focusing on real-world practice and communication by native speakers, authentic materials have an extensive potential to support language teaching and learning. As Tamo (2009) and Ünal and Ekmekçi (2022) claim and report, students can be inspired to study English with the help of authentic content by showing how real-life applications exist for the language.

Many scholars have been famous and discussed authentic materials teaching foreign languages since Communicative Language Teaching (CLT) appeared in the 1970s (Huda, 2017). From the definitions and perspectives mentioned above, it is observed and concluded that they are diverse. An overall and extensive definition can be proposed: "Authentic materials are materials designed by/for native speakers of the language and created to convey messages, meet needs and several functions in the real world of communication, not for teaching language purposes" (Nunan, 1999).

1.8.2. Authentic materials in EFL/ESL

Using authentic materials in an EFL classroom has several advantages. As Kilickaya (2004) asserts, authentic materials will help students adapt to the real world, and real-life language will be used much faster than anything. Martinez (2002) makes this assertion more significant and expresses that bearing another fruit, these authentic materials, which belong to the real world itself, can prompt students to improve their listening, reading, writing, and speaking skills. As cited by Peacock (in Salome, 2013),

authentic materials have a wide variety rarely included in school textbooks, which would prevent students from getting bored. Richards (2001) also points out that students can use authentic materials to develop their language abilities in real-life settings.

Furthermore, since authentic materials are created through real-life situations, they are regarded as students' primary motivators, arousing their active attention. Polio (2014) suggests that using authentic resources in EFL courses implicitly introduces information and culture from other nations because authentic materials are made for and by native speakers and precisely because authentic materials have a different focus, which may broaden students' knowledge base. Moreover, Tamo (2009) and Shu-Qing (2009) make a clear argument, stressing that authentic materials present realistic content that may boost students' desire to learn. Additionally, authentic materials help students become more fluent in English while preparing them for real-world interactions.

Numerous studies have shown the positive impact of using authentic materials in language learning to highlight benefits in various domains. For instance, Hadley and Short (2005) found that authentic materials improved students' listening comprehension and vocabulary acquisition. Research papers by Breen and Littlejohn (2000) concluded that using authentic materials in language learning enhanced students' motivation and engagement. Sample (2015), Sari (2016), Salwa (2017) and Yağlı (2022), emphasising the same output in terms of teaching, observed that authentic materials in teaching English increased student motivation and engagement. Additionally, a study by Orozco Puerta (2022) showed that using authentic materials improved students' ability to use the language in real-life situations. These studies suggest that using authentic materials in language learning can positively impact students' attitudes, motivation, and language skills.

Salwa (2017) and Yağlı (2022) found that using authentic materials in English language classes improved students' attitudes towards learning and increased motivation. Similarly, a study by Sabet and Mahsefat (2012) found that using authentic materials in the classroom helped students develop their listening and speaking skills. In another research to advocate and encourage authentic materials in language teaching, Tsai and Shang (2010) and Erbaggio et al. (2012) concluded that using authentic materials in a business English course improved students' language proficiency and communication skills.

As for receptive skills, listening, and reading, Akbari and Razavi (2016) elicited positive attitudes in teachers to use authentic materials and concluded that such materials supported attention and interest in learners. Correspondingly, Koshbakht and Gorijan (2017) and Berardo (2006) found that using authentic materials in a reading course for EFL students improved their reading comprehension and vocabulary acquisition. The study also found that students enjoyed using authentic materials, which were more exciting and engaging than traditional textbook materials. Furthermore, a study by Rubdy (2014) purported that using authentic materials in teaching English as a second language increased students' interest and enjoyment. These studies demonstrate the benefits and advantages of using authentic materials in language learning and highlight the importance of incorporating them into classroom language teaching practices. These studies suggest that using authentic materials in language learning can positively impact students' attitudes, motivation, language skills, interest, active participation and enjoyment of the learning process.

A literature review, however, yields various research papers focusing on the possible drawbacks, risks, and potential adverse effects of using authentic materials in language learning. One study by Temizyürek and Birinci (2016) found that some students may struggle to comprehend and engage with authentic materials due to the complexity of the language and cultural points they may refer to. The study also concluded that students may feel overwhelmed and anxious when faced with unfamiliar materials, which can negatively impact their motivation and engagement. Another research conducted by Widdowson (1996) similarly found that using authentic materials may decrease students' confidence and self-efficacy if they feel they cannot understand or use them effectively. Therefore, while there are many benefits to using authentic materials in language learning, it is crucial for teachers to carefully consider their selection and implementation to minimise potential adverse effects.

One such study is "*Relationships and Good Language Teachers*" by Sarah Mercer and Christina Gkonou (2020). This study explores the potential drawbacks of using authentic materials in language learning, such as the difficulty level of some materials, cultural differences in content, and the potential for learners to become demotivated if they find the materials too challenging. However, the authors conclude that the benefits of using authentic materials generally outweigh the drawbacks and that teachers can mitigate any adverse effects by carefully selecting and adapting materials to meet the needs of their learners.

It may also be challenging for some students to decode or even comprehend the content of the materials – especially when we are talking about lower language levels. In such a case, a demotivating factor may pave the road and result in demotivated and uninterested groups of learners (Temizyurek & Birinci, 2016). Another research paper that explores the topic is "Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes" by Akbari and Razavi (2016). This research investigates how teachers in Iran use authentic materials in their English language classes and their perceptions of the benefits and drawbacks of using such materials. The authors found that teachers view authentic materials positively, regardless of their nationality, teaching experience, and academic degree. They want to improve students' reading and listening skills and expose them to authentic use. Additionally, they talk about some challenges regarding the practice, such as finding appropriate materials for learners with different proficiency levels and adapting materials to suit the needs of their learners.

Any potential problem, risk or drawback must be considered before implementing materials in the course schema, even while adapting and adopting the materials (Azarnoosh et al. (2016, p.viii). For instance, the language employed in real books may be complicated and impenetrable for beginner-level, young learners or even adult learners, which may lower their motivation, deteriorate concentration and result in poor learning output return. Since authenticating language education is challenging, teachers may hesitate and reflect on how and where to use authentic materials because deciding on appropriate materials and developing practical learning activities to meet pedagogical needs may require much effort and time. Developing tasks and activities with authentic classroom materials is easier said than done (Van Lier, 1996, p. 126), naturally assigning specific tasks to students, such as memorisation or repetition.

Another critical issue is the "authentic" interpretation by language learners and teachers. Two language learners will likely perceive the task as authentic or inauthentic, which leads to confusion regarding the materials and functions in the language classroom. Van Lier (1996) and Dodd et al. (2015) highlight that a teacher's willingness to learn authentically may encourage students to do the same, as they are roles for learning.

Another challenging point regarding authentic materials is that the language in actual texts may not meet learners' immediate needs, which leads them to lose motivation, attention, and interest in learning (Haines, 1995, p.63). For students, the

grammatical structures in actual texts may be complicated and complex (Peacock, 1997, p.148). Furthermore, using actual recordings may expose learners to various dialects, resulting in pronunciation difficulties.

Authentic materials, on the other hand, may bring some other difficulties. Herrington et al. (2003), Zhang (2013) and Ünal and Ekmekçi (2022) claim that authentic materials may contain culturally skewed content. Gilmore (2007) articulates that students may have difficulties understanding the data conveyed by this content since existing resources usually enjoy advanced language levels, including complicated phrases and structures. Consequently, students are compelled to work harder but discouraged from studying based on their frustration. Guariento and Morley (2001) put forth that since it is challenging to simultaneously define authentic materials appropriate for students' needs, abilities, and learning objectives, teachers need extra effort to prepare authentic materials. To ensure that the materials fit their purpose, they must carefully choose, adapt, and evaluate them (McGrath, 2002; Temizyürek & Birinci, 2016; Ünal & Ekmekçi, 2022).

Overall, adding authentic materials in language class practices brings benefits and a positive influence to the classrooms; however, drawbacks and challenges are not to be dismissed or underestimated when using these materials in class. The literature presents the contradictory impacts of authentic materials from different perspectives, backgrounds, and levels of EFL/ESL in various communities. It is observed that learners pay more attention to the content, their language skills are improved, and their motivation level is increased if case-appropriate, meaningful, exciting and relevant materials are provided to enrich language teaching methodology.

1.8.3. Kinds of Authentic Materials

Language teachers have opportunities and access to plenty of resources, from textbooks, posters, videos and songs to web resources. From one perspective, this is because language itself is something 'living' inside and outside the school. Authentic resources are then particularly crucial for teaching and studying a foreign language. Today, teachers and students can use authentic materials from various sources daily. The globalised technological world offers abundant materials, including but not limited to broadcast media, TV, radio, newspapers, magazines, songs, movies and the Internet, which are most widely used and have the best possibility to be drawn upon by teachers and students.

In their everyday lives, teachers and students can easily access actual content from a variety of sources. According to Abdul Hussein (2014), Zyzik and Polio (2017), Wagner (2014) and Akbari and Razavi (2016), authentic materials are plentiful and limitless. The most popular ones in today's global world are as follows:

1.8.3.1. Authentic Audio-Visual Materials

A combination of sound and visuals is known as audio-visual content. They are teaching materials designed to provide students with a hands-on experience and exposure to the language and how its users in real-world situations have created it. Audio-visual materials include TV shows, documentaries, songs, news clips, movies, and commercials. The most beneficial aspect of videos and films is that they add semiotic meaning to language while improving concentration and body language development. They can pick anything from a wide variety of real-world topics. A listening resource is a collection of authentically spoken language samples. As a result, students' listening skills are improved when authentic listening materials are presented and dealt with within the classroom. According to Wright (1976, p.1), visual presentations positively affect language learning if and when used at the appropriate time and setting.

1.8.3.2. Authentic Printed Materials

This category includes articles from newspapers, stories, novels, drama scripts, television ads, catalogues, sports news, travel brochures, pamphlets and other official printed materials. Printed materials can be found anywhere. For example, we see them on billboards, in ads in newspapers and journals, or anywhere else. The fundamental point is that these materials are not created as teaching materials but are used to meet any needs in the daily lives of native language users.

1.8.3.3. Realia

Teachers choose authentic materials from real-world situations and use them as teaching and learning tools. Using realia in EFL/ESL classrooms is common to illustrate concepts engagingly or present an entire role-playing scenario. Additionally, the realia brings in natural objects like coins, puppets, phones, folded paper, and Halloween masks to act out a role that allows students to speak in their native language without having to depend on translations and helps them retain information more

effectively. On the other hand, teachers should choose materials appropriate for all ages and skill levels.

1.8.3.4. Broadcast media

Mishan (2005, p.132) claims that "the media broadcast offers the most diverse genres," which suggests that using broadcast media as a pedagogical instrument in language teaching may enhance language practice and increase accessibility to language acquisition. Brinton and Gaskill (1978) suggest that a live broadcast is an essential tool to influence English language acquisition positively. Mekheimer (2011) highlights integrated skills and emphasises that 'As multimodal media, videos further offer a variety of stimuli for viewing comprehension, listening comprehension, and reading comprehension since the students can read visual as well listen to auditory messages simultaneously.' As a result, it can be conveniently inferred that broadcast media can be an extremely beneficial and cheerful resource for EFL students.

1.8.3.5. Television

If the television is regarded as a teaching and learning box, students can access multimedia materials while improving and supporting language skills, such as listening, reading and overall comprehension. As a unifying medium, television connects learners with the host society's target culture and language, enabling them to witness their traditions and interactions with one another, as Mishan (2005) argues. The reason behind this is still the learners' exposure to the target language and culture, making television a valuable tool for learning a second language. Furthermore, students' interest in learning increases when the television is used in the classroom since it attracts their attention and motivates them much more, as they are familiar with and keen on the TV interface.

1.8.3.6. The radio

Mishan (2005) puts forward that radios are the kind of materials which can be used readily and directly. The author adds that listening to the radio also allows a learner access to the native "voice" of the language users. In other words, the radio is inexpensive and easy to bring to class for listening practice. Furthermore, since the ear may get used to the sound of the English language, employing radio or audio sources as educational tools in a language classroom helps students strengthen their listening skills

and language practice. According to Hedge (2000), audio recordings expose students to various voices, speakers, speaking tempos, tones and circumstances. In this regard, online radios, listening sources like Spotify, and podcasts can be juxtaposed with modern radio versions so teachers and learners can use them to learn languages.

1.8.3.7. Newspapers and magazines

Daily, weekly, or monthly access to printed materials, such as newspapers and magazines, is another possibility for learning the language from its authentic sources. The oldest cultural item still used in language instruction is newspapers. They may have the most significant capacity because of the number of language resources they offer, which helps students grow their understanding of the target language. However, specific rules exist for newspaper styles. Mishan (2005) and Zyzik and Polio (2014) emphasise that newspapers and journals reflect a country's modern culture best and are good references for language teaching. Grundy (1993) uses a metaphor and highlights that newspapers are like "the freshest food with the lowest shelf life". Language teachers should use this medium in the classroom to increase their students' capacity to comprehend the meaning.

1.8.3.8. Music

Songs, as fascinating cultural heritages, have a unique ability to convey various messages about people's life experiences, often evoking strong emotions. This emotional resonance can be a powerful motivator for learners, making learning a foreign language through songs particularly beneficial. As a result, learners' memorization and pronunciation skills can improve, and their listening skills can be honed. Mishan (2005) points out that learners are often drawn to song lyrics and karaoke, which are authentic real-life activities that can further enhance their learning experience.

1.8.3.9. Films

Teachers can use movies and films to support and supplement their classes while teaching the language since films introduce students to the target culture and traditions while strengthening grammar, vocabulary and contextual understanding. Authentic materials give the learners clues about the relevant homeland's culture, traditions, customs, legends, and history. Mishan (2005) propounds that the film is an authentic

material that can directly affect learners' perception of the language. Additionally, Zyzik and Polio (2014) regard movies as functional vehicles for natural language. Moreover, Iskanova (2023) thinks that the culture of a society can be taught in class using movies. Briefly, there are several advantages of employing films in language classrooms, like helping students learn to listen and broaden their understanding of native speakers' cultures.

1.8.3.10. The Internet

The internet is a contemporary reality that offers an excellent capacity for information and resources such as e-books, films, documentaries, applications, software, songs, video clips, games, social media platforms, and many others. In this context, the World Wide Web (WWW) is a medium where ESL/EFL teachers and learners can utilise materials or resources to achieve goals. In order to improve their abilities quickly and excitedly, learners might use it to find some routes to practise the target language. Zyzik and Polio (2014) emphasize that "...the internet is a plentiful source of authentic texts that are not limited to one modality". According to Wilson (2008), various explanations, questions, answers, and listening texts are available on several English language learning websites. Learning websites. As Iskanova (2023) righteously states, online newspapers and chat rooms/forums bear good fruit for EFL learners since they can read authentic materials that may provide cultural knowledge, ask and answer questions, exchange ideas and visit many sites to discover the language in its natural context.

Teachers and students can now obtain authentic materials from various sources daily. However, teachers should follow a set of criteria while selecting authentic materials for classroom use. Furthermore, teachers should consider security and safety and guide their students through proper internet use by providing websites where they can find functional materials for learning English.

1.8.4. Reasons for Using Authentic Materials

Using authentic materials makes students more engaged in the target language's culture and attentive to cultural differences. Teachers may employ authentic resources for various reasons. Students will use authentic texts to bridge the knowledge gap between the classroom and the outside world occurrences (audio or written). In this regard, Jones (2022, p.67) focuses on an argument that in comparison with authentic

language, textbooks/coursebooks do not always offer a realistic model of spoken language in terms of discourse characteristics. Authentic materials open a corridor to access the real language alive. Mishan (2004) articulates that learning a new language means that we can use the language linguistically well and must be aware of the culture of the target language community. Besides, authentic materials help students become proficient communicators and communicate effectively in the target language.

Similarly, Gilmore (2007, as cited in Akbari & Razavi, 2016, p.105) remarks that foreign language learners can improve their communicative competence with the authentic texts used in EFL teaching. Since they are reliable sources of cultural information, kids are exposed to various cultures and comprehend the needs of the students much better. Peacock (1997) purports that using authentic materials has certain advantages, including increasing motivation, transforming attitudes, and triggering class participation. As a result, the importance and utility of authentic materials have become increasingly apparent in recent years. Most language educators understand the importance of utilising authentic resources while teaching and learning a foreign language (Zhang, 2013; Ünal & Ekmekçi, 2022). It is little wonder that authentic materials significantly impact EFL learners' exposure to natural language. Aside from that, authentic materials are vital in teaching and learning a foreign language because they help students practise what they have learned in real-world situations (Hussein & Elttayef, 2017).

Introducing authentic materials to learners and exposing them to these materials is another technique to promote cultural awareness (Peacock, 1997, p. 148). On the other hand, different cultures can understand authentic materials from different perspectives since they supply them with cultural information. In such contexts, making learners discover some critical aspects of the target language community is better and more helpful. ESL/EFL teachers should consider cultural differences and characteristics when choosing the appropriate materials.

1.8.5. Attitudes

Attitude can be described as a term that determines an individual's positive or negative perspectives and feelings about an event, an activity, an opinion, or any other kind of point of view. Hayakawa (1994) explains this term in a more general sense, referring to behaviour that is declared clearly. Brown et al. (2000) define attitude as similar to all other cognitive and affective development components. Human attitudes

toward others are formed in the early years. They are influenced by the views of their parents and classmates, which render people “different” from each other in various and interconnected terms.

1.8.5.1. Definition of Attitudes

This study focuses on students' opinions regarding using authentic materials in an EFL classroom. When defining a personal opinion, we can say that it is someone's viewpoint combined with various factors leading to an object between one's emotions, thoughts, and demeanour. Many authors have written about attitudes, including but not limited to Katz (1960), Ajzen et al. (2018), Guskey (1989), Hayakawa (1994), and Rahim et al. (2013). This phrase has become commonplace in everyday conversation, which results in various definitions provided for this matter. Katz (1960) utters that it is a fictitious concept revealing the truth about belief in a particular cause held by an individual idea, an object, or circumstances.

On the contrary, Fazio et al. (1986) suggest that people can sometimes be neutral, which means they maintain attitudes toward an individual that is both positive and negative. Positive or negative attitudes are generally demonstrated regarding a person's, a place's, an object's, or an event's point of view. Additionally, attitude is a state of mind, a comprehensive addition. A state of readiness resulting from previous experiences impacts an individual's response to a situation or event. We can mention specific objects, including concepts, conditions, or issues, to exemplify this. In general, people's attitudes may be positive or constructive, which Hayakawa (1994) indicated as the main issue. Attitudes can be defined as being rooted in perception and belief rather than behaviour.

When we speak of attitudes, we also cover many complex factors in arriving at authentic materials in the EFL classroom, which are turned into complicated ones by students' attitudes. Perception and belief are different, and attitudes are composed of various dimensions, the most important of which are affective, cognitive, and physical. Schau (2003) and Gilmore (2007) present some behavioural and cognitive definitions examples. Emotional factors can affect an element, while positive and negative attitudes based on emotional experiences or preferences may be developed through feelings or choices. The first of these elements is the affective one, which refers to an individual's emotional judgments. Chaiken also speaks of a predilection for a specific object (Eagly & Chaiken, 1998).

Evidence supports Pike and Ryan's (2004) argument that both positive and negative aspects exist. Attitudes make an independent contribution while evaluating customer satisfaction or dissatisfaction in the direction of an object. For example, we can talk about the students who participated in a learning activity and were taught about a person's feelings and emotions as a particular method of instruction.

The second component of attitudes is the cognitive component, which Gilmore (2007) defines. The mental part concerns someone's thinking, comprehending, and discovering new information about people, situations, or objects. Cognition is about beliefs, ideas, and perceptions. Gilmore (2007) describes the cognitive aspect as becoming aware of and perceiving something. The mental factor of a learning situation is related to the student's comprehension of the information and their perception of the materials. Azwar (1995) explains the behavioural element as how a person usually behaves all by himself or in the direction of an object, which makes a behavioural component. Fazio et al. (1986) also mention one behavioural factor associated with a person's vivid actions. In the direction of an object, he also mentions the involvement or engagement of students in the course.

Another factor to consider is the physicality of the classroom. Attitudes have a behavioural component; that is, we can suggest that the level of involvement in the classroom might range from active to passive depending on the instructor's situation or attitude.

To summarise the abovementioned explanations and definitions, attitudes are people's personal opinions or judgments in response to one's experiences or observations, making an excellent observational environment. Furthermore, attitudes are composed of three primary components: affective (feel), cognitive (think), and behavioural (do something) (act). As a result, students' attitudes in the classroom play an essential role in teaching and learning processes that will impact learning outcomes. Finally, current research indicates that students' perspectives are as follows: Students have positive feelings about authentic materials utilised in instructional and learning activities.

Researchers measure attitudes, showing that attitudes and individual differences are strongly correlated. However, nobody can directly measure the original materials by studying humans' physical traits because they are possessions. Measuring an attitude requires witnessing the relevant person's behaviours as it is probable to refer to the quality of cognitive, affective and behavioural innate capacity. As Krosnick (1991)

argues, measuring someone's behaviour necessitates more than a simple questionnaire for attitude evaluation that examines their behaviours and demeanours, which is also suggested by Christensen (2009). Changing one's attitude is complex because attitudes come from combined factors, in which three inherent elements are more obvious: affective, cognitive, and behavioural. Moreover, mental and behavioural elements are also involved. Triggered after relevant stimulus, The Likert-type scales are attitudinal scales measuring attitudes. It is used to determine the length of characters. Personality characteristics like preferences were discussed and created by a well-known American inventor, Dr Rensis Likert, a sociologist born in 1932. As evidenced by his famous report, a technique for assessing people's attitudes is described. Harry and Deborah (2012) argue that Likert's Scale indicates agreement or disagreement by asking questions about a specific object. The Likert Scale is a technique that Clason and Dormody (1994) adapted to obtain information about students' attitudes toward using authentic materials in the EFL classroom.

1.8.5.2. The Attitudes in Teaching and Learning Processes

Many research papers observe that attitudes are crucial in their effect on teaching and learning processes. Attitudes are structures that influence both students' and teachers' performances. Changes in attitudes also affect the convenience of the subject (Rahim et al., 2013), which is consistent with Woolfolk's position. Salome (2013) cites Margetts as an example and firmly argues that teaching and learning are separate processes. Students are influenced much more when they have high interest, enjoyment, and exhilaration in the activities or subjects.

Regarding teaching and learning, attitudes are essential and inevitable elements. Deboer (1987) states that students must have a positive attitude towards teaching and learning methods, which will help them remain motivated to keep up the excellent work in learning. It goes hand in hand with Mwamwenda's declaration of pupils with disabilities (as cited in Michael, 2010). Positive attitudes are more likely to indicate the importance of attitudes in learning. Due to the significance of various studies over the years, attitudes are thought to play a fundamental functional role in teaching-learning processes. Attitude influences student development, but it also influences the fruitfulness of a specific subject (Rahim et al., 2013), consistent with Woolfolk and Margetts's findings (as cited in Salome, 2013). They have found that teaching-learning processes are more effective when students are passionate about the tasks or subjects

they are studying. In support of this claim, Deboer (1987) demonstrates that attitudes in teaching and learning processes significantly impact students' achievement. She articulates suggestively that students must have positive attitudes toward teaching and learning processes since their positive attitudes are more likely to motivate them to keep performing well during the learning process, which leads to high learning achievement. Moreover, this is consistent with Chen et al. (2018), finding that students with positive attitudes perform better than those with negative attitudes.

The role of attitudes in learning a new thing appears to be an undeniably essential factor. Most of all, if the student has a negative attitude toward learning a foreign language, he or she will be reluctant to learn it, will not hold any responsibility and will develop powerful biases in learning that language. Student attitudes have a crucial positive place in education, and having an attitude will be very effective in removing all obstacles to learning a foreign language. The fact that many students have positive attitudes in the foreign language classroom creates a positive and reassuring environment where the student feels valued and safe. This, in turn, leads students to participate willingly and actively in classroom activities, and thus, a positive attitude is formed, which is vital for language learning.

1.8.5.3. Attitudes towards Foreign Languages

Interacting or communicating with someone from different countries or cultures can be nerve-wracking, embarrassing and challenging. Students mostly know very little about the importance of the language. They keep asking why they must learn this foreign language and why they do not learn their native language better. Expression in a new language is unquestionably an intimate thing to do in one's language. In other words, what reflects a person's attitude and personality is his use of his native language. Resistance to learning a new language can also be a way of defending one's language and identity. When trying to speak a foreign language, some people feel insecure, uncomfortable and vulnerable. Some language students despise learning a foreign language, while others find it tedious and uninteresting. Remembering that learners have preferences, dislikes, and emotions is essential for educators and teachers. The learner's attitudes toward the target language are critical in the learning process because they indicate whether or not someone will succeed in speaking the target language. If someone desires to learn a language, his attitude towards that language also changes positively.

Since these attitudes might affect students' motivation to study and success in learning English, it is crucial to be aware of them. Krashen (1985) articulates that it is vital since attitudes can act as roadblocks when learning a new language. Being a concept with numerous definitions, attitude is essential to the learning environment. Language regeneration, maintenance, dissolution, or death, according to Baker (1992), depends significantly on attitudes toward a language. For Chambers (1999), learning becomes more manageable when a learner has a positive attitude toward the language itself and learning it. Inal, Evin and Saracaloglu (2005) provide additional justifications for incorporating attitude into FL instruction, claiming that a student's attitude is crucial to his learning, which should turn it into a standard method of teaching foreign languages.

Bizer et al. (2006) discuss a tripartite model of attitudes, in which they present constructed vs. stored attitudes, solid and weak attitudes, and explicit and implicit attitudes. When encountered for the first time, first, a person constructs an attitude, and next time, the correlation between the object and the attitude is recalled as stored attitude. This process is something usual in the mind. A strong attitude is change-resistant and more durable. Explicit attitudes are those we are usually aware of and control. In addition, regarding the focal points and domains, in terms of general perspectives, two types of attitudes are discussed: educational and social. Attitudes toward a teacher, a course, or a language are all examples of educational attitudes, as these are related to learning and teaching. Attitudes towards everyday life, culture, religion, philosophy, history, rituals, and traditions are examples of social attitudes as they are, in fact, about being a part of the society. As a whole, the educational aspects of learning a second language create educational attitudes. Both educational and social attitudes heavily influence second language learning progress.

Tsiplakides and Keramida (2010) claim that authentic teaching materials and activities can significantly impact students' learning attitudes. Gardner (1985) expresses that students' attitudes toward the native speakers of a language will directly impact their ability to integrate elements of that language successfully into their daily lives. Dörnyei (2001) is another researcher who suggests that attitudes in the L2 community significantly impact one's learning ability.

As a result of these interactions with native speakers, language learners will develop a more positive attitude towards that language and its native speakers. According to this study, intercultural contact can alter language learners' motivation and effort to learn a

second language. Once again, attitudes cannot be ignored when learning a second language. These attitudes can also be classified under the mastery of a second language. Gardner (1985) states that it is possible to define relevance as the relationship between success and attitude factors. Several studies have shown that a positive attitude toward learning a foreign language is highly relevant to fluency and success. Gardner (1985) also argues that students perform better when they have a positive attitude toward the subject of their studies. People's attitudes affect their behaviour, inner mood, and learning. The research also indicates that the student's upbringing impacts their ability to learn a new language. Saracaloglu (2000) notes that various stimuli influence individuals' attitudes, which would benefit both the teacher and the student. That is why the importance of the affective domain must be considered. Interests, values, and tendencies are all characteristics of the affective domain that influence our attitudes. Eker (2003) declares that Gardner's socio-educational model will be inadequate if cultural biases make up one part of the difficulty.

If societal perception can be shaped to present learning a second language as essential and not tricky, success levels will climb. Educators and policymakers play a crucial role in shaping this perception. How people view language's cultural components can also affect their way of acquisition. Gardner and Lambert (1972) also argue that the most critical aspect of learning a foreign language is the learner's attitude toward the target language's culture. Scott et al. (2009) state that low levels of student self-efficacy and bad marks are associated with unfavourable attitudes toward learning a foreign language. They knew how native-language learning problems related to foreign language acquisition could be helpful for educators. Chambers (1999) suggests that students bring attitudes from conversations with family, friends, the media, and their experiences in the target language. Since parents are the people closest to their children, their attitudes towards learners become critical.

1.8.5.4. Studies Related to Attitudes

Numerous types of research have been carried out on people's attitudes from various perspectives. Throughout this section, findings from these studies will be presented and discussed. Firstly, it is believed that attitudes toward learning influence specific behaviours, namely speaking a foreign language. Secondly, studies have shown a link between people's mindset or perceptions and their level of success. Schibeci and Riley (cited in Weinburgh, 1998) have also shown that attitudes impact performance.

According to Krashen (1985), positive attitudes, self-confidence, and low anxiety are examples of affective conditions essential for better learning. When unavoidable circumstances happen, the input may be filtered emotionally.

Exploring attitudes and their correlation with success is an ongoing area of research. Gardner and Lambert's seminal work in 1972 emphasized the influence of attitudes and motivation on Second Language Acquisition (SLA), a tradition that continues today. Their extensive research sought to determine the impact of attitudes on language acquisition. The researchers who studied the interaction of these attitudes found that motivation is a complex construct influenced by various attitudes. It is crucial to consider how learners perceive other cultural group members who have acquired the so-called native language from birth.

Saracaloglu (2000) explored a relationship between positive affective characteristics and proficiency in a foreign language. Her study shows that students' attitudes differ depending on whether they have been abroad or in a private primary school. Students showed a high positivity toward learning a foreign language as part of their education. Findings in that research indicate that motivated students see themselves as good language learners, while students with a negative attitude believe that learning a foreign language is less valuable.

Mantle-Bromley (1995) concluded that findings indicate that student attitudes differed significantly. Gan et al. (2004) point out that successful and unsuccessful students had different opinions and perceptions regarding college English courses that dramatically distinguished them. The students disliked "the rigid or traditional teaching methods used in the traditional classroom." The opposite was true for unsuccessful students who exhibited negative attitudes and claimed that the teaching style bored them. For them, the teacher was unhelpful and unapproachable; they even lost faith in teachers.

In Masgoret and Gardner's (2003) study, Gardner's socio-educational variables were found to be correlated with second language learning achievement. The study highlighted that motivation for learning and achievement were more closely intertwined than attitudes towards the learning environment, integrative orientation, and instrumental orientation. Lamb (2007) investigated whether students' motivation and learning activity changed over a 20-month period. However, the study's findings revealed that after 20 months, students' initial positive attitudes towards the language and their expectations of success seemed to have diminished. Petrides (2006) conducted

another study on young language learners' motivation and attitude and their impact on performance. According to Petrides' research, students who enjoy English classes do not find performing better on standardized tests challenging. The research findings underscore the link between positive attitudes and higher performance levels. Furthermore, Gardner (1985) asserts that attitudes play a crucial role in determining success in learning a second or a foreign language. This challenges the common belief about the second language community, showing a stronger correlation between achievement and attitudes towards learning the language.

Mirici (2010) argues that students can participate in classroom activities to improve their learning when they develop a positive attitude or confidence. Numerous studies have examined people's attitudes and their correlation with various variables from various methodologies. In conclusion, it is crucial and significant to research students' attitudes about language acquisition for several reasons. To sum up, learning attitudes affect language skills and behaviours, and people's thinking also affects their success level.

CHAPTER II

2. METHODOLOGY

This chapter presents the research design, setting and participants, data collection instruments, and data analysis methods.

2.1. Research Design

This research utilizes a mixed-method research design in which there was a concurrent experimental design to investigate the impact of authentic materials used in EFL classes on 8th-grade students' attitudes towards the English course. First qualitative data was collected through the content analysis of student diaries, classroom observations and semi-structured interviews. Next, the quantitative data was collected by an attitude scale (Erdem, 2007).

2.2. Setting and Participants

This study was conducted at the Private Bil College Secondary School in Diyarbakir, Turkey. Convenient sampling was used to select the participants. Because the researcher looked for comparable groups, the groups are considered equivalent and comprised of 47 students in two branches of the eighth grade, as that school included learners from different levels of academic achievement in the same classrooms. There were two groups of students: 23 from 8C and 24 from 8D (Table 1).

Table 1. *Demographic Descriptive Statistics*

Gender	N	%	Class	N	%
Female	18	38,30	8/C	23	48,94
Male	29	61,70	8/D	24	51,06
Total	47	100	Total	47	100

Participants were twenty-nine males (61,70%) and eighteen female students (38,30%), ages thirteen to fourteen. However, gender was not significant in this study. Eight weeks were spent on the research. Because the students are under 18, the researcher used the poll with consent from the parents and school administration. The

student's parents completed and signed the consent form (see Appendix G). 8\C was assigned as “the experimental group”, and the control group was 8\D.

A significant aspect of this study is that the number of participants in the two groups is unequal. Sümbüloğlu & Sümbüloğlu (2007, pp.52–53) state that for a fair comparison between two or more groups in an experiment, the number of subjects in each group must be equal. When the number of subjects in groups is unequal, the subject numbers should be similar, with minimal difference. Considering the same subject numbers in the groups, the subject numbers are suitable for this type of experimental study. The teacher instructed both groups, the same person with 12 years of experience as an EFL teacher, to avoid the influence of different teachers on the student's performance.

2.3. Data Collection Instruments

This study used an “Attitude Scale towards an English Course (Erdem, 2007)”, a semi-structured interview form, and student reflective diaries as data collection instruments.

2.3.1. An Attitude Scale Towards an English Course

“An Attitude Scale Towards an English Course”, developed by Erdem (2007), is a reliable and valid instrument to study student attitudes towards English classes in secondary schools. The Cronbach α score was found to be .97.

The Attitude Scale comprises 14 positive items (1, 2, 5, 8, 9, 10, 14, 15, 18, 19, 23, 24, 26, 28) and 14 negative items (3, 4, 6, 7, 11, 12, 13, 16, 17, 20, 21, 22, 25, 27), a total of 28 items in a 5-point Likert-type (Strongly Agree (5) to Disagree (1) Strongly). However, it is necessary to highlight that items with negative connotations are expressed with reversed scores: Strongly Agree (1) to Disagree (5) Strongly).

Sample items are as follows:

1. I would like to improve my English
4. Learning English does not take my interest [R]*
8. Meeting with different languages and cultures in English lessons takes my interest
14. Learning English broadens the learner's point of view.
21. I think learning English is not helpful in daily life [R]
27. I would not say I like English lessons [R]

*[R] indicates reverse items.

As part of research ethics, the researcher asked for permission to use the “An Attitude Scale towards an English Course” (Erdem, 2007), which was granted by e-mail (see Appendix D).

2.3.2. Semi-structured Interview Form

This study investigates students’ attitudes towards English lessons and the impact of using authentic materials in 8th grade. In order to gather deeper insights and perspectives regarding the students’ opinions, as the attitudes are deeper constructs, a semi-structured interview design was employed in interviews (see Appendix I) with students in both experimental and control groups. Fifteen students from each group were randomly selected for interviews. Interviews are functional and significant techniques to understand the possible picture of the process and enrich the dataset with as much data as possible to explore constructs in mind. This technique makes participants focus and reflect on the subject questions.

Two distinct forms were designed as data collection tools in this study: 4 questions for the control group and five for the Experimental Group. Questions for the control group were related to their opinions, feelings during the lessons, judgements about the lessons' procedures and materials, and the course's contribution. Question one, for both groups, asks for overall opinions about the English language in general. This is functional in determining and obtaining enough data regarding their attitudes and views in general. However, questions for the Experimental group focused on using authentic materials, as the teacher implemented a specific program enriched by authentic materials in that group. Students were asked their opinions about the quality and level of authentic materials, aspects they think are the most interesting and the extent to which authentic materials contributed to their English level.

Sample questions are as follows:

“What do you think of English in general?” [for both groups]

“What do you think of implementing authentic materials in the lesson?” [for the experimental group]

“What do you feel during the lesson?” [for control groups]

“What aspects of authentic materials interested you the most?” [for the experimental group]

2.3.3. Reflective Student Diaries

There is a wide range of sources and instruments for qualitative data collection (Creswell, 2013). The researcher may use any printed or handwritten documents, analyse pictures/photographs, and have a chance to talk and ask participants directly. As this research focuses on attitudes and opinions, reflective student diaries were employed as data collection instruments (see Appendix L).

In using diaries as qualitative data resources, the participants are requested to document behavioural or affective occurrences as they happen or come to mind (Butcher & Eldridge, 1990, p.25). Things that are readily forgotten are those that happen often or are unimportant (to the informant). Diaries are feedback when recalling specific behaviours or feelings in certain situations (McDonough, 1994, pp.63-64). Bailey (1991, pp. 85-87) asserts that diary studies, albeit time-consuming, can enhance language teachers' self-awareness and comprehension of their students, leading to a deeper insight into classroom dynamics. Woodfield and Lazarus (1998, p.315) emphasise that learner diaries provide insights into cognitive, social, and affective processes in learning as experienced by the learner, going beyond only classroom activity. Mori (2007) highlights that learners' journals are valuable tools for teachers to gauge students' understanding of class content and to access their Inner thoughts. Diary studies are advantageous because they accurately represent the conditions in which the data was gathered. They often consist of personal narratives about teaching a language for teachers or acquiring a language for students.

Compared to interviews, keeping a diary allows participants to stay ‘by themselves’. For such reasons, keeping a diary is an efficient and durable strategy. In this study, diaries were regarded as valuable data sources for triangulation to reach data, clues, and insights that may be subtle in mind. It is beneficial for students to write freely to articulate their opinions and demonstrate their knowledge from the course. The study utilized diaries to collect subjective data to determine the impact of authentic materials on the attitudes of the experimental group students and find out data regarding their opinions about the program's quality followed in language classes.

2.3.4. Data Collection Procedures

At the beginning of the process, regarding the ethical considerations, initial approval from the Research Ethics Board at Çağ University was granted. Afterwards,

authorization to carry out the survey was granted from Çağ University. Next, the Directorate of National Education, Diyarbakir, applied for permission to conduct the study with school student samples. This section presents quantitative and qualitative data collection procedures followed by the experimental study, interviews and reflective diaries.

The quantitative part of the research utilized experimental design, conducted during eight weeks in the first semester of the 2023-2024 Academic Year at Bil College Secondary School, Diyarbakir. Data were gathered between November 2023 and January 2024. From the existing classes, 8/C was randomly designated as the experimental group, while 8/D was selected as the control group, in line with the experimental study design.

The researcher and their English teacher administered the scale to both groups on separate days. One application was employed at the beginning of the study as a pre-test before authentic materials were introduced, and another was at the end as a post-test after the authentic materials intervention. Before the intervention commenced, participants were briefed on the study's objectives and conditions. Additionally, the researcher assured them that their participation or findings would not impact their grades or academic achievement to avoid any potential limitations, reluctance or drawbacks in their responses. The teacher, the researcher, was present during the pre-tests to assist students, answer questions and highlight the key aspects to be mindful of while responding. To ensure accurate, relevant and appropriate outcomes, the attitude scale was administered in Turkish, without being translated into English, to prevent potential misunderstanding and misinterpretation while responding to the items. It took around twenty minutes to respond and submit a questionnaire consisting of 28 items.

As the second part of the experimental design, an 8-week teaching program – enriched by authentic materials– (Table 2) was designed for the experimental group, Class 8/D., to establish an authentic atmosphere for language learning. Eight authentic resources were selected based on their content, type, duration needed, and level of English proficiency. The national curriculum for secondary schools English for 8th graders was regarded as the basis for reference to the grammar points and vocabulary, and the instructional period spanned eight weeks. Each session at Private Bil College, Diyarbakir, lasted for thirty-five minutes.

Table 2. *Educational Material for the Experimental Group*

Weeks	Units	Authentic Materials Implemented	Activities
Week 1	Unit 3 Cooking	Teen Magazine: 10 Unspoken Cooking Tips	Student presentation about their favourite meal and how they cook it
Week 2	Unit 3 Cooking Authentic Story: The Inspiring Story of Gordon Ramsey and His Rise to Culinary Art	Gordon Ramsey, MasterChef Show Episode 1, Second Chance, YouTube	Students' Opinions about the story
Week 3	Unit 4 Communication	Advertisement of new mobile phones	Discussions about mobile phones and how to speak in public
Week 4	Unit 4 Communication	Funny phone conversations with YouTube	Student experiences about a funny phone conversation
Week 5	Unit 5 Internet	Authentic Film: Nerve	Talk / Discussion about the film
Week 6	Unit 5 Internet	Authentic Film: Nerve	
Week 7	Unit 5 Internet	Digital-2023-Global-Overview-Report Online	Discussion about the pros and cons of the internet
Week 8	Unit 6 Adventure	Realia: Daily Mail Newspaper: Forest Boy wants to return to the wild	Comprehension activities

The experiment was conducted during the subjects' usual class hours, four hours a week. The experimental group received training incorporating real-world, authentic materials, whereas the control group was taught traditional teaching techniques and materials, "Upswing" as their course book. The study used authentic materials to foster a positive attitude towards the English course, increase the friendly atmosphere in English courses and encourage active participation among students in the experimental group after eight weeks of training. During the study training, students kept journals documenting the use of actual materials following each lesson.

As an experimental group, in the first week, we chose a magazine article about the unit that would attract their attention since it was appropriate for their level. We distributed the text and asked them to skim and scan it. They asked about some of the words in the magazine and then expressed their thoughts on the subject. During our second lesson, the students were observed to be actively engaging. We prompted them to share their favourite food or a dish they could cook alone. They also discussed whether they agreed with the points presented in the text and provided their explanations. Most students eagerly shared their ideas, their faces beaming with enthusiasm. This interactive perspective made the lesson more enjoyable. As a follow-up, we required them to present how they prepared their favourite food they made with love. Most of the students had prepared for the presentation, and most made their presentation as much as time allowed. There were moments of excitement while speaking and pauses from time to time. Students studying at a private college should not have had such a hard time with English, but since the lessons were not very focused on speaking, they had difficulty speaking fluently. Despite this, the lesson was fun, and they were smiling.

In the second week, our topic was the inspiring story of Gordon Ramsey, a success story. The researcher displayed the material on the interactive board and asked one of the students to read aloud, and then they were asked to share their feelings and thoughts about this story. The students needed to learn more, and the teacher stated that Mr. Ramsey had a program on MasterChef in America. The next day of the week, they watched the MasterChef America Second Chance, a 40-minute video of Mr. Ramsey being the host. Everything seemed very familiar to them because it was the same as the one broadcasted in Turkey; the only difference was that the presenters and contestants spoke English. After they watched, they expressed their feelings and thoughts, and some said they would watch the rest of this at home, which seemed to indicate excitement, interest, and attention.

In our third week, we started with a warm-up, and the researcher asked, “What kind of phone would you like to have? Why?” Then, they watched advertisements for new model mobile phones. They expressed their opinions about phones in the ads. They talked about how people communicated in the past. “Imagine what kind of a world we would live without phones.” The researcher asked for their ideas. They said it is impossible to live. They started to think that it could be possible. Some said it would be better. “We spend most of our time using the phone for purposes other than its intended

purpose.” “We spend most of our time watching idle videos and games”. “Instead of socializing, everyone is busy with their phones, which could be better for society”. “It would be an excellent invention if not for its intended purpose, but now it is being used entirely outside its purpose.” It was a good discussion.

During our fourth week, we introduced a video about funny phone conversations. The students were intrigued and actively engaged, sharing their thoughts on the rules of phone conversations. Their curiosity about the continuation of our English lessons was palpable. As I observed their active participation, it was clear that they were deeply interested in the lesson.

In our fifth week, our unit watched a movie about the internet. Before the movie, a small clue about the movie's subject was given, and the poster was shown to the students. At the end of the movie, the researcher stated that comments would be asked, and it was noted that the movie was about addiction to games on the internet, and they started watching the movie. They watched the movie almost breathlessly. The characters in the film were constantly asked to do dangerous things, which increased the students' curiosity. They wanted to avoid going out and watching it for two lessons.

In our sixth week, the researcher let them watch the remaining 19 minutes of the video and asked them to share their opinions. First, they said that they liked the film very much; they wanted every lesson to be like this, and some students stated that game addiction could lead to wrong results and, therefore, they should be careful. At the end of the lesson, the researcher asked the students to write down their feelings and thoughts on paper. Moreover, they wrote down their thoughts and gave them to the researcher.

In our seventh week, we discussed the pros and cons of the Internet. The students were divided into two groups. The groups were selected beforehand and indicated with a coin toss, each topic falling one side. The setting in the classroom turned into a U-shape. A jury of 3 people was formed from other English teachers. Moreover, the discussion started. Talking about the benefits, the group said that there are many difficulties in life without the internet and that our lives have become more accessible thanks to the internet. In response to the question of how... they replied, “We do not go and wait for hours for all our bills; we can now do it on the internet; we can instantly learn what is happening in the world, and we can video call and talk to our distant friends and relatives When we get lost, we can find our way using the directions and applications and have fun by listening to music, playing online games, watching

movies, etc.” On the other hand, the opponent group replied, “Yes, we accept all of these, but the internet has ended social life; people do not come together and chat, and they also indicate that it is a dangerous environment. Our information can easily be stolen.” They stated that one can be trapped through fake social media accounts, creating a game addiction. We finished our lesson with mutual questions and answers. It was a good lesson, and the students' satisfaction was evident. Although they were not fluent in speaking, they were okay with expressing themselves.

In our eighth week, we presented a newspaper report to the class about our unit entitled Adventures. It was the story of a child in the forest returning to the wild. The children found it very interesting. The researcher asked, "Do you want to live in the forest?" the students expressed their opinions. No one wanted to be in this child's shoes except for one person. It was boring, and some said it would be a disgusting life, and some said how nice it is to live away from all the problems and people. The children tried to answer, "What is the most interesting adventure you have had?" A student said they were going on a Black Sea tour, and while trying to get on a zipline and cross the street, they hit someone who had not yet crossed the street. He explained that they were in danger of falling.

As the procedures in the control group, in the first week, the lesson started with warm-up questions. Since our unit is about cooking, the students were asked if they like cooking and asked, “What is your favourite food?” Then, it was explained that the unit was more about following instructions correctly than cooking. The researcher discussed the importance of linked words and their use in sentences. It was explained that it should be memorized. Then, the meaning and use of ‘*after*’ and ‘*before*’ were explained, and some sentences were written about it. The presentation also used pictures to reinforce ‘*after*’ and ‘*before*’. In the other lesson of the first week, a test was distributed to the students on the subject to find out whether they understood the subject learned and to reinforce the subject. The researcher helped when the student needed help to answer the questions. “To memorize Unit vocabulary” was assigned as homework for the next week.

In the second week, 24 students were individually asked to see whether the words were learned by heart, and the words were given in advance to understand the words entirely. In the next session, students played a word game by dividing into groups and then individually to reinforce the words.

In the third week, tests on the subject were answered individually. During four class hours, students dealt with multiple-choice questions and exercises and asked for explanations regarding the questions they could not answer correctly.

The unit 'On the Phone' was presented in the fourth week. Topics were discussed, such as introduction on the phone, asking for someone, and leaving a message if they are away or engaged. Students were asked questions, and answers were received on the subject. A vocabulary video on the subject was shown. Another week's lesson was that the present perfect tense was explained and reinforced with questions, exercises, and answers. The difference between simple past tense was also explained. The following week, homework on word memorisation was given.

In the fifth week, the words were asked of the students individually and repeated to consolidate their vocabulary. In the other hours of the week, questions from the textbook about the subject were covered.

In the sixth week, we covered 'The Internet' unit. Since it was not an unfamiliar topic, the researcher asked questions about the pros and cons of the Internet. As a warm-up, the students were asked about the words. Most students knew most of the words because they had used the internet. According to the students, Unit 5 was the most straightforward. In the other hours of the week, we played a word game on the site, "There are words from our textbook." The test questions were answered and explained.

In Week 7, we started our new unit, "Unit 6 Adventure'. Comparative and superlative adjectives were explained through a PowerPoint slideshow and reinforced with questions and answers. Since the unit covered extreme sports, students were asked about sports they liked and preferred. They were asked for their reason/s to support and clarify their answers. The 'prefer' and 'would rather' structures were introduced and explained in the next hour of the seventh week. Then, the students were asked about the unit vocabulary. Since they could not keep up with them, the students who were very good at memorizing words and English asked the other students about the words, something like a pair-work activity.

In the last week, Week 8, a video displaying adventure sports relevant to the subject was displayed in class. The questions were answered together with the teacher. In the other lesson of the eighth week, students solved questions from the test books.

Finally, the same attitude scale (Erdem, 2007) was administered as the post-test to both groups after the experimental intervention to determine any differences between

the groups. Pre-tests and post-tests are administered to assess any differences in the attitudes of students in the experimental group compared to those in the control group and to determine any changes in the attitudes of students in the experimental group before and after using authentic materials.

The qualitative data was collected to reinforce and support the quantitative findings. The researcher demonstrated the impact of authentic materials on students' attitudes through quantitative experimental design; however, interviews and student reflective diaries were also used to collect research objectives data. Regarding the semi-structured interviews, participants were interviewed one at a time in the English teachers' room at school, by a schedule decided together with the students after the experimental design followed. It took about 10 minutes to finish an interview. The questions were asked, and answers were transcribed into a notebook for analysis.

Students wrote diaries after sessions to keep records of the procedures. The teacher collected students' reflective diaries each week and filed them in separate folders for each group. Diaries are essential data sources to obtain evidence, uncover novel findings, and generate interpretations with broader implications.

This study incorporates both quantitative and qualitative research components. Initially, a scale was given to the control and experimental groups as a pre-test to assess their views towards the English course before the intervention. During the instruction, learners in the experimental group kept diaries to express the impact of authentic materials on their attitudes. The qualitative research documents were utilised to acquire a comprehensive perspective.

2.4. Data Analysis

This section provides information about the data analysis process and tests, methods, or analyses to seek relevant findings to answer research questions. Different data analysis methods and techniques were employed for quantitative and qualitative data, considering the characteristics of each methodology.

2.4.1. Quantitative Data

The quantitative data collected as pre-tests and post-tests were transferred to Microsoft Office Excel, and necessary controls and modifications were made to it by Statistical Package for the Social Sciences (SPSS); that is, the categories on the scale were converted into numerical expressions. The dataset was checked to see if there

existed missing or incorrect values and it was observed that there were four forms with incomplete responses and three forms with too many missing values. Seven forms were excluded from the analysis. The quantitative data, a total of 40 forms, were analysed using SPSS. To see whether the collected data was normally distributed, a normality Shapiro-Wilk test was applied; then, after it was seen that there was no normal distribution, non-parametric Mann-Whitney U and Wilcoxon tests were analysed to see whether there was an impact of training program with the help of authentic materials on learners' attitudes towards EFL learning context.

2.4.2. Interviews and Diaries

Concurrently, qualitative data was employed to confirm and triangulate findings of the scale used in the experimental part of the study. Merriam (2009) highlights that qualitative analysis involves organizing and categorizing data to explore more insights to answer the research questions. Within this context, the basic objective of qualitative analysis is to comprehend participant viewpoints via a subjective hermeneutic lens. The researcher plays the most fundamental role in data collection, analysis, and interpretation (Merriam, 2009, p.15). Since there is no universally proper interpretation in qualitative data analysis, the researcher constructs a “reality” with his or her philosophy and judgements of a document –or any data– by the subjects during the research (Belotto, 2018).

The data gathered by semi-structured interviews and reflective diaries were transcribed verbatim within this framework. Next, a content analysis was employed to better comprehend the perspectives and subtle constructs. Content analysis is a research method that involves drawing reliable, relevant and accurate conclusions from texts or other significant resources (Krippendorff, 2004). This approach is employed to comprehend the acquired data and to gain insight into some issues (İnceler, 2024). Each transcript is thoroughly read, and the “meaning units,” the words and sentences that conveyed similar meanings, were identified and labelled with codes (Graneheim & Lundman, 2004). The coding process lets the researcher interpret large quantities of data in new ways.

The objective of the content analysis in this study is to ascertain the perspectives or insights related to the impact of using authentic materials in English classes. By comprehensively analysing the data collected from semi-structured interviews and diaries, specific themes, categories, or codes were constructed to highlight the

connections and relevance among these subjects. This way, qualitative data were utilized as gateways to enhance the depth of the quantitative scale findings.

Participants were assigned codes for the qualitative data analysis to provide anonymity. For instance, a student in the experimental group is coded “ES8,” and a student in the control group is coded “CS8.” For the diaries, the gender variable was additionally added to codes to interpret the affect and emotion regarding attitudes toward the procedures.

CHAPTER III

3. FINDINGS

This section includes the analysis of the data obtained within the scope of the research and the findings. The chapter begins with an analysis regarding the qualitative data in response to Research Question 1, Research Question 2 and Research Question 3, findings will be presented and interpreted under themes, categories and codes. Sample excerpts from the narrations will be provided as well. The quantitative analysis of data regarding the attitude scale will then be reported and compared by Research Question 4. Statistical findings for quantitative data, frequency, standard deviation, means, degree of freedom, t, and significance values will be organised and presented in tables.

3.1. Findings regarding Research Question 1

To answer the research question “What are the participants' attitudes towards learning English in general?” participants in both groups asked, “What do you think of English in general?” A qualitative research methodology was employed, using semi-structured interviews to find out and obtain data regarding their feelings, insights, and experiences in their background. Their responses yielded themes and categories. Findings are presented in Table 3.

The responses gathered from semi-structured interviews were juxtaposed to create themes named "Positive Quality," "Negative Quality," "Advantages," and "Drawbacks" for both group data and coded accordingly (see Table 3). According to data in Table 10, participants in the Control group seem to have a more negative attitude towards English, as they utter adjectives, feelings, or phrases mostly remind negative quality (66,67 %). ‘Hard to grasp/learn (f=2)’, ‘too much pressure to learn (f=2)’, and complex’ (f=2) are more widely used phrases to describe the English language.

Table 3. *Students' Attitudes towards English in General*

Group	Themes	Categories	f	%
Control group	Positive Quality	easy to learn, widespread worldwide, crucial	5	33,33
	Negative Quality	challenging, requires a lot of effort, used to enjoy, dull, complex, hard to grasp/learn, too much pressure to learn	10	66,67
	Advantages	... gateway to the world	4	26,66
Experimental Group	Positive Quality	Excellent, important, enjoyable, fascinating (ES6), advantageous, essential, useful, fun	11	73,33
	Negative Quality	challenging, boring, hard to learn	4	26,66
	Advantages	... helps me talk to / communicate with friends from many countries ...watch movies, listen and read books in English ... opens opportunities for me ... used in everyday life ... provide access to knowledge online	11	73,33
	Drawbacks	...bard to improve/learn ... boring and hard ... used to be fun	4	26,66

At the same time, 'challenging' (f=1), 'dull (f=1)', 'requires much effort' (f=1), and 'used to enjoy' (f=1) also reminded a negative perception by the students in the control group. Two participants (CS6 and CS9) emphasise and indicate the societal perception of the English language in our country, and they feel stressed because of this overall perception in the country. These participants also reveal that pressure and semantic difficulties are the reasons for negative attitudes towards English. Sample responses are as follows:

CS6. ...I feel too much pressure to learn that language, so I would not say I like it.

CS9. ...I find English words challenging. I cannot learn them quickly...

CS2. ... I used to enjoy English, but it has been dulling this year.

CS14. ... English is a complex language. I would not say I liked it.

Only five participants (33,33%) from the control group have a favorable opinion about the English language. These students regard the English language as a prominent skill to master, a gateway to the career world, and a door to higher education. One participant (CS7) says he/she finds English easy to learn; however, he/she does not say anything about the reason/s. Sample responses are as follows:

CS7. English is an easy lesson, and I like it.

CS12 Learning English is necessary due to its widespread use worldwide, as it truly opens the gate to the world.

CS4. Proficiency in English opens opportunities for higher education and careers, making it a crucial subject to master.

The most advantageous aspects of English learning are that it appears to be a crucial channel for communicating with other countries and societies, provides opportunities and advantages for career and education domains, and, most importantly, makes access to information much more accessible on web resources, encyclopedias and e-books. 26,66% of the participants highlighted that English is necessary and functional for connecting to people from other countries, exploring culture, history, and customs in other societies, following the news, and improving skills and competencies in today's globalised world. Sample responses are as follows:

CS4. Proficiency in English opens opportunities for higher education and careers, making it a crucial subject to master.

CS8. The language allows for better access to information and resources on the internet.

CS10. English is seen as a gateway to understanding and experiencing different cultures.

CS13. English-speaking opens the gate to the world

Data in Table 3 shows that the experimental group has a more positive attitude towards English, as 11 participants (73,33%) use adjectives, feelings or phrases that mostly remind positive characteristics. Fun (f=2), critical (f=2) and enjoyable (f=2) are the most common characteristics of English in their mind, and excellent (f=1), fascinating (f=1), advantageous (f=1), essential (f=1) and valuable (f=1) were other words they used to express their attitudes towards English. Sample responses are as follows:

ES1. English is excellent because it helps me talk to friends from many countries.

ES2. English is important for my future, and I can learn by listening and speaking, so we had many listening parts and stories from native speakers

ES7. English will give me an advantage in my future career, so I want to learn how to speak.

ES10. I see English as a language in which I can chat usefully wherever I go.

Four participants (26,66%) discuss some adverse aspects or challenges regarding learning English. Three think English is challenging and complex, while one finds it boring. It can be inferred that some real challenges may be valid for any language; these participants intend to talk about their learning experiences as secondary school students, not the language itself. However, one participant (ES5) seems hopeless and uninterested in learning it. The students in the experimental group are aware of the fact that English is a globally functional language. Sample responses are as follows:

ES4. English is challenging, but I know it will open many opportunities for me.

ES5. I find English boring and hard. I do not understand anything

ES13. I find English lessons hard. I must memorize many words.

Data in Table 10 exhibits that the experimental group regards the English language as a very valuable toolbox by which they can communicate with people all around the world, access information and references online, watch movies in the original language, and download or read online books, as 11 participants (73,33%) highlight examples from the very advantageous characteristics of English. Two participants (ES6, ES11) think that the most important fact is that English can be used for learning as part of our everyday life. Under the “Drawbacks” theme, some participants talk about the quality of the language learning process, ‘hard to learn’, ‘hard to improve’ and ‘boring’. ES14

and ES6, however, point out the very reality in our education system and call out the anxiety LGS creates upon learning in 8th grade: “English used to be fun for me, but not this year.” Sample responses are as follows:

S12. English is an important subject that I take seriously and work hard to improve.

S6. English is a fascinating language that I enjoy learning and using in everyday life. However, because of the exam, I would not say I liked it as much as before.

S8. English allows me to access knowledge and information online and chat with friends while playing games.

S9. I find English an essential skill for communicating with people all over the world

3.2. Findings regarding Research Question 2

To answer the research question “What does the experimental group think about using authentic materials in EFL classes?”, participants in the experimental groups were asked four questions: “Question 2: What do you think of implementing authentic materials in the lesson?”, “Question 3: Did you find authentic materials suitable for your lesson and level?” “Question 4: What aspects of authentic materials interested you the most?” and “Question 5: Do you think the authentic materials contribute to your English?” Their responses yielded themes, categories and codes as part of the content analysis. Findings for each question are presented in distinct tables.

Table 4. *Students' Opinions on the Procedures in English Lessons*

	Themes	Categories	Codes	f	%
Experimental Group	Feelings / Emotions	Motivating	beneficial, excellent, fun, fantastic, helpful, enjoyable, better than tests	13	86,66
		Demotivating	challenging/hard, ineffective	3	20
	Influence	Authenticity	experience, real-world usage, challenging	6	40
		Language Skills	meaningful connection, practice, improvement, enjoyment	7	46,66
		Wish	no exam, all lessons like this	2	13,33

Table 4 exhibits findings regarding the use of authentic materials in English lessons. The responses were grouped under two themes, 'Feelings / Emotions' and 'Influence'. As the titles remind us, the students talk about how they feel when teachers use authentic materials and prioritise the impact of those materials they were exposed to during lessons during the intervention training program for eight weeks.

As of the theme 'Feelings & Emotions', there are motivating and demotivating feelings/emotions uttered. 13 participants (86,66%) highlight motivating qualities as they described the procedures as 'beneficial (f=1)', 'excellent (f=3)', 'fantastic (f=3)', 'helpful (f=3)', 'enjoyable (f=1)', and 'better than tests (f=3)', all of these phrases and adjectives refer to admiration and positive perspectives regarding the authentic materials. Sample responses are as follows:

ES8. I think authentic materials in the lesson are excellent because they provide a real-world context for learning English and make the lessons more interesting.

ES9. Implementing authentic materials in the lesson is fantastic as it helps us practise the language.

ES11. I enjoy using authentic materials in the lesson because it makes learning more enjoyable.

ES14. Using authentic materials in the lesson can be challenging as it can be hard to relate to the materials provided. The language was hard to understand, but I still liked it—it was better than solving tests.

Only two participants (ES13 and ES14) talked about the demotivating sides of the story. Learning English may sometimes be complex or challenging in this regard, but it is a matter of expression. However, one participant thinks authentic materials were ineffective and useless, reminding them of the pressure and anxiety when focusing on LGS exam questions. Sample responses are as follows:

ES13. Implementing authentic materials in the lesson is ineffective because understanding the real-world context can sometimes be challenging.

ES14. Using authentic materials in the lesson can be challenging as it can be hard to relate to the materials provided. The language was hard to understand, but I still liked it—it was better than solving tests.

As for the theme ‘Influence’, three categories exist: ‘Authenticity’, ‘Language skills’ and ‘Wish’. Almost half of the participants ($f=6$, 40%) think that using authentic materials to learn English is related to real life outside, authentic learning experiences and a challenging journey in the classroom. Seven participants stress the improvement in their language skills. Some think it was a very beneficial way to practice ‘real’ language and find a meaningful connection. Some think that authentic materials trigger enjoyment to improve skills in English. Furthermore, participants ES5 and ES15 shouted in sentences that they liked the program very much, and they wished all the lessons were taught with authentic materials and there were no LGS exams. These narrations can be regarded and interpreted as clues of their desire to have lessons free of test anxiety. Authentic materials seem to have triggered that missing. Sample responses are as follows:

ES2. The authentic materials in the lesson are excellent. They expose us to real-world English usage and make the lesson fun.

ES3. Using authentic materials in the lesson shows us how English is used daily.

ES5. Using authentic materials in the lesson is excellent; it is not dull. I like it. *I wish all our English lessons were like that.* I would not say I always like memorising words and solving tests.

ES15. I liked the lesson; it was fun, but we had an exam. I did not want to have them more; it would have been great *without an exam.*

Table 5. *Students' Opinion on the Appropriateness of the Materials*

Gro'up	Themes	Categories	Codes	f*	%
Experimental Group	Opinions	Positive	helpful, beneficial, enjoyable, understandable, not complicated, suitable, meaningful, appreciable, engaging, compelling, fantastic	20	100%
		Negative		0	-
	Domains	Contexts	exposure to real-life contexts, funny English	8	53,33
		Skills	practice, skills improvement	5	33,33
		Quality	engaging lessons	1	6,66

* Some participants have used more than one adjective, so that the total number may be higher than the number of participants in the group

Table 5 exhibits findings regarding the appropriateness of authentic materials in English lessons, according to the students in the experimental group. The responses were grouped under two themes, 'Opinions' and 'Domains'. Themes contained students' expressions about the appropriateness of the materials and areas the authentic materials impacted. When the categories and codes under the theme 'Opinions' are examined, as all phrases and adjectives used to talk about the materials (f=20, 100%) have positive connotations, it is rational to infer that those materials students were exposed during lessons during the intervention training program for eight weeks were very convenient to their level of English, helpful to improve their English, and created an enjoyable learning environment. Sample responses are as follows:

ES2. Our lessons used authentic materials, which exposed us to real-life English usage. The language was not complicated; it was understandable.

ES10. Using authentic materials has been fantastic for our lessons because they expose us to real-world English usage and make learning fun.

ES12. Using authentic materials in our lessons is beneficial as it helps us practice English in a more realistic.

Three categories are observed when the categories and codes under the theme 'Opinions' are examined. The category 'Contexts' contains codes of authentic materials brought into classrooms; participants explain why they found materials very appropriate. ES4 thinks they had fun, while seven students prioritize authentic materials as sources to experience real-life language outside. Such materials are great media to connect language and contexts. The category 'Skills' includes codes regarding authentic materials' impact on language skills. Students specifically focus on the opportunity to practice and use language structures they learn to comprehend the content of authentic materials. Under the category 'Quality', only one participant (ES14) highlights enjoyment during the program; however, the same student affirms the exam reality. According to ES14, the focus should be achievement in exams, especially LGS, in this case. Sample responses are as follows:

ES14. Authentic materials have benefited my English lessons, making learning more enjoyable. However, the exam is more important than fun or a real-life situation.

ES5. I find authentic materials suitable for our lessons as they provide a real-world context for learning English. English lessons would have been more fun without the exam.

ES8. I appreciate using authentic materials in our lessons as they help me connect more authentically with the language and improve my language skills.

ES11. I believe authentic materials are suitable for our lessons as they provide a practical way to improve language skills and understand how English is used in everyday life. However, our exam does not require them.

Table 6 presents findings regarding the aspects of authentic materials that students were interested in most in the experimental group. The responses were grouped under four themes, 'Real-world content', 'Connection to the language', 'A practical way to improve skills', and 'Enjoyable learning'. 11 students (73,33%) prefer real-world

content the materials displayed as part of teaching activities during the program. Sample responses are as follows:

ES2. The authentic materials made the lessons more enjoyable and meaningful as they represented real-world English usage.

ES4. The authentic materials taught me how English is used daily in various contexts.

ES12. I enjoyed how authentic materials exposed us to real-life English usage, making the lessons fun.

ES13. The authentic materials provided a real-world context that I found extremely helpful in improving my language skills.

Table 6. *Students' Opinion on the Aspects of the Authentic Materials They were Interested Most*

Group	Themes	f*	%
Experimenta I Group	Real-world content	12	79,99
	A practical way to improve skills	4	26,66
	Enjoyable learning	3	20

* Some participants have used more than one expression, so that the total number may be higher than the number of participants in the group

Four participants (ES10, ES8, ES9, ES13) discuss practising and improving skills through speaking, listening, reading, and writing to deal with the exercises during sessions. As ES9 says, this is realistic practice.

ES13. ... I found it extremely helpful in improving my language skills.

ES8. Authentic materials in the lesson provided a practical way to improve language skills.....

ES9. The authentic materials helped us practice the language more realistically.

ES10. Using authentic materials improved our language skills

Other themes emphasize the fun and enjoyable atmosphere and connection to the language used by native speakers. As the authentic materials are for/from native

speakers by their nature, they reflect the alive form of the language used for interaction and communication. When imagined as a traditional language classroom dominated by course books and teacher talk, all texts and, grammar structures and expressions seem dull for learners. On the contrary, the learners see, comprehend and even live in contexts where authentic materials are utilized within the classroom. Where there is enjoyment and interest, there is learning of good quality. Sample responses are as follows:

ES5. Authentic materials helped me connect more authentically and meaningfully with the language.

ES8. Authentic materials I understand how English is used daily.

ES9. The authentic materials in the lesson were beneficial as they helped us practice the language more realistically.

Table 7 presents findings regarding the contribution of authentic materials to students' English level. The first theme, 'Contributions', includes answers to whether authentic materials were valuable and helpful. Ten students (66,66%) responded positively and accepted the contributions of authentic materials. Two (13,33%) said 'Partially', and three students' answers (20%) were negative, and they thought "*They had to solve as many test questions as possible... (ES7)*". Many of the participants in the experimental group then found the intervention training program and the use of authentic materials to learn and improve English. This finding emphasizes and encourages using authentic materials to raise the quality of English language teaching, improve attitudes, make learners actively participate, and provide as many opportunities to practice and revise as possible. Sample responses are as follows:

ES6. Absolutely.

ES7. Not really. We have an exam and must solve tests more than we can watch films or listen to stories.

ES8. It was good and fun, but it did not improve my English ...

ES13. Yes, but not too much because we have an exam

ES14. Sure,

Table 7. *Students' Opinions about the Contribution to Their EFL Learning Context*

Group	Themes	Categories	f	%
		... improved language skills	6	40
	Benefits	...real-life content		
		... enhanced learning experience	5	33,33
		... engaging learning journey		
	Challenges	Time	3	20
		... was in a short time		

In terms of 'Benefits', all responses were collected under two categories: Language and Learning experience. Eleven students talked about the positive influence and impact they feel when they evaluate the intervention program. Exposure to real-life content was regarded as one of the benefits, as some found improvement in language skills. In addition, according to students in the experimental group, it was a great and enriched learning environment jointly created by authentic materials. The content and language in authentic materials worked well to improve their attitudes towards English courses. Sample responses are as follows:

ES1. Authentic materials greatly enhance my English learning experience as they provide real-life context.

ES2. ... using authentic materials enriches my English language learning by exposing me to real-world scenarios.

ES6. Authentic materials are full of fun and enjoyable content.

ES12. ... authentic materials contribute to a more comprehensive understanding of English by exposing real language usage and practical examples.

However, some students discussed some challenges and drawbacks. Limited time to use authentic materials and test the anxiety and pressure they felt. While ES5 and ES8 believed there would be much improvement if they were exposed to authentic materials

for a more extended period, ES7 only focused on the practice of answering multiple-choice test questions. It is understandable and acceptable to obtain such a finding, especially for 8th graders in Turkey, where all entrance exams are multiple-choice. Sample responses are as follows:

S5. It was for a short time, but authentic materials contributed to my English.

S7. Not really. We have an exam and must solve tests more than we can watch films or listen to stories.

S8. it did not improve my English as it was in a short time.

S11. Authentic materials could contribute to my English more if it was a whole year.

Student reflective diaries, as data sources for triangulation, were analysed by content analysis. Using content analysis, phrases and words frequently repeated or emphasized were grouped under some themes and categories to make the interpretation and discussions more meaningful and more accessible to answer the research questions. The analysis in the experimental group diaries yielded themes ‘Contributions’, ‘Suggestions’ and ‘Feelings’, mostly referring to positivity, productivity and improvement in the teaching and learning environment.

When we look at the data regarding the use of authentic materials in English classes, we can observe the learners write about the contributions of authentic materials, their suggestions and their feelings about the materials they were exposed to as the experimental group. The category ‘Contributions’ includes expressions that mainly highlight a motivating, exciting and enjoyable learning atmosphere in class. Students especially find watching movies, listening to songs and discussions in lessons inspiring and fun. Authentic materials draw more attention than paper-based materials. As the students have fun and enjoy the activities, they learn more efficiently and better. Sample excerpts and narrations are as follows:

“I think doing activities such as watching movies and playing games in English class makes learning English easier, more memorable, and more fun. It contributes to the development of our English more than normal lessons. (ESF)”

“In my opinion, when course activities are taught, it is more fun and helps me learn English better. I think learning in this way is more beneficial for me. (ESF)”

“Learning the lesson this way makes me want my English lessons never to end. The fact that the lessons are so fun makes learning easier. I can learn even the most difficult words and sentences with this method. (ESF)”

“I liked English lessons. Watching films, listening to music, and having discussions was fun. I would not say I like studying words and solving tests.... The fun in the lessons is very good. (ESM)”

Regarding the feelings students experienced in lessons, they frequently use similar adjectives and similar phrases. Generally, ‘fun’, ‘enjoyable’, ‘exciting’, and ‘good’ appear to be the most common words, as we consider their level of English, a normal condition to see in their writings and journals. We observe that they also interrelate feelings and positive outputs between the lines. Sample excerpts and narrations are as follows:

“Watching movies, listening to songs and playing games in English class is very enjoyable. I am thrilled that this is how we teach. I learn more when we spend English lessons like this. (ESF)”

Today, we read a real story. It was exciting. I liked it because it was excellent and exciting (ESM).

“I liked the English lessons today we watched a film. It was nice, and we talked about the films. It was great and exciting to watch the film in the lesson. (ESM)”

“I think doing activities such as watching movies and playing games in English class makes learning English easier, more memorable, and more fun. It contributes to the development of our English more than normal lessons. (ESF)”

Some students wrote about their ideas for teaching English to support learning, offering suggestions from their unique perspectives. A student (ESF) writes

“In my opinion, English lessons should not only be about memorizing vocabulary but should also contribute to learning conversational English and should be in that direction. Since English is a universal language, to speak and learn it properly, the lessons at school should also be encouraging. (ESF)”

Moreover, it would be better to emphasize the charming impact of speaking activities in English language classes. Another female student in the experimental group writes, “*I am happy that my English lessons do not include memorizing.*” She says she has a positive attitude towards lessons since the teacher does not ask her to memorize word lists. The lack of memorization seems to support her positive attitude. Overall, narrations in reflective diaries by experimental group students reflect satisfaction, positivity and happiness supported by attractive and interesting authentic materials they were presented in lessons.

3.3. Findings regarding Research Question 3

To answer the research question “What does the control group think about lack of authentic materials in their learning context?”, participants in the experimental groups were asked four questions: “Question 2: What do you think is the processing of the English lesson?”, “Question 3: What do you feel during the lesson?” and “Question 4: Do you think the lesson contributes to your English?” Their responses yielded themes, categories and codes as part of the content analysis. Findings for each question are presented in distinct tables.

Table 8. *Students’ Opinion of the Procedures in English Lessons – Control Group*

Group	Themes	Categories	Codes	f	%
Control group	Tests	Negative	Lesson: never-ending, quite stressful, overwhelming, tedious, Student: feels unprepared, frustrated, demotivating, not learning English, disliked	12	80
	Memorization	Negative	Lesson: time-consuming, tedious, frustrating, demotivating, Student: not learning English, hated	8	53,33

Table 8 presents findings regarding the lack of authentic materials and teaching procedures in English classes. Respondents focused on two main procedures: Dealing with textbooks and memorizing unit vocabulary. So, the themes are named ‘Tests’ and ‘Memorization’. Lessons in the control group focused on traditional methodology, course book exercises, vocabulary lists, useful expressions, and some grammar topics; all were taught using conventional methods and techniques. The teacher prepared vocabulary lists, introduced grammar points, and followed exercises in the course book or on paper sheets. Students memorized the word lists and revised essential grammar points and expressions related to the unit theme. Themes ‘Cooking’, ‘On the Phone’, ‘Internet’ and ‘Adventures’ were covered in these groups during the experimental study.

The first theme, ‘Tests’, includes responses related to multiple-choice questions and using test books to revise fundamental grammar or vocabulary. There were positive and negative expressions under this theme; only two students talked about something positive, while 12 students (80%) expressed negative aspects of tests and test strategies in English lessons. “Never-ending (CS2), quite stressful (CS2), boring (CS3, CS11, CS12, CS13), frustrating (CS5), demotivating (CS5), not learning English (CS7, CS14)”, and “disliked (CS10)” indicated to what extent they are alienated from the lesson and learning languages. Sample responses are as follows:

CS2. Solving English tests feels like a never-ending struggle and quite stressful.

CS4. English tests seem overwhelming, and I often feel unprepared.

CS7. Solving English tests and memorizing vocabulary is not learning English. We learn how to solve a test.

CS11. It is boring. I drew pictures during the lesson.

CS12. It is not enjoyable, but we have an exam at the end of the term.

The second theme, ‘Memorization’, includes responses related to follow-ups, sticking to a word list, and learning fundamental grammar or vocabulary by heart. The teacher determined and shared the word list for every unit; the students were required and sometimes assigned to memorize unit vocabulary. This is very formal, and only the mental capacity is used to store all the necessary parts of the curriculum. According to the responses, there were positive and negative expressions under this theme; 4 students

asserted and advocated memorization, while eight students (53,33%) used the demotivating and time-consuming character of the memorization strategy. For instance, CS5 thinks, “Memorizing English vocabulary and solving tests can be frustrating and demotivating”. Sample responses are as follows:

S1. I find memorizing English vocabulary to be extremely challenging and time-consuming.

S7. Solving English tests and memorizing vocabulary is not learning English. We learn how to solve a test.

S10. Memorizing vocabulary and solving tests helped me feel more confident in my English for my exam, but I would not say I liked the lesson.

S14. We do nothing to learn English; we study lessons like the others, but English is a language.

However, some participants know they will have an exam at the end of the year, and they have to prepare to have a good score. Although they hate that kind of learning strategy, they accept that it is essential for achievement in LGS. This is a reality in the Turkish education system and the psychology of education: Test anxiety may hinder learning motivation and lower interest in some lessons. Sample statements are as follows:

CS8. Memorizing English vocabulary is essential for the exam, but it is boring.

CS15. We have an exam, so we must study and memorize the vocabulary to understand and solve the tests.

Findings regarding the control group students’ feelings in English classes. The researcher examines what feelings are aroused in class when the traditional methods are used to teach English in 8th grade, the exam group, in secondary schools. When the adjectives and phrases the respondents used are examined, about 90% seem to be negative, a result indicating ‘the unwanted atmosphere’, ‘compulsory period to deal with something foreign’, and ‘the dangerous aspects of LGS preparation, namely stress, anxiety, demotivation, alienation, and confuse’ among learners. Learners have negative attitudes towards learning English, and “*they feel unhappy*” (CS13). Sample statements are as follows:

CS3.I feel sleepy during the lesson.

CS4. Just boring.

CS13.I feel unhappy and worry

CS14.I do not feel comfortable in the lesson

Some participants know and emphasize that lessons are taught this way because of the LGS Exam in June. They are just getting ready for the test. Some find it difficult (CS2 and CS5, for instance) and ‘feel themselves like a worker’. This signals test anxiety and stress the learners experience very intensely because they are 8th graders. Sample statements are as follows:

CS2.I feel like a worker in the field struggling and confused. I do not know what to do.

CS5 is complicated, so I struggled to learn because we had an important exam.

CS7.I feel anxious because we will have an exam, which is hard.

CS12.I cannot say I liked or enjoyed the lesson, but we cannot do anything else because we have an exam

CS15. it is because of the exam

The explanation shows only 2 (10,52%) positive descriptions regarding feelings during the lessons. These students are confident and good at learning and memorizing English words; it is independent of teaching methods or techniques. These students have the innate capacity to store vocabulary and grammar rules in their minds and to use them while answering test questions or playing memory games in vocabulary sessions. Sample statements are as follows:

CS6.I feel great because everything is so easy for me.

CS9.I feel good because I know all my vocabulary and can solve tests easily

Student reflective diaries, as data sources for triangulation, were analysed by content analysis. Using content analysis, phrases and words frequently repeated or emphasized were grouped under some themes and categories to make the interpretation and

discussions more meaningful and accessible to answer the research questions. The analysis yielded themes ‘Drawbacks’ and ‘Feelings’, primarily referring to negativity and toxicity in the teaching and learning environment.

Traditional materials, course books, vocabulary lists and test books were followed and used in the control group. These materials are not interactive by nature and may not be interesting or enjoyable for teenager learners. After a while, such strategies may become monotonous, tiring and demotivating. This classroom needs a discipline-centred approach; some students may even dislike it to make learners all focused on memorizing the structures and vocabulary, only to answer test questions correctly in exams. Students in the control group talk about the drawbacks of lessons' lack of authentic materials, highlighting the frequent use of tests, word lists and memorization in English lessons. Sample narrations are as follows:

“English lessons are handled disciplined; sometimes they can be annoying and suffocating, but I like how they are handled. (CSF)”

“English lessons boring. I would not say I like it. Always words, words, and tests. (CSM)”

“I do not enjoy English lessons because they are not fun, but we have exams. (CSM)”

“In English lessons, we always memorize the words and solve tests. It is boring, of course (CSM).”

Students have feelings and emotions as they exist as human beings in interaction and communication with others and themselves. Emotions are natural characteristics of human beings; they are motives for our actions and thoughts; we transform our behaviours, change our actions, and prefer specific movements because of our feelings. Regarding the theme entitled ‘Feelings’, in English lessons, participants from the control group were presented with textbooks and test books that lacked authentic materials and dominantly used negative adjectives or phrases to refer to ‘disliked conditions’. “Boring”, “no fun”, “difficult”, “did not speak”, and “disciplined” appear to be indicators or descriptors for an undesired classroom context, especially in language teaching. As Fredrickson (2001) noted, negative moods and feelings may be dysfunctional, especially in intellectual works and language learning. Sample statements and narrations are as follows:

“English lessons are boring. (CSM)”

“In my opinion, English lesson is boring ... (CSM)”

“The teacher wants us to memorize new words for the exam. It is boring to do this. However, learning new words in a text is not too difficult. You can guess the meaning of unknown words in a text thanks to the words you know. However, memorizing, for example, ten of twenty words at a time is very difficult. I would not say I like that. (CSM)”

However, although the lack of authentic materials may remind us of monotonous and teacher-oriented learning contexts, there may be some positive aspects. Considering the diversity in learning styles, some students may prefer test questions, learning syntax rules, memorizing unit vocabulary, and trying to do exercises as much as they like. In this study, a female student in the control group asserts she liked how the teacher taught strategies to succeed in the LGS exam.

“Unlike most students, I find vocabulary memorisation accurate in the 8th grade. Even though it may not be valid for intermediate grades, they measure word memorisation rather than interpretation in exams (for English). Of course, this should be reinforced by solving the question, but the main thing is memorising the words. In my opinion, Veysi's teacher did not explain the subject (grammar) as most English teachers do but made us memorise words, take a quiz and then solve questions, which is what should be done, especially during the exam period. At the same time, the lessons were not boring, and we did peer study - perhaps this was the most effective - and then played word games at the end of the unit. It was a pretty fun class; I think it was a year. Memorization and question-solving are very effective. LGS English full (CSF)”

As CSF above highlights, it is necessary to have data about English test questions in the LGS exam and find the correct and most convenient strategy to prepare for the test. One positive aspect of lessons without authentic materials is that they may be an effective and functional way to prepare learners for structured tests, providing similar questions as good practice ahead of the actual exam session.

3.4. Findings regarding Research Question 4

Research question 4 ‘Is there a statistically significant difference between the attitudes of the experimental group towards learning English, where authentic materials were used in EFL course instruction, and the attitudes of the students in the control group, where authentic materials were not used?’ seeks for relevant answers based on the quantitative data collected as part of the experimental study using “An Attitude Scale towards an English Course”, developed by Erdem (2007). Before the intervention in the experimental group commenced, the normality of the experimental and control groups regarding attitude scores was first tested using the Normality Test Analysis.

Table 9. *Shapiro-Wilk Normality Test*

	N	Statistic	df	Sig.
Control group pretest	17	0,93	17	0,23
Control group post-test	17	0,88	17	0,03
Experimental group pretest	23	0,97	17	0,83
Experimental group post-test	23	0,95	17	0,48

As we can see from Table 9 above, the normality test results for the control group pretest and experimental group pre and post-test show that there was a normal distribution of the data ($p > .05$); on the other hand, the result for control group post-test showed no normal distribution ($p < .05$). This finding led to the use of non-parametric analysis to see the impact of authentic materials use on learners’ attitudes.

Table 10. *Mann-Whitney U Findings Regarding the Comparison of Pre-Test Scores*

	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p*
Experimental Group	23	19,72	453,50	177,500	,622
Control Group	17	21,56	366,50		

*p = > .05

Table 10 exhibits Mann-Whitney U test findings to compare the pre-test attitude scores of the experimental and control groups. Considering the test scores not normally distributed, the Mann-Whitney U Test, a non-parametric analysis, was employed for two-group comparisons in order to test whether there exists a statistically significant difference between the scores of two independent groups (Büyüköztürk, 2007). The

significance threshold level was used as .05, and it was concluded concerning findings in Table 10 that there was no significant difference as $p > .05$. In other words, the pre-test scores indicate that the attitudes toward English lessons are similar in both groups.

Since there is no normal distribution, to test if there exists a statistically significant difference between the pre-test and post-test scores of the Control group, the Wilcoxon Rank Test, a nonparametric test to compare the mean scores of two related samples (Table 11), p-value, over .05, in Table 11 indicates no significant difference; in other words, the pre-test and post-test scores of the control group refer to similar attitudes towards language lessons.

Table 11. *Wilcoxon rank Test Findings for Control Group Pre-Test and Post-Test*

		N	Mean Rank	Sum of Ranks	p*
Control Group Post-test – Control Group Pre-test	Negative Ranks	9 ^a	9,33	84,00	0,722
	Positive Ranks	8 ^b	8,63	69,00	

*p = > .05

Since there is no normal distribution, to test if there exists a statistically significant difference between the pre-test and post-test scores of the Experimental group, the Wilcoxon Rank Test, a nonparametric test to compare the mean scores of two related samples (Table 12), p-value, higher than .05, in Table 12 indicates no significant difference; in other words, the pre-test and post-test scores of the experimental group refer to similar attitudes towards language lessons.

As shown in Table 12, the p-value appeared to be above the .05 level; there was no statistically significant difference between the pre-and post-training period for the experimental group. The overall results for the quantitative data showed us that the 8-week training program applied for the use of authentic materials in the experimental group did not show too much impact on their general attitudes towards foreign language learning. Moreover, there was not too much difference between both groups regarding attitudes with and without using authentic materials in their learning contexts.

Table 12. *Wilcoxon rank test findings for Experimental Group pre-test and post-test*

		N	Mean Rank	Sum of Ranks	p*
Experimental Group Post-test – Experimental Group Pre-test	Negative Ranks	11 ^a	9,32	102,50	0,436
	Positive Ranks	11 ^b	13,68	150,50	

*p = > .05

CHAPTER IV

4. DISCUSSION

This study examined the impact of authentic materials used in EFL classes on 8th-grade students' attitudes towards the English course. It used an attitude scale as part of the experimental research, semi-structured interviews with students, and reflective diaries to triangulate the dataset. This chapter discusses the findings, implications, limitations, and suggestions for academia, policymakers, and educational institutions.

4.1. Discussion regarding Research Question 1

Research question 1 was, “What are the participants' attitudes towards learning English in general?” For the qualitative data, semi-structured interviews were conducted to obtain relevant information regarding the participants' feelings, insights, and experiences regarding their background. A content analysis of the responses yielded themes and categories.

According to the findings, participants in the control group have more negative attitudes, as they use adjectives, feelings, or phrases with mostly negative qualities to describe their opinions regarding learning English. They think English is ‘hard to grasp/learn’, ‘complex’, ‘dull’, and ‘challenging’. Participants also prioritize the societal perception of the English language in our country, mainly because they are students in the eighth grade; they feel stressed and suppressed because of this overall perception. One participant who said ‘...used to enjoy...’ concretizes the negative perception by these students in the control group.

Even in 7th grade, their parents, teachers, and school administration kept warning them about ‘the importance of the LGS Exam’. The pressure started earlier, and when they started 8th grade, they only thought and focused on the exam. The pressure on students by the parents is very high. They know that students have only one chance for the LGS exam, unlike other exams in Turkey, as they can attend the exam as much as they can every year, so most students in 8th grade have lessons seven days a week. They go to private courses on the weekend to focus on how to be successful in the exam. Students have too much workload. They mainly focus on Turkish, Math, and Science lessons because they have great point rates on the LGS exam. English has only 10 % of 100. Turkish math and science have twenty questions, each worth four points, but English has only ten questions, each with one point. So they do not have to worry about English lessons. They do not learn English properly. They only care about what

strategies they should use while answering test questions and what resources/test books they need. For English exams to succeed, they need to memorize words and choose the best test options. They are not active during the lesson; they do not have fun while doing this. The final outcome of such exam washback effect might be boring lessons of English language for them.

These findings can be considered as examples of the washback effect of the LGS test. Kilickaya (2016) and Çelik (2017) indicated that exam format significantly impacts EFL/ESL classroom practices and teaching strategies in secondary schools. Özmen (2011) and Hatipoğlu (2016) present similar findings for other central placement exams in Türkiye. Since listening, writing and speaking skills were ignored in the exam, the focal points are activities and preparation materials [course books, test books, worksheets, etc.] tailored by the LGS content and format. This structured procedure results in a monotonous climate, lots of paperwork, dealing with test questions and memorization. In similar studies, Şenel and Tütüniş (2011) and Özturan (2022) also talk about anxiety, loss of interest in-class activities, and alienation. Learning experiences in such adverse environments may improve negative attitudes in students. In research in international contexts, Cheng (1997), Alderson and Hamp-Lyons (1996), and Read and Hayes (2003) focused on the washback effect on English language exams. After surveys, interviews and observations, it was found that the examinations had a washback effect, particularly on the teaching content. Similarly, Ramezaney (2014) and Taqizadeh & Birjandi (2015) also research the negative washback effects of the University Entrance Exam (UEE) on Iranian EFL teacher's instruction techniques. Even though teachers believed that speaking skills were important, they did not give adequate importance to developing this skill in classes as measured in the exam. Teachers focus on suitable materials based on the content of UEE. It can be concluded that test anxiety and limitation by the test format appear to be elements that strengthen negative attitudes in Türkiye. As these exams create various domains, such as 'activities appropriate for exam content' and 'activities inappropriate for the exam content', students tend to focus on only what the exam format requires. This is rational and understandable when their scores in the English section in LGS are also crucial for their future schools. LGS format itself stands as one of the potentially significant causes of the negative attitude towards English lessons in secondary schools in this research context.

On the contrary, participants in the experimental group had more positive attitudes, using adjectives, feelings, or phrases that primarily reflected better quality, advantages, and contributions to describing their opinions regarding learning English. Participants use the adjectives ‘fun’, ‘enjoyable’, ‘valuable’, ‘fascinating’, ‘advantageous’, and ‘essential’ to reflect English in their minds, indicating positive images and attitudes. The experimental group perceives the English language as a precious tool by which they can communicate with people worldwide and access information. It references online, watch movies in the original language, and downloads or reads online books. Here, participants are aware that English is a lingua franca in today’s world, something to support their positive attitudes.

Zhang (2013), Getie (2020) and Ünal and Ekmekçi (2022) additionally support this idea and report that film-based activities enable learners to understand the culture and contribute to contextualising the language. Emphasising the magic of environment and contexts, video materials positively supported positive attitudes towards language classrooms. Findings advocate that EFL learners can use English movies or TV series as effective materials in foreign language learning as they contain everyday language, demonstrate target culture and lifestyle through ‘a natural lens’ and help them be exposed to actual spoken language outside the artificial classroom contexts. Interviews in this group have favourable and advantageous dimensions of the lesson in general; it is striking finding that some participants also pinpoint the very reality in our education system and call out the anxiety LGS creates in 8th grade: “English used to be fun for me, but not this year.”

Regarding these findings, it can be concluded that the LGS exam brings too much anxiety, not only in English but also in other lessons, in 8th-grade students; this results in a contradiction between the exam and the language lessons since English mainly requires a communication-oriented teaching strategy. If the exam format and requirements limit teachers, the students remain passive, silent individual learners focusing on test questions and lists. This situation is called negative emotions, then. On the contrary, when students are exposed to authentic materials, they tend to find paths to relax, have fun and practice what they have learnt in classroom activities. Such activities can be regarded as resources to flourish positive attitudes.

4.2. Discussion regarding Research Question 2

Research question 2 was, “What does the experimental group think about using authentic materials in EFL classes?” As for the qualitative data, semi-structured interviews were conducted to obtain relevant information regarding the participants' feelings, insights, and experiences regarding their background. A content analysis of the responses yielded themes and categories.

Overall findings regarding using authentic materials in classes indicate a positive and motivating impact on the students. Participants in the experimental group mostly prefer adjectives referring to the benefit and contribution, both in material and psychological terms. They think authentic materials are ‘excellent, fantastic, enjoyable, fun and beneficial’ for them. All participants agreed that the teacher was careful and noteworthy in choosing the appropriate materials. They thought authentic materials allowed them to see real-world content, practice skills, and experience enjoyable language learning. These interpretations may be regarded as clues to support the idea that attitude toward language classes turns to positive when teachers bring authentic materials into classes to draw attention, to provide samples to make them experience real-life contexts and to make them actively participate in the procedures in a comfortable fun and relaxing atmosphere in classrooms.

In this context, authentic materials allow them to see the real environment in target communities and how native speakers use language for communication. Authentic materials can be excellent options and beneficial tools to enrich and improve language learner skills and learning experience and positive attitudes towards languages in terms of listening and speaking skills (Woottipong, 2014; Sabet and Mahsefat, 2012; Hussein and Elttayef, 2017; Çakır, 2006; Yağlı, 2022), reading and writing skills as reported by Koshbakht and Gorijan (2017), Saleh (2017), Berardo (2006), Al Musallam (2009), Masood (2013), Abdul Rahman et al. (2017), Hutahaeen and Ernidawati, 2013, Namaziandost et al. 2022), vocabulary (Çalışkan, 2019; Munir, 2016, Şaraplı, 2011), grammar structures (Saat, 2023), and motivation and engagement (Peacock, 1997; Erbaggio et al., 2012; Sample, 2015; Sari, 2016; Salwa, 2017; Yağlı, 2022; Rubdy 2014; Dodd et. al., 2015).

Sabet and Mahsefat (2012) observed in their findings that students exposed to authentic materials performed better in the post-test and developed positive attitudes toward authentic listening materials. Subekti (2016) conducted a mixed study on students' attitudes towards authentic reading materials and reported that authentic

materials resulted in and supported positive attitudes. Woottipong (2014) conducted an experimental study for 22 hours a semester and concluded that authentic video materials positively and significantly impacted learners' listening skills. Shu-Qing (2009) reported that the attitude was also optimistic when authentic materials supported EFL learning. The findings in this present study are consistent with the literature. The experimental group regards authentic materials as valuable media for authenticity and language practice. The word 'authenticity' here means 'natural real excerpts and clips' through which learners have experience regarding the target language's real-life situations, culture and practice.

Using authentic materials has some drawbacks and some aspects to consider. Sujono (2017), through questionnaires, interviews, and classroom observation, concluded that learners had positive attitudes towards authentic materials. Additionally, the observers involved in her study agreed that authentic materials could positively impact students' cognitive, affective, and behavioral attitudes. According to the students' interview, five difficulties encountered were unfamiliar vocabulary in authentic materials, fluency and intonation, low-quality materials, and students' low self-confidence. Similarly, Temizyürek and Birinci (2016) provide a literature review on the use of authentic materials in language classrooms in the Turkish context and discuss points and aspects teachers need to bear in mind while choosing adequate materials for their lessons, namely culture, suitability of the content, level of language, vocabulary, pace of speech, intonation, and pronunciation. In this study, two participants found the content, especially the language, hard to understand. All others seem to be satisfied with the appropriateness of the materials during the treatment. One student said, "The language was hard to understand, but I still liked it—it was better than solving tests." to emphasize that authentic materials make lessons more appealing and attractive.

Another participant wishes there were no LGS exams because s/he knows they must take that placement test: "I liked the lesson; it was fun, but we had an exam. I did not want to have them more; it would have been great without an exam." Her wish can be interpreted as her criticism of the country's educational system.

Regarding the responses of the experimental group students, it can be inferred that students appreciated authentic materials because such materials kept them away from test anxiety, stress and pressure. They wished to have more materials like those they were exposed to during the intervention for a whole year. They wanted to have more fun in English lessons. Authentic materials contain real life, so they are interesting. "If

there were no exams, they would like English lessons more, “said most students after implementing the authentic materials. The main problem students are facing here as seen from their comments is that English language learning atmosphere is only filtered or valued through a ten question exam in the eyes of both students and unfortunately teachers. The classroom setting seems to be stuck in that exam mandated environment therefore whatever material is used during the lessons, the ultimate impact may not be as intended or planned.

4.3. Discussion regarding Research Question 3

Research question 3 was, “What does the control group think about the authentic materials when they are not used?” Semi-structured interviews and reflective diaries were used to obtain data regarding their feelings, insights, and experiences in their background. A content analysis of the responses yielded themes and categories.

Overall findings regarding the lack of authentic materials in the control group indicate a negative and demotivating impression on the students. Respondents mainly focused on two procedures: Dealing with test books only and memorizing unit vocabulary. Teaching procedures in the control group followed traditional methodology, teacher talk, course book exercises, vocabulary lists, useful expressions, and some grammar topics. Using conventional methods and techniques, focusing on the format and requirements for the LGS exam, the teacher presented vocabulary, introduced grammar points and followed exercises in the course book or test books. Students memorized and revised essential grammar points and expressions related to four themes. Most (80%) participants complained about these procedures and used adjectives such as *‘never-ending’*, *‘boring’*, *‘frustrating’*, *‘quite stressful’* and *‘demotivating’* to criticize test-centred procedures.

“English lessons will never be boring like this,” students kept saying during the lesson. They were complaining that they were not “race horses”. English lessons, which are exam-based, mainly do not allow students to have fun, discuss a topic, express their feelings, watch films, or hear real stories. When they are active in the classroom, they enjoy the lesson more. Unfortunately, an exam-oriented curriculum does not allow much time to have fun, talk, or discuss something. Under such circumstances, learners develop negative attitudes toward the course itself, recall negative experiences and tend to be alienated from teaching-learning procedures during the lessons.

Moreover, it would be tough for students to have a positive attitude in an exam-oriented class, as teachers must give adequate importance to all four skills but only

concentrate on LGS requirements. This is a mechanical and formal strategy: Students memorise words and answer as many questions as possible to strengthen their test practice. Grammar structures are like “bricks to build a wall”; learners must know where to use them correctly. Şenel and Tütüniş (2011), Kul (2024) and Özturan (2022) also talk about anxiety, loss of interest in-class activities, and alienation among students who will take LGS. Loss of interest and alienation yield negative attitudes, affect, and feelings. Considering students with negative feelings/emotions in the classroom, some discipline problems will probably be encountered, sabotaging the teaching plan and motivation. Kul (2024) reports fear of failure as one of the striking reasons for test anxiety. Suppose students have problems in understanding and memorizing some structures in English. In that case, as time passes, they will experience higher levels of stress, fear of failure and anxiety, which can be seen in the form of alienation, unresponsiveness, apathy and low engagement, even in peer relationships.

When the adjectives and phrases regarding what and how control group students felt during English classes were examined, about 90% seemed to be negative, a noteworthy finding indicating ‘*the unwanted atmosphere*’, ‘*a compulsory period to deal with something alien*’, and ‘*the dangerous aspects of LGS preparation, namely stress, anxiety, demotivation, alienation, and confuse*’ in the classroom. Learners have negative attitudes towards learning English, and “they are unhappy and uncomfortable”.

Participants in the control group are unsure about the contribution to their level of English. Students accept partial contributions, and only three positive answers demonstrate improvement, especially in vocabulary and test practice. These findings remind us that too much vocabulary and reading practice may grow confidence and self-efficacy in test preparation (Smith, 2002; Schraw, 1997; Nicholson et al., 2013). Participants are test-focused and would like to be ‘good test takers’, so focusing on test-taking strategies and memorization seems fruitful for this group. However, this is just a partial approval; that is to say, students also think, ‘This is not learning English’. Diaries also reflect this negative attitude caused by test strategy: “*Always words words and tests.*”

This study was conducted in a private secondary school in the southeastern part of Türkiye. Similarly, Işık (2018) emphasise that private high schools and state Anatolian high schools have problems with English course books and negative attitudes towards them. This may be because of the allocation of weekly teaching hours to general state

high schools. This reflects the very nature of the demand in private institutions. Because parents pay for education, these institutions try to allocate more hours to foreign languages, such as English, German, and even Russian or French. Another striking finding is that language-oriented books are not solely enough (Prošić-Santovac & Popović, 2021) as they contain ‘artificial’ people, languages and places, which make the lesson boring, monotonous and unappealing for both learners and teachers. Sometimes, teachers have to use supplementary materials to increase engagement, motivation, comprehension, and production. While authentic materials were found to be positively correlated with engagement and production, on the contrary, blackboards, tables, and worksheets were found to be less effective. (Dodd et al., 2015).

4.4. Discussion regarding Research Question 4

The primary objective was to test whether a statistically significant difference exists between the study and control groups' attitudes. The findings indicated that the attitude score in the control group of students was higher than that of those in the experimental group; however, there was no statistically significant difference between the scores in the pre-test. The findings proved that the mean score in the experimental group increased, while the control group had a lower attitude score than in the pre-test. This finding indicates the positive impact of the treatment in the experimental group. In contrast, the control group even lowers its score when dealing with traditional materials and activities focusing on LGS content and format.

In this framework, the very nature of the attitudes can be regarded as the reason for the low and insignificant difference in quantitative data of the experimental group because the attitudes are callous and brutal to change or modify by limited personal experience in a very short period, i.e., eight weeks. However, after eight weeks of implementing authentic materials, students had positive feelings towards them. Additionally, the treatment was regarded as ‘a temporary practice’ by the participants, and they were aware that they would go on to the curriculum to focus on the exam format again after the research. This conscious limitation may also be one influential factor for ‘no meaningful change in their attitudes’ towards English. In the control group, however, students' attitudes towards the course may be harmful due to the activities and teaching strategies moulded by the exam requirements and content. The contents of the curriculum, test questions mostly on reading comprehension and vocabulary, non-participatory hours focusing on paperwork and test practice, and teachers' underestimating other skills during conventional lessons may also yield a

monotonous, boring and inactive classroom, which develops a negative attitude in return.

Maslach (1977) regards attitudes mainly as “implicit predispositions” which generally influence a diverse class of responses, beliefs or behaviors, either true or false. They are subtle and invisible psychological constructs but are only comprehensible when we have a behavioral clue. Because attitudes are not the same for all people, they are individual factors that affect the learning/teaching process. Baker (1992, p.11) emphasizes that attitudes are learnt and stable; we can only change through long-term experiences. Because languages are socially constructed and acquired, individuals develop attitudes depending on their experience to use viewpoints in their community. This study considers attitudes towards English language learning critical within the EFL context.

Literature review yields various research papers to support the positive impact of authentic materials on attitudes towards English lessons. Çalışkan (2019) carried out a 3-week program to teach vocabulary in experimental and control groups in a secondary school. They observed that authentic materials highly contribute to vocabulary learning while they are much more motivated than their peers in the control group. Çınaret al. (2023) used ‘Bingo’ games in 4th-grade students. The authors collected data using a pre-test and post-test, an evaluation form, an attitude scale and a semi-constructed interview with a language teacher. Treatment had a positive and significant impact on teaching the vocabulary set. Learners had fun and took active parts during the activity. Munir (2016) and Yağlı (2022) presented similar findings that audio-visual materials – cartoons in his research– help develop students’ vocabulary mastery meaningfully and effectively. Kılıç and İlter (2015), in their experimental research, which lasted for ten weeks, found out in post-test results that those participants in the experimental group had significantly higher means than the control group. Then, they reported that authentic materials positively affected students' attitudes regarding their English lessons.

Research in other communities and contexts provides similar data. Shirinova (2018) similarly reported authentic materials as practical gadgets for vocabulary development in second language learning. In another context, Marpaung and Situmeang (2020), in their experimental research on high school students, suggested enriching authentic materials with multimedia tools to lower retention rates regarding vocabulary teaching. Therefore, as Hadley (1993) wrote, teaching language using internet websites and

multimedia tools/software offers teachers and learners an ever-accessible source of authentic material for the classroom. Firmansyah (2015) concluded that students preferred and liked authentic materials. Erbaggio et al. (2012), Barzani et al. (2022) and Hussein (2017) reported that students have a positive attitude towards authentic materials in learning English because they reported that they could learn more quickly, especially the communicative aspects of the English language. Students with confidence, fun, low anxiety, adequate encouragement, and achievement experience positive affection, which modifies or changes their attitude towards that course. Findings obtained in the experimental group seem consistent and supported by the previous research output.

The structural, psychological and educational shortcomings can correlate with findings obtained in the control group. In his qualitative study, Korkmaz (2023), based on the opinions of English teachers, mentions some problems such as distraction, loss of attention, students' inability to understand the instructions on the use of extra materials, technical problems, insufficient class time, and lack of course materials among students. Similarly, a study by Prošić-Santovac and Popović (2021) reports that students usually have a positive attitude toward learning English based on textbooks used as the leading resource in the classroom. However, they add that students also believe that textbooks are not solely enough for motivation. In the control group, students lost interest, sat there and got lost in test-taking strategies and vocabulary activities only, which decreased the attitude score in eight weeks.

Hussein and Eltayef (2017), in their study with undergraduate EFL learners, concluded that experimental group students, who had an 8-week instruction enhanced by authentic materials, had higher means than those in the control group. The main finding was that authentic materials were excellent and functional media to teach communicative purposes in foreign language classrooms. Treve (2023), after an experiment period of 13 weeks, found out that the control group had post-test scores lower than pre-test scores, indicating that the traditional textbook-oriented approach might not support language learning enough. In contrast, the experimental group's post-test scores surpassed their pre-test scores, indicating that exposure to authentic materials positively impacted their language learning outcomes.

As a significant structural drawback, Aydın (2024) compares indices data regarding the proficiency level of English and summarizes the present situation in Turkey. He regards the Evaluation and Assessment system as the central negative aspect, stressing

the demotivating and hindering influence of multiple-choice central exams such as LGS and YDS, as such exams ignore listening, speaking and writing. Similarly, Coşkun Demirpolat (2015) regards the 'artificial contents' in textbooks and multiple-choice exams as significant problems in ELT in Turkey. Additionally, Gök Çatal (2015), Karanfil (2020) and Efe (2023) highlighted exam-oriented teaching methodology as one significant problem and a factor that creates a negative washback on the quality of language teaching. Teachers also reported that national curriculums restrict their options when deciding on classroom activities or materials, supporting Coşkun Demirpolat (2015, p.131). Within the context of the present study, the decrease observed in the post-test score in the control group can be regarded as an indicator of students' loss of interest in English lessons, demotivation, alienation from the teaching and learning environment, and test anxiety they experience, as they are called 'The exam group'. This can also be considered a negative washback of the LGS exam.

Consequently, the quantitative data indicates the potential strength of authentic materials to affect attitudes positively in a language classroom, since they bring natural samples and excerpts in target language. Considering the fact that attitudes are stable and jointly-structured constructs, the intervention period, especially in groups focused on exams, has limited influence on the attitudes. In this present research, students were observed to be enjoying the lessons with authentic materials because they were active participants in the lessons. They could freely express their opinions and discuss about the topic. After a long time characterised by repetitive tests and memorization, they had opportunities to watch a movie and talk about their feelings. They felt no pressure by the exam during the implementation of authentic materials. They felt free and happy while listening to a true story from the newspaper. They were more excited and tried to participate in every topic related to authentic materials, which, in return, exhibits positive attitude to learning English.

4.5. Implications and Limitations

This mixed-method study has implications for policymakers, educational institutions, language teachers, learners and parents. One of the most important results of this study is that attitude undeniably affects language; that is to say, former experiences in language classes greatly influence learners' attitudes in the 8th grade in secondary schools. If learners have a positive attitude towards English language learning, there will be a quality of teaching and output when enriched by authentic materials. It is known that attitudes are hard to modify or change once constructed. This

is a significant teaching and learning dimension for educational institutions, ministries, and schools; positive experiences in positive learning environments will result in positive attitudes towards learning, not just language classes.

Another striking finding is that exam-oriented classes are one of the biggest obstacles for students in learning the language in its authentic nature. Language learning is fundamentally based on four skills: reading, writing, listening and speaking. However, in the 8th grade, we, as teachers and tutors, mainly focus on test-taking strategies, vocabulary and reading comprehension because the central exam, LGS, mainly includes test questions in paper format, ignoring speaking, listening and writing skills. This strategy often results in a mechanic, monotonous and test score-oriented approach; language learning in such classes is an activity like jigsaw puzzles. That is why teachers had better use authentic materials more often in classrooms. Since these materials enrich the learning experience, colourize the teaching environment, and bring opportunities for learners to be ‘away from the LGS anxiety’, they may have tremendous advantages in changing students' attitudes towards learning a language.

Nevertheless, teachers and schools must follow the national curriculum requirements regarding lesson hours, books, and content. The education system in Türkiye is highly centralized, so teachers only have a few options. While deciding or choosing authentic materials, teachers must behave conscientiously and consider culture, history, language level, suitability of the content, vocabulary, pace of speech, and pronunciation. In this regard, school administration should support teachers and provide the necessary equipment, facilities, or space to use authentic materials.

In our country, given that we would like students to have a positive attitude towards English language learning, it is essential to make them actively participate in classes and ensure they have chances to practice outside the classroom. One finding in this study is that students in the control group think ‘negatively’ and feel bored, anxious and unhappy since they mainly focus on word lists and test materials. Moreover, the main goal of teaching and learning English is not to train students to get high test scores. It is necessary to save our teachers and students from the pressure of exams so that our students' attitudes towards English are more favourable.

This study determined that the students who participated in the lesson were enriched by authentic materials more eagerly, actively, and happily. As a result, in interviews and diaries, they shared that they liked the lesson more and wished ‘*the lessons did not finish...*’, indicating positive impact and positive attitude. Using authentic materials

saves the teacher and students from dull and monotonous English lessons, fosters a positive classroom climate, and encourages language production and practice. It additionally facilitates and motivates the teacher to plan and prepare the lesson more effectively. A fun classroom environment reflects students' attitudes and will to learn. Consequently, authentic materials may significantly change the attitude if exams have questions or sections based on all four language skills.

There may be some limitations to this study. The first one concerns the context and working group. This research collected data on students in a private secondary school in Diyarbakır. The researcher himself conducted semi-structured interviews at the school. The participants were 8th-grade students. This is a mixed-method research study, so the findings only provide data about 8th-graders' attitudes toward learning English in a private school context in Diyarbakır. In this regard, the findings of this study cannot be generalized to all secondary-level English language learners.

Secondly, this study includes 'exam group' students preparing for the June LGS Exam to determine their future schools. This may bring another moderator variable, test anxiety, to affect attitude towards English language learning. Thirdly, the treatment period in the experimental study was eight weeks in the first semester. It would be an excellent preference to carry out longitudinal research with longer treatment periods to obtain data to examine the impact of authentic materials on language learners' attitudes. A slight difference was observed in the change of attitudes. It is challenging for attitudes to form and change in a short time. This requires a longer period of effort. Research studies with a broader scope and sample size in different regions, grades, and levels of students would be conducted to understand better the impact of authentic materials on students' attitudes toward learning English.

4.6. Directions / Suggestions

This study intends to ascertain if authentic materials contribute to students' positive attitudes toward English and reveal their opinions and insights regarding their experience in learning English as 'exam group students'. The research utilised a mixed-method design, including a scale, interviews, and reflective diaries. Considering the findings, the following suggestions were developed for policymakers, researchers, educational institutions, and parents.

1. Centralization sometimes provides advantages and efficiency. The Ministry of National Education is the governmental authority for educational institutions, curriculum, teacher training and employment, supervising and auditing.

However, in language teaching, in terms of branch or geographical conditions in Türkiye, teachers should have some more freedom to design, modify, and choose the most appropriate extra teaching materials for their classrooms.

2. Secondly, findings indicate a negative attitude towards English in the control group, where conventional materials and methods were used to teach English test-taking strategies. It would be a more inspiring and engaging choice for language teachers to enrich their classes with authentic materials that can captivate students' interest and make learning more enjoyable.
3. Thirdly, authentic materials seem to positively impact the attitude towards learning English in the 8th grade. Finding and encompassing appropriate authentic materials, such as YouTube videos, ads, video clips from popular movies, magazines, or online meetings with peers from other countries, would open doors to the real world of English and motivate learners. It is suggested that a single hour be allocated for such materials.
4. The content and language in textbooks are 'artificial' and 'unattractive' for learners. The Ministry of National Education may require language textbooks to include authentic materials or web resources to activate and encourage students. Some teaching tips and strategies for better inclusion in teachers' books would be appreciated.
5. The research's quantitative findings indicated no significant difference in attitudes towards English lessons between groups. Since attitudes are stable and durable constructs that are only modified or changed by long-term experiences, more extended treatment programs would provide longitudinal data regarding attitude change.
6. This research was conducted in a private secondary school in Diyarbakır. Future researchers may focus on state schools or design similar research to compare schools and students from different regions to discuss the regional effects on attitudes.
7. This study investigated whether authentic materials impact students' attitudes towards English learning. In the future, researchers can investigate other factors, such as gender, socio-economic profile, grades, and family variables.
8. Findings highlight that 8th-grade students experience loss of interest, test anxiety, negative affect, and complaints about mechanical test-taking procedures. Teachers and parents should encourage them and provide feedback and social activities to lower test anxiety.

CHAPTER V

5. CONCLUSION

This research utilized a mixed-method research design to investigate the impact of authentic materials used in EFL classes on 8th-grade students' attitudes towards the English course. The study's primary purpose is to identify the diverse nature of students' attitudes before and after using authentic materials in EFL classes through an attitude scale, interviews, and reflective diaries.

The findings in the experimental part indicated that the attitude score in the control group was higher than in the experimental group, meaning there was no significant difference in the pre-test. Post-test scores revealed proof that indicated the positive impact of the treatment in the experimental group, even though there is no statistically significant difference. In contrast, the control group even lowers their score when dealing with traditional materials and activities focusing on LGS content and format. Accordingly, the present study underscores the positive impact of authentic materials on learners' attitudes towards English, even in eight weeks of treatment.

Regarding qualitative findings, this study sheds light on the drawbacks of conventional language teaching in 8th-grade secondary schools. It obtains data to reveal the 'negativity' regarding attitude, engagement, participation, and emotions. Participants often referred to adjectives, feelings, or phrases with mostly negative qualities to describe their opinion regarding learning English experience in their class. Since they have 'LGS exams' in mind, they prioritize the societal perception of the English language in our country, and they especially feel stressed, anxious, and suppressed. Their diaries reflect that they like their teachers, but they criticize how they have to follow to get high scores on the exam. They look for fun and relaxing activities to feel better during EFL lessons.

Findings regarding using authentic materials in the experimental group indicate a positive and motivating impact on the students. Participants talked about the benefits and contributions in material and psychological terms. They think authentic materials are 'excellent, fantastic, enjoyable, fun and beneficial'. All agreed that the materials were appropriate. Authentic materials allowed them to see the real-world content, practice skills, and experience enjoyable language learning. These interpretations may be regarded as clues to support the idea that attitude toward language classes turns to positive when teachers bring authentic materials into classes to draw attention, to

provide samples to make them experience real-life contexts and to make them actively participate in the procedures in a comfortable fun and relaxing atmosphere in classrooms.

Findings in the study overall emphasize the need to consider authentic materials as favourable kits when deciding policies and initiatives to improve educational standards regarding language teaching and learning as part of the public demand. Findings here may be a basis for educational institutions to refer to in case they seek better teaching-learning environments, higher achievements in central examinations, and a supportive work climate for teachers. Positive experience undoubtedly contributes to characteristics and constructs such as positive affection, satisfaction, engagement, school belonging, active participation, self-efficacy, and motivation. Using authentic materials is a functional option when the focal point is 'positive experience' in schools.

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APPENDICES

Appendix 1: 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	
ADI VE SOYADI	Veysi TUNC
ÖĞRENCİ NO	2022008018
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022-2023 DERS KAYDIMI YAPTIM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	OTANTİK MATERYALLERİN 8.SINIF ÖĞRENCİLERİNİN İNGİLİZCE DERSİNE YONELİK TUTUMLARI ÜZERİNDEKİ ETKİSİ
TEZİN AMACI	OTANTİK MATERYALLER KULLANILARAK ÖĞRENCİLERİN İNGİLİZCE DERSİNE YONELİK TUTUMLARINDA HERHANGİ BİR DEĞİŞİKLİK OLUP OLMADIGININ SAPTANMASI
TEZİN TÜRKÇE ÖZETİ	Genellikle ülkemizde öğrenciler İngilizceyi okullarda öğrenmede olumsuz bir tutum içindeler.Bunda kullandığımız kaynakların payı oldukça yüksektir.Ozellikle derste sadece ders ve test kitaplarını kullandığımızda, çocuklar İngilizce öğrenmede olumsuz bir tutum sergilemeye başlarlar.Otantik materyalleri kullandığımızda bu tutumları değişecek mi?.Bu tezimizde bu soruya cevap arayacağız anketler aracılığıyla.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ÖZEL BİL KOLEJİ
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	ÖZEL BİL KOLEJİ DİYARBAKIR KAYAPINAR ŞUBESİ
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	DİYARBAKIR ÖZEL BİL KOLEJİ KAYAPINAR ŞUBESİ 8A VE 8B SINIFLARINDA İNGİLİZCE ÖĞRENİRKEN OTANTİK MATERYALLERİN KULANIMININ ÖĞRENCİ TUTUMLARI ÜZERİNDEKİ ETKİSİNİN OLUP OLMADIĞI İLE İLGİLİ BİR ARAŞTIRMANIN YAPILMASI..DAVRANIŞ ÖLÇEĞİ ANKETİ HER İKİ 8.SINIFLARA UYGULANACAK 8 HAFTA İÇİNDE.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	TUTUM OLCEGI ANKETİ
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (.....) Sayfa Ölçeği. 2) (...3.....) SayfaTutum Olcegi Anketi. 3) (.....2.....) SayfaVeli Izin Formları. 4) (.....) Sayfa
ÖĞRENCİNİN ADI - SOYADI:VEYSİ TUNC	ÖĞRENCİNİN İMZASI:Enstitü müdürlüğünde evrak aslı imzalıdır. TARİH: ...04... / ...05.../ 2023....

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Deniz ELCİN	Adı - Soyadı:	Şehnaz Şahinkarakaş		Adı - Soyadı:		
Unvanı: Dr.ogr.uyesi.....	Unvanı:	Prof. Dr.		Unvanı:		
Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası:	Enstitü müdürlüğünde evrak aslı imzalıdır.		Enstitü müdürlüğünde evrak aslı imzalıdır.		
04.05.2023 / / 20..... / / 20.....	 / / 20.....		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
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 imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.	Enstitü müdürlüğünde evrak aslı imzalıdır.
..... / / 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	<input checked="" type="radio"/>	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 iznin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
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 2: Ethic Committee Approval, Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300004175

15.05.2023

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

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

İlgi tarihli yazı kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programında tez aşamasında kayıtlı Veysi TUNÇ, Kamu Hukuku tezli yüksek lisans programında tez aşamasında kayıtlı Furkan KIRPIK ile İngiliz Dili Eğitimi Doktora programında kayıtlı Ayşe Nesil DEMİR isimli öğrencilere ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onaylan" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrencilerin Etik Kurul Dosyası.

Appendix 3: Questionnaire Permission, Approval



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300004428

24.05.2023

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004182 sayılı yazınız.
b) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004175 sayılı yazınız.
c) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004072 sayılı yazınız.
ç) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004093 sayılı yazınız.
d) 05.05.2023 tarih ve E-23867972- 050.01.04-2300003978 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Özgen ADIYEKE, Ümmügül MUTLU KÖROĞLU, Furkan AVCI, Veysi TUNÇ, Furkan KIRPIK, Ayşe Nesil DEMİR** ve **Büşra ÖNER** 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 4: Questionnaire Permission, Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2300011116

28.11.2023

Konu : Veysi Tunç'un Tez Anket İzni Hk.

DAĞITIM YERLERİNE

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Veysi TUNÇ isimli öğrencinin "Otantik Materyallerin 8.Sınıf Öğrencilerinin İngilizce Dersine Yönelik Tutumları Üzerindeki Etkisi" başlıklı tezi Siirt Üniversitesi'nde görevli Dr. Öğr. Üyesi Deniz ELÇİN'in danışmanlığında yürütülmektedir. Adı geçen öğrenci çalışmasında, kurumunuzda öğrenim gören 8.Sınıf öğrencilerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Anket dosyası.

Dağıtım:

Gereği:

Özel Bil Koleji Diyarbakır Kayapınar Şubesine
Diyarbakır İl Millî Eğitim Müdürlüğüne
Diyarbakır Valiliğine

Bilgi:

Appendix 5: Official Permission – Directorate of National Education



T.C.
DİYARBAKIR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-30769799-44-92700114
Konu : Araştırma İzni (Veysi TUNÇ)

22.12.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi : 28.11.2023 tarih ve 2300011116 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi Veysi TUNÇ'un "Otantik Materyallerin 8.Sınıf Öğrencilerinin İngilizce Dersine Yönelik Tutumları Üzerindeki Etkisi" konulu araştırma çalışmasını İlimize bağlı 8.Sınıf öğrencilerine uygulama talebi 21.12.2023 tarih ve 92661143 sayılı müdürlük onayı ile uygun görülmüştür.

Bilgilerinize arz ederim.

Murat KÜÇÜKALİ
Vali a.
İl Millî Eğitim Müdürü

Ek:
1- Müdürlük Onayı

Appendix 6: Permission from Bill College

T.C.
KAYAPINAR KAYMAKAMLIĞI
Özel Diyarbakır Bil Koleji Ortaokulu Müdürlüğü

SAYI: 99977232-903.02/225
KONU: Araştırma İzni
(Veysi TUNÇ)

23/12/2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

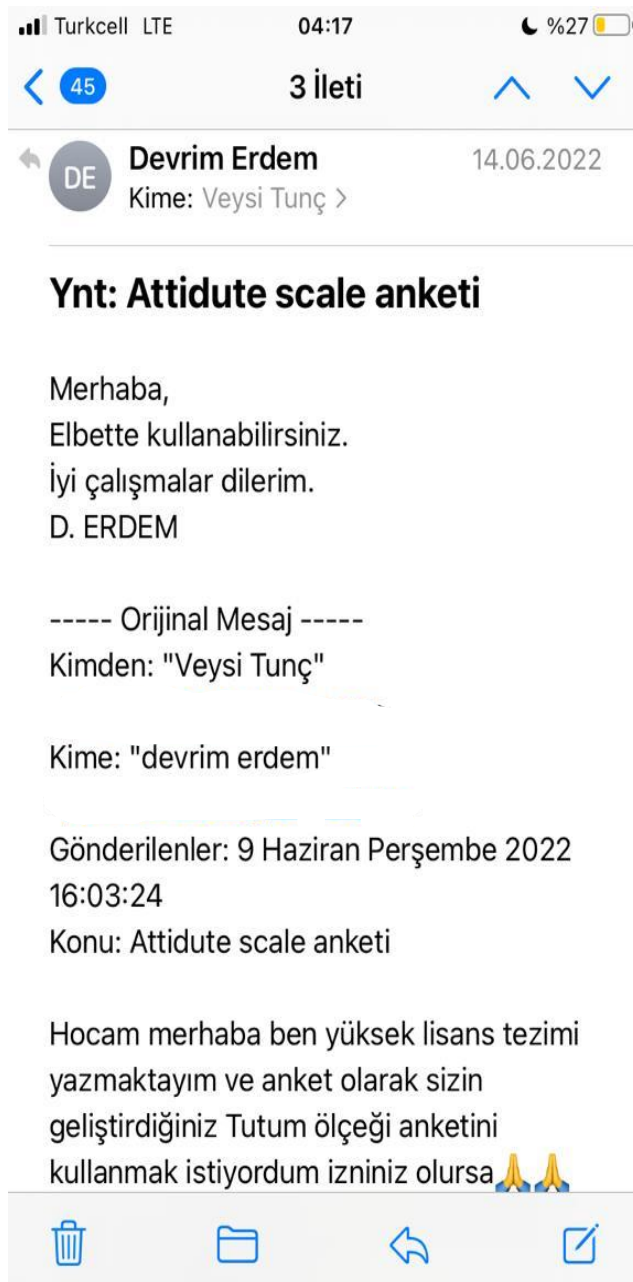
İlgi: a) 23.12.2023 tarih ve E-14325447-44-104835808 sayılı Kayapınar İlçe Milli Eğitim yazısı.
b) 21.12.2023 tarih ve 92661143 sayılı yazınız.

İlgi yazılara istinaden Enstitünüz İngiliz Dil Eğitimi Tezli Yüksek Lisans programında [REDACTED] T.C. numaralı Veysi TUNÇ un 8/C ve 8/D sınıflarında uygulama yapması okulumuzca uygundur.

Gereğini bilgilerinize arz ederim.

Mehmet Fatih YARAMIŞ
Okul Müdürü

Appendix 7: Permission for Attitude Scale



Appendix 8: Questionnaire Turkish Version

İNGİLİZCE DERSİ İÇİN TUTUM ÖLÇEĞİ

Sevgili Öğrenciler

Bu ölçek, İngilizce dersi hakkında ne hissettiğinizi değerlendirmek için kullanılacaktır. Öncelikle birinci bölümdeki alanı ayrıntılarıyla tamamlayın. İkinci bölümdeki cümleleri dikkatlice okuyun, ardından duygu ve düşüncelerinizi en iyi ifade edeni seçin.

Teşekkür ederim.

Veysi TUNÇ

Bil Koleji Ortaokulu İngilizce Öğretmeni

Çag Üniversitesi Yabancı Diller Eğitimi

Yüksek Lisans Öğrencisi

Örnek:

Adınız (takma ad)

Sınıfınız:

Tarih:

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2 x	3	4	5

	1	2	3	4	5
1. İngilizcemi mümkün olduğunca geliştirmek isterim.					
2. İngilizce dersi, önem verilmesi gereken derslerden biridir.					
3. İngilizce derslerinde kendimi tedirgin ve mutsuz hissedirim.					
4. İngilizce öğrenmek ilgimi çekmez.					
5. İngilizce öğrenmek bana çok eğlenceli gelir.					

6. İngilizce haftalık ders saatinin azaltılmasını isterim.					
7. Zamanımı İngilizce öğrenmeye çalışarak harcamaktansa, başka şeylerle ilgilenmeyi tercih ederim.					
8. İngilizce derslerinde, farklı dil ve kültürleri tanımak ilgimi çeker.					
9. İngilizce öğrenmenin hayat boyu bana yararlı olacağını düşünürüm.					
10. İngilizce derslerini iple çekerim					
11. İngilizce dersinde öğrendiğim kelimeleri veya cümle kalıplarını unuttuğumda ders çalışma isteğim azalır.					
12. Bir konu hakkında İngilizce yazı yazmak veya konuşmak zorunda olduğumda kendimi çok sıkıntılı hissederim.					
13. İngilizce olarak iletişim kurmanın anlamsız olduğunu düşünürüm					
14. İngilizce öğrenmek insanın bakış açısını genişletir.					
15. İngilizce konuşabileceğim veya mektuplaşabileceğim bir arkadaşım olsun isterim.					
16. İleride İngilizce kullanmamı gerektirecek bir meslek seçmeyi düşünmem.					
17. İngilizce dersiyile ilgili bir problemim olduğunda çalışma hevesimi kaybederim					
18. İngilizce derslerinde zamanın nasıl geçtiğini anlamam.					
19. İngilizce derslerinde ileride bana gerekli olan becerileri kazandığımı hissederim.					
20. İngilizce dersi zorunlu olmasa, İngilizce öğrenmek için hiç çaba harcamam.					
21. İngilizce öğrenmenin günlük hayatta bir yararı olmayacağını düşünürüm.					
22. İngilizce dersi, gereksiz bir derstir.					
23. İngilizce dersinde yeni şeyler öğrenmek hoşuma gider.					
24. İngilizce, sevdiğim dersler arasındadır.					
25. İngilizce öğrenmek zorunda olmayı istemezdim.					
26. İngilizcemini geliştirmek için daha fazla ders almak isterim.					
27. İngilizce derslerinden nefret ederim.					
28. Bos zamanlarımı İngilizce çalışarak geçirmekten zevk alırım					

Appendix 9: Questionnaire (English)

ATTITUDE SCALE TOWARDS AN ENGLISH COURSE

Dear Students

This scale will be used to assess your feelings about the English lesson. First, complete the area in section one in detail. Carefully read the sentences in the second part, then choose the one that best expresses your feelings and thoughts.

Thank you.

Veysi TUNÇ

Bil College Secondary School, English Teacher

Cag University, Foreign Languages Education

Master of Arts Student

Example:

Your name (nickname)

Your class:

Date:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2 x	3	4	5

	1	2	3	4	5
1. I would like to improve my English					
2. English is one of the most essential Lessons					
3. I feel unhappy and uncomfortable in English lessons					

4. Learning English does not take my interest					
5. Learning English is entertaining					
6. I would like to have fewer English lessons per week					
7. I prefer dealing with other things to spending my time learning English					
8. Meeting with different languages and cultures in English lessons takes my interest					
9. I think learning English is useful lifelong.					
10. I look forward to English lessons					
11. My wish to study decreases when I forget the vocabulary or the sentence patterns I learned in the English lesson					
12.. I feel distressed when I have to talk or write in English					
13. I think communication in					

English is meaningless					
14. Learning English broadens the learner's point of view.					
15. I would like to have a friend whom I can talk or write in English					
16. I do not think to choose a job which requires English in the future					
17. I lose my working interest when I have a problem with an English lesson					
18. I do not understand how time passes in an English lesson					
19. I feel I have the abilities needed for future English lessons					
20. If English lesson is not obligatory, I will not spend effort to learn English					
21. I think learning English is not helpful in daily life					

22. English lesson is an unnecessary lesson					
23. I like to learn new things in English Lessons					
24. English is one of my favourite lessons					
25. I would not like to have to learn English					
26. I would like to take more lessons to improve my English					
27. I would not say I like English lessons					
28. I enjoy studying English in my free time					

Appendix 10: Consent Form – Turkish

VELİ İZİN BELGESİ

8. Sınıf Öğrencilerinin Yabancı Dil Öğrenimine Yönelik Tutumlarına Özgün Materyal Kullanımının Etkisi

Değerli Veli,

Ben Veysi Tunç Çağ Üniversitesi İngilizce Öğretmenliği Bölümü yüksek lisans öğrencisiyim. Yüksek lisans tezim için kullanılmak üzere çocuğunuzun bir araştırma çalışmasına katılması için izin istiyorum. İngilizce dersinde özgün kaynaklar kullanılarak öğrencinin dile karşı tutumunun incelenmesi konusunda bir araştırma projesi yürütüyorum. Çalışma aşağıdaki etkinliklerden oluşmaktadır: Çocuğunuzun yaklaşık 8 hafta boyunca 2 ila 4 görevde yer alması için izninizi isteyeceğiz.

Her görev yaklaşık 30 dakika ile 1 saat arasında sürer. Bu görevler şunları içerebilir:

- (1) Çocuğunuzun araştırmaya başlamadan önce yabancı dile karşı tutumu, düşünceleri,
- (2) Çocuğunuzun araştırmadan sonra dile karşı olan tutumunda herhangi bir değişikliğin yaşanmadığı ile ilgili anketler uygulanacak.
- (3) Çalışma esnasında video kaydı ve fotoğraf çekimi yapılabilir.

Lütfen aşağıdaki ifadelerden birini işaretleyerek, adınızı soyadınızı ve öğrencinin bilgilerini vererek imzalayınız ve bana iade ederek çocuğunuzun bu projeye katılmasına izin vermek isteyip istemediğinizi belirtiniz.

_____ Çocuğumun Veysi Tunç hocamızın özgün materyallerin İngilizceye karşı tutumlara etkisi adlı çalışmasına gönüllü olarak katılması için izin veriyorum. _

_____ Çocuğumun Veysi Tunç hocamızın özgün materyallerin İngilizceye karşı tutumlara etkisi adlı çalışmasına katılmasına izin vermiyorum.

Veli adı soyadı :

Öğrenci adı soyadı

İmza :

Tarih:

Appendix 11: Consent Form – English

CONSENT FORM

The Effect of Using Authentic Materials on 8th-Grade Students' Attitudes Towards Foreign Language Learning

Dear Parent

I am Veysi Tunç, Çağ University English Language Teaching Department. I am a graduate student in the department. I need your child's copy for my master's thesis. I request permission to participate in the research study. Using authentic sources in English lessons. I am carrying out a research project to examine student attitudes towards language. Study. It consists of the following activities: Your child will complete 2 to 4 tasks over approximately eight weeks. We will ask for your permission. Each task takes approximately 30 minutes to 1 hour. These tasks may include:

- (1) Your child's attitude and thoughts,towards foreign language before starting the research.
- (2) Surveys will be conducted to determine whether there appeared any changes in your child's attitude towards language after the research
- (3) Video is recorded and photograph can be taken during the treatment.

Please tick one of the statements below and provide your name, surname and student information. Sign it and return it to me to indicate if you wish to allow your child to participate in this project.

Please specify.

_____I approve my child to participate in the study entitles ‘The impact of authentic materials on the attitudes towards English’ by Veysi Tunç, voluntarily.

_____I approve my child to participate in the study entitles ‘The impact of authentic materials on the attitudes towards English’ by Veysi Tunç, voluntarily.

Parents’ name and surname:

Student's name and surname

Signature :

Date:

Appendix 12: Interview Questions

INTERVIEW WITH CONTROL GROUP STUDENTS

Question 1: What is your opinion on English in general?

Question 2: What do you think is the processing of the English lesson?

Question 3: What do you feel during the lesson?

Question 4: Do you think the lesson contributes to your English?

INTERVIEW WITH EXPERIMENTAL GROUP STUDENTS

Question 1: What do you think of English in general?

Question 2: What do you think of implementing authentic materials in the lesson?

Question 3: Did you find authentic materials suitable for your lesson and level?

Question 4: What aspects of authentic materials interested you the most?

Question 5: Do you think the authentic materials contribute to your English?

Appendix 13: Experimental Group – Sample Lesson Plan

Warm up questions

How many hours do you spend on internet?

For what purposes do you use Internet?

Do you think the Internet is useful?

Is there any adverse effect of the internet?

Do you play online games?

Now, we are going to watch a film about the internet. After the film, we will discuss it, and I want you to tell your opinions about it.



<https://www.beyazperde.com/filmler/film-235120/fragman-19542186/>

after the film student discuss the pros and cons of internet


Appendix 14: Control Group – Sample Lesson Plan

ÜNİTE 4 – ON THE PHONE – KONU ANLATIMI

Aşağıdaki başlıklarda telefon görüşmelerinde kullanabileceğimiz bazı ifadeler örnekler verilmiştir.

<p>Telefonu açtığımızda selamlaşmak ya da kendimizi tanıtmak için kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • Hello/Hi! • Hello, This is Tom speaking. • Hi, this is Tom calling. • Hi John, Tom speaking. • Hello, how can I help you? • Hello, ABC company. May I help you? 	<p>Telefonla görüşürken konuşmak istediğimiz kişiyi belirtmek için, o kişiyi telefona isterken kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • May I speak/talk to Tom? • Can/Could I talk to Tom, please? • Is Tom there? • Is Tom in, please?
<p>Aranan kişinin müsait olmadığını ya da burada olup olmadığını belirtmek için kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • I'm sorry, he/she is not available now. • I'm sorry but Tom is busy at the moment. • I'm afraid he/she is not at home. Would you like to leave a message? • Tom isn't here/in. May I take a message? 	<p>Arayan kişiyi başka birine bağlamak/aktarmak ya da o kişiyi telefonda/hatta bekletmek için kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • Hang on a minute, I'll put you through to Mr. Brown. • Could you hold on a moment, please? • Hold the line, please. • Just a second, please. I'll get Tom. • Wait a minute, please.
<p>Tekrar arayacağımızı, ulaşacağımızı belirtmek için kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • I'll call back as soon as possible. • I get (back) to you in five minutes. • I'll talk to you soon/later. • I'll contact with you in an hour. • I will get in touch with you ten minutes later. 	<p>Aradığımız kişiye mesaj bırakmak için kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • Can you please tell her that Tom called? • Can/Could you tell him to call Tom as soon as possible, please? • Can/Could you tell her that we'll meet at Sun Cafe after school, please? • Can/Could you ask him to call me back, please? • Can/Could you tell him to get to me back as soon as possible? • Can/Could you say her to contact me? • You can say him Tom called, please. • Please tell him that I'm waiting for his call.

<p>Telefon görüşmesi esnasında karşı tarafı anlamadığımız ya da söylediğini tekrar etmesini istediğimiz zaman kullanabileceğimiz ifadeler:</p> <ul style="list-style-type: none"> • I'm sorry, I can't hear you well. • It's a bad line. Could you speak loudly, please? • I didn't understand. Can/Could you repeat that, please? • Repeat it, please. • Say it again, please. • Can you speak slower, please? • Can you say it slowly, please? • I'm sorry. What did you say? • What? I beg your pardon? • Pardon me/Excuse me? 	<p style="text-align: center;">“WILL”</p> <p>Konuşma anında alınan kararlarımızdan bahsederken “will” kalıbını kullanabiliriz.</p> <p><u>Examples:</u> I will call you. (Seni arayacağım.) I will join you. (Size katılacağım.)</p>
---	--

<p>Sample Dialogue</p> <p><i>Tim:</i> Tim speaking. <i>Susan:</i> Hi, Tim. This is Susan. Where are you? <i>Tim:</i> I'm in the cafe. I will eat something. What about you? <i>Susan:</i> Well, I don't know. I guess I will go to the shopping mall. <i>Tim:</i> Good! Have a nice day! Bye! <i>Susan:</i> Thanks, enjoy your meal. See you.</p>	
--	---

Source: Adapted from ingilizcele.com (July 12, 2024)

Appendix 15: Vocabulary Quiz

Please translate the following words and phrases in Turkish.

1	put me through	35	hope	69	place
2	take a message	36	think	70	After
3	tell	37	graduate from	71	opinion
4	Of course	38	information	72	fast
5	leave a message	39	donate	73	purpose
6	I'll get	40	send	74	make
7	Hang on	41	plant	75	Read
8	Is Elena there	42	garbage	76	people
9	social network	43	clean	77	answer
10	text	44	clothes	78	How
11	available	45	sure	79	friend
12	speak	46	Refugee	80	Share
13	Excuse me	47	application	81	why
14	repeat	48	need	82	classmate
15	I'd like	49	order	83	like
16	leave	50	give	84	homework
17	customer	51	translate	85	keep in touch
18	want	52	find	86	angry
19	bill	53	improve	87	because
20	flight	54	smartphone	88	sometimes
21	complaint	55	communication	89	talk
22	change	56	printing machine	90	hour
23	hang up	57	smoke signals	91	always
24	gift	58	messenger birds	92	fun
25	meet	59	way	93	best
26	When	60	letter	94	know
27	conversation	61	invent	95	old-fashioned
28	see you	62	first	96	see
29	arrive	63	cell phone	97	for a long time
30	join	64	use	98	prefer
31	guess	65	different	99	face to face
32	Where	66	history	100	each other
33	how long	67	soldier		
34	believe	68	warn		

Appendix 16: Student Diary Samples

Ben, belki çoşu öğrenenin aksine 8. sınıf (Lgs) zamanında kelime ezberini çok doşru buluyorum. Belki ara sınıflar için geşerir olmasa bile sınavlarda yorandan çok kelime ezberini ölçüyorlar (ingilizce için). Tabii bu soru çöşümü ile pekiştirilmesi ama asıl olay kelime ezberi. Veysi hocam bençe çoşu İngilizce öğretmeninin yaptığı gibi konu (grammar) anlatmadı ve bize kelime ezberletip quize yaptırdı ve sonra soru çöştü. Özellikle sınav döneminde bençe yapılması gereken bu. Aynı zamanda dersler sıkı geçmedi ve akron gelişmesi yaptık ardından ünite sonlarında kelime oyunları oynadık. ^{Belki en etkilişi buydu} Oldukça eğlenceli bir ders, bir yıldır, bençe. Lgs İngilizce Full Ezber ve soru çöşümü oldukça etkili.

Student A [ES12]

my opinions about our
English lessons

- Learning the lesson in this way makes me want my English lessons never end.
- The fact that the lessons are so fun makes learning easier.
- with this method i can learn easily even the most difficult words and sentences.

Student B [ES15]

Appendix 17. 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.

Bukapsamda “**Otantik Materyallerin 8.Sınıf Öğrencilerinin İngilizce Dersine Yönelik tutumları Üzerindeki Etkisi.**” başlıklı araştırma “**.Veysi TUNC.**” 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: Otantik materyallerin öğrenciler üzerindeki etkisi

Araştırmanın Nedeni: Otantik materyallerin öğrenci tutumları üzerindeki etkilerini ortaya çıkarmak

Süresi: Sekiz hafta

Araştırmanın Yürütüleceği Yer: Diyarbakir Bil Koleji

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:Veysi TUNC

e-posta:

İmzası:

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