

# Popular Culture in the Classroom: Teaching Reading and Writing with Inclusive Approach in Mother Tongue Education

Mazhar Bal<sup>1</sup>, Adile Yılmaz<sup>2\*</sup>, Ayşegül Ünal<sup>3</sup>

<sup>1,2</sup>Akdeniz University, Department of Turkish and Social Sciences Education, 05433110004,  
Department of Turkish and Social Sciences Education, Antalya, Turkey

<sup>3</sup>Ministry of Education, 05300992659, Antalya, Turkey

## Abstract

The aim of this research is to create an inclusive reading and writing learning environment in a class of 8 people, including students with different learning levels, and even learning difficulties. While associating the inclusive approach with the reading and writing process, the researchers prepared an action plan consisting of popular culture texts. In the study, action research method was adopted. The participants were composed of 8 middle school students who were selected using criterion sampling method. Data were collected via a semi-structured interview form, a semi-structured observation form, a diary form and activity files. The results revealed that as a result of the research, lower, middle and upper-level students' interest and willingness were increased. The students with learning disabilities participated in the lesson more actively and willingly. Therefore, it can be said that the research process provided an inclusive learning environment for the participating students.

**Keywords:** Mother tongue education, reading skills, writing skills, popular culture, inclusive education

## INTRODUCTION

Language is a common communication method that people use to express themselves. It is also a communication tool where individuals share their feelings and thoughts (Rao, 2019). The mother tongue is the language that a person hears from his/her family and close circle, which helps individuals to understand the world and shape their mental world (Gulina, & Dobrolioubova, 2018). Mother tongue education includes the development of children's listening, speaking, reading, and writing skills (Shum, Gao, Tsung, & Ki, 2011). The main purpose of mother tongue education is to develop children's ability to express their ideas clearly and fluently in their mother tongue (Shaykhislamov, 2020). The mother tongue enables students to develop their problem-solving skills, increase their creativity, and gain high sensitivity to grammar (Tackie-Oforu, Mahama, Vandyck, Kumador, & Toku, 2015). In short, the aim of mother tongue education is to be able to understand what you read and to express yourself in writing.

Reading is the process of making sense of the symbols shown in writing. Reading skill is one of the basic language skills of mother tongue education, as well as contributing to the development of other skill areas. For example, a person with advanced reading skills may have better writing and speaking skills than a person who has not developed reading skills because their skill areas can support each other. Students need critical thinking to analyze, match, classify and understand meaning in the reading process (Ardhian, Ummah, Anafiah, & Rachmadtullah, 2020). For this reason, various strategies and activities have been developed to improve the reading process. Reading activity is an activity that enables individuals to understand what they read and gain in-depth knowledge (Ardhian, Ummah, Anafiah, & Rachmadtullah, 2020). While the learning strategy guides teachers for what they will do,

it can also enable students to understand the content more quickly and easily (Nuraeni & Aisyah, 2022). The same can be said for reading. Reading comprehension is an interactive process that takes place before, during and after the reading process of individuals (Ananda, 2022). Ngure (2019) associated learning strategies such as group work, storytelling, and game activities with reading skills. Ananda (2022) explained question and answer relationships, concept map, story sequence, story map, directed reading activity, reading guides and mutual teaching as examples of reading strategies in his research. On all these expressions, it can be said that the primary goal in reading skill is comprehension and there are many strategies to gain a better reading skill.

Writing is one of the basic language skills closely related to reading. The purpose of writing activities is to provide children with a certain expression skill that will make their daily lives easier (Yildirim, Demir, & Kutlu, 2020). The aim

---

**Corresponding Author e-mail:** ayilmaz@akdeniz.edu.tr

**OrcidID:** 0000-0001-9068-6330

**How to cite this article:** Bal, Yılmaz A, Ünal A. Popular Culture in the Classroom: Teaching Reading and Writing with Inclusive Approach in Mother Tongue Education. Pegem Journal of Education and Instruction, Vol. 13, No. 3, 2023, 364-378.

**Source of support:** This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

**Conflict of interest:** The authors declare that they have no conflict of interest.

**DOI:** 10.4750/pegegog.13.03.44

**Received:** 19.01.2023

**Accepted:** 02.03.2023

**Publication:** 01.07.2023

---

of the writing activities carried out within the scope of the curriculum as a mother tongue skill is to provide children with a certain expression skill that will make their daily lives easier (Yildirim, Demir, & Kutlu, 2020). Writing has many benefits such as enabling students to express their thoughts, adding a physical dimension to the learning process, and helping students reinforce learning (Mantra, Widiastuti, Suwandi, & Laksmi, 2020). Teacher should know the learning context that includes culture and literature for the writing skill (Samosa, Villar, Balasta, Gugulan, & Macato, 2021) and should also be creative and innovative (Aprilliani, Asib, & Ngadiso, 2019). In this way, teachers can better guide students through the writing process.

Writing skill is a complex process consisting of several steps (Suvin, 2020). Students organize information and practice thinking while improving their writing skills (Singh, Lebar, Kepol, Rahman, & Mukhtar, 2017). In this context, there are some strategies to enable students to write better. Suvin (2020) examined writing skill strategies such as organizing, explaining, inferring, questioning, estimating, summarizing, and visualizing. Bailey (2019) included three strategies in his research: before writing, during writing and after writing. Based on all these, it can be said that writing skill is a method that can be developed with certain strategies, that benefits the individual and that the individual expresses himself.

Children start school by acquiring listening and speaking from their immediate surroundings. On the other hand, teaching of reading and writing skills takes place in formal education institutions. Reading and writing skills may not develop at the same rate for every student. Some students may go through the process easier and faster, while others may progress more difficult and slowly. In such cases, teachers and students may encounter some problems in the classroom. In his research, Gündoğmuş (2018) found that pre-service teachers encountered difficulties such as physical inadequacies, parental indifference, lack of professional experience, student absenteeism, students' indifference, students' unpreparedness, and cursive handwriting teaching in their first literacy teaching processes. Socioeconomic status, quality of education, housing security, adequate nutrition and access to health care are also among the problems (Washington, & Seidenberg, 2021).

Texts are one of the most used materials in the mother tongue education process. However, there are some criteria that teachers should pay attention to in the selection of texts. Some of these criteria are that the texts serve the purpose of the course, do not contain discrimination on any subject, and are suitable for the characteristics of the age group in terms of language and content. Teachers may need to be more sensitive in the texts to be used in reading and writing teaching, especially in classrooms consisting

of students with different characteristics. In such classes, teachers should be able to choose texts that cover the whole class, attract the attention of every student with different characteristics, motivate students to the lesson and reveal their creativity when choosing texts for literacy teaching. In this context, popular culture texts that students frequently prefer in their daily lives can be a good option. Researchers have used popular culture texts in different fields of study to teach various concepts (Peacock, Covino, Auchter, Boyd, Klug, Laing, & Irvin, 2018). Therefore, popular culture serves as a potential resource to use in teaching current or sensitive issues related to differences (Crafter, & Meetoo, 2017). Visco (2021), in his research using popular culture text, stated that the students not only answered the questions, but also some students who never spoke in the lesson started to attend the lesson. In that case, it can be said that popular culture texts unite the students in the classroom, have an inclusive quality and enable students to be more motivated to the lesson. In addition, popular culture texts enable the development of creative writing skills (Connolly, & Burn, 2019).

The inclusive education approach recommends that all students receive education in the same class without any discrimination (Belay, & Yihun, 2020). It finds the most suitable education method for all students and asks them to develop education that suits their different needs (Fedulova, Ivanova, Atyukova, & Nosov, 2019). In addition, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) also recognizes the right to inclusive education for all persons with disabilities (UNICEF, 2017). It is beneficial for students with and without special educational needs to study in inclusive classrooms (Pit-ten Cate, M., Markova, Krischler, & Krolak-Schwerdt, 2018). The inclusive education approach accepts that all students have the right to learn under equal conditions in the learning process. This approach, together with the use of popular culture texts, can provide a learning environment suitable for learning speeds. In this way, students can develop their self-confidence and find the opportunity to express themselves using their creativity.

Studies on inclusive education in language teaching in the literature (Ahmad & Mamat, 2022; Hofmann, 2018; Liu, & Lin, 2017; Rets, 2016; Rovai & Pflingsthor, 2022; Sudiran, Kurniawati & Adityo, 2020; Nijakowska, 2019; Chauke and Tabane, 2021; Ataç and Taşçı, 2020). However, these studies are generally related to foreign language teaching. Apart from these, there are different studies on inclusive education (Yada & Savolainen, 2017; Haug, 2017; Bibigul, Marinasi, Alpsbayeva, & Nietbaeva, 2022; Yeo, Chong, Neihart, & Huan, 2016; Pancsofar & Petroff, 2016). These studies are generally related to the theoretical part of inclusive education, teacher views and experiences. This study differs from previous studies in that it is both practical and focused on reading and writing in the mother tongue. Based on the explanations, this research

aims to create an inclusive reading and writing learning environment in a class of 8 people, including students with different learning levels, and even learning difficulties. The research process is based on an action plan that links the inclusive approach, the reading and writing process, and popular culture texts. The researchers applied the action plan to the participants. In line with this purpose, the research questions are as follows:

- How does the reading and writing process with popular culture texts take place in terms of inclusive education?
- What are the students' views on the reading and writing process with popular culture texts?

## METHOD

### Research Design

This study was designed based on the case study method. Case study is a method used in many different fields. The common point of the case study, which is used in different fields, is to reveal a certain situation (Yin, 1984). In this study, case study was used to make the Turkish language lesson more effective. The focus of this intervention is also the curriculum. The curriculum intervened in this research is the teaching process related to reading and writing skills in mother tongue education. One of the researchers identified the problem that formed the basis of the study. The researcher is also a mother tongue teacher. His class has students with different learning styles. Since the learning speeds of these students are different from each other, the teacher faced serious problems especially in the reading and writing processes. In order to cope with these problems, they discussed this problem with other researchers and developed a lesson plan. Ethics committee approval was obtained from Akdeniz University Ethics Committee before starting the study (25.03.2022/133).

The solution they produce is also based on the mother tongue teacher's experiences in the classroom. Students enjoy talking about popular culture in class. They thought that using it in the classroom as a type of text could also be useful for the reading and writing process. They were based on an inclusive education approach with popular culture texts; because only with the inclusive education approach, they could teach students with different learning speeds in the same class according to their own pace. To establish a relationship with the official curriculum, they considered the text types suggested by the Turkish Language Curriculum (2019). These text types are poetry, informative text, and narrative text. They associated each of these text types with a popular culture text. They choose rap music for poetry; banner for informative text; comic book for the narrative text. While making this association, the teacher, who is also a researcher, interviewed the students in the classroom and reflected on

her own observations. Thus, they developed a lesson plan to improve the reading and writing skills of 6th grade students.

### Study Group

Participants are 8 (6 male, 2 female) middle school students. Information about the participants of the study is below:

- S1: This participant, who is a 6th grade student, is below the class average in terms of academic success in reading and writing processes. He has difficulties in understanding and explaining. He does not attend classes regularly. The participation rate in the activities is low compared to other students.
- S2: This participant, who is a 6th grade student, is at the class average in terms of academic success in reading and writing processes. He does not have any difficulties in understanding and explaining. He regularly attends classes. The participation rate in the activities is at an average level compared to other students.
- S3: This participant, who is a 6th grade student, is above the class average in terms of academic success in reading and writing processes. He does not have any difficulties in understanding and explaining. He regularly attends classes. Participation rate in activities is higher than other students.
- S4: This participant, who is a 6th grade student, is above the class average in terms of academic success in reading and writing processes. She does not have any difficulties in understanding and explaining. She regularly attends classes. Participation rate in activities is higher than other students.
- S5: This participant, who is a 6th grade student, is below the class average in terms of academic success in reading and writing processes. He has difficulties in understanding and explaining. He regularly attends classes. The participation rate in the activities is low compared to other students.
- S6: This participant, who is a 6th grade student, is at the class average in terms of academic success in reading and writing processes. She does not have any difficulties in understanding and explaining. She regularly attends classes. The participation rate in the activities is at an average level compared to other students.
- S7: This participant, who is a 6th grade student, is above the class average in terms of academic success in reading and writing processes. He does not have any difficulties in understanding and explaining. He regularly attends classes. Participation rate in activities is higher than other students.
- S8: This participant, who is a 6th grade student, is below the class average in terms of academic success in reading and writing processes. He has difficulties in understanding and explaining. He regularly attends classes. The participation rate in the activities is low compared to other students.

As can be seen, students in the classroom have different learning levels. Three of these students have serious problems in the reading and writing process. Three of these students have learning difficulties. 3 of them are above the class average in the reading and writing process. 2 students are at a level that can be considered normal. This class consists of students with different learning levels. Therefore, it is difficult to perform the reading and writing processes effectively in mother tongue education. To make this classroom environment effective, researchers tried to develop reading and writing skills in line with the interests and learning speeds of each student. For this reason, the fact that these students with different learning levels receive education in the same classroom environment can increase their belonging to the course.

### Data Collection Tools

Researchers used four different data collection tools in accordance with the nature of qualitative research. These tools and their development process are below:

**Semi-structured interview form:** This data collection tool is for students. The purpose of development determines the opinions of the participants about the implementation process. While developing the data collection tool, the researchers scanned the literature on popular culture texts, inclusive education, reading and writing skills, and prepared the questions considering the purpose of the research. They prepared 6 questions for the implementation process of the prepared action plan. They presented these 6 questions to the opinion of three different field experts. In line with the feedback received, the number of questions decreased to 3. There are 9 sub-questions under these 3 main questions. After the pilot application, they gave the final form of the interview form. The interview form questions are aimed at determining the belonging of the implementation process to the lesson, the efficiency of the implementation process and the relativity of the activities to the student. During the research process, the researchers collected a total of 8 interview forms.

**Semi-structured observation form:** The source of this data collection tool is the researcher. The researchers developed the observation form to determine the behaviors of the students towards the implementation process. While developing the observation form, the aim of the research was taken into consideration. It consists of 3 main and 9 sub-questions. These questions are related to the semi-structured interview form questions. While forming the observation questions, the researchers took the opinions of 4 field experts and gave their final form. During the research process, 6 observation forms were collected.

**Diary form:** This form is for collecting daily data on the implementation process. This form is not structured, and students fill it out at the end of each lesson. Thanks to the form, the students made the evaluation of each lesson on

their own. While filling out the form, the researchers guided the students to evaluate the effectiveness and efficiency of the implementation process. A total of 126 diary forms were obtained throughout the research process.

**Activity-based documents:** This data collection tool consists of activities developed for the implementation process. Each activity was carried out as a group work. Students wrote 3 rap music lyrics; developed 3 comic book and 3 posters as an activity during the implementation process.

### Data Collection

The data collection process of this study consists of 7 weeks. 6 weeks of these 7 weeks are for the implementation process of the action plan. The data collection process is as follows:

**First week:** The researcher did a reading activity. The researchers chose informative text from the mother tongue teaching program. He used children's magazine as an informative text as a popular culture text.

**Second week:** Students did a writing activity. The researchers asked them to write an informative text from the mother tongue teaching program. As a popular culture text, they wrote the poster as informative text.

**Third week:** The researcher did a reading activity. He chose poetry as a text from his mother tongue teaching program. As a popular culture text, they used rap music as informative text.

**Fourth week:** Students did a writing activity. They wrote poetry from the mother tongue teaching program. They wrote rap music, a popular culture text as poetry.

**Fifth week:** Students did a reading activity. Researchers selected narrative text from the mother tongue teaching program for this week. They used the popular culture text comic book as the narrative text.

**Sixth week:** Students did a writing activity. They wrote a narrative text from the mother tongue teaching program. They wrote comic book, popular culture text as narrative text.

**Seventh week:** Researchers interviewed about the implementation process.

As it can be understood from the above plan, the participants first did the reading activity and then the writing activity. The first and second weeks are about the production of children's magazines and posters from popular culture texts. In the first week, they did a reading activity using the children's magazine. In the second week, they transformed the comprehension skill into a concrete product with writing. The third and fourth weeks are also complementary weeks. In the third week, they performed a reading comprehension process for rap music. In the fourth week, they turned this information into a product by writing rap music lyrics. Finally, the fifth week was used in reading comprehension skills and the sixth week they



developed comic book. When the whole process was over, the researchers determined the opinions of the participants about the application through the interviews they held.

### Data Analysis

Researchers used two different data analysis techniques in this study. The first is the descriptive analysis technique used to present the research process in stages. The researchers analyzed student diaries, semi-structured observation forms, and activity forms with descriptive analysis. Another data analysis technique is content analysis. They used content analysis to present the interviews about the research process in detail. During the research process, they conducted the analyzes simultaneously and diachronically. During the implementation process, they simultaneously analyzed the diaries, activity forms and observation forms collected every day. Before the analyzes were made, they converted all the data into written form. They received approval from a domain expert to check that the manuscripts were translated correctly. The field expert re-examined the manuscripts in detail and verified their accuracy. Then, the action plan was presented gradually with the descriptive analysis technique. The researchers took the research problem, which deals with how the application process in descriptive analysis, took place as the theme. The semi-structured interview form data collected at the end of the application process was also written down in the same way and confirmed by a field expert that the articles were transferred correctly. Then they made coding with content analysis. They reached total 3 codes: 7 categories. With these categories, they reached the theme of “popular culture in the process of reading and writing”.

A different field expert helped for the reliability of the research in these analyzes. The field expert first examined the descriptive analyzes of the implementation process of the action plan. He confirmed that there were no inconsistencies. Then, he analyzed the semi-structured interview form data, which was analyzed by content analysis, using the same technique. The coding reliability between two experts (Miles & Huberman, 1994, p. 64) is 90%. To increase the reliability of the study in addition to the reliability of the coding, the researchers added the data to the report of the study without changing it. Thus, they tried to make the analysis more concrete. For the validity of the research, the action plan was planned as long as possible. The implementer of the action plan is also the teachers of the participants that they have known for two years. In this way, the participants felt more comfortable in their own classrooms and presented realistic data. Since the researchers performed the analysis process simultaneously, they asked and confirmed the points that were not understood in the daily analyzed data. In addition, for the validity of the research, the researchers explained the whole application in detail from the introduction to the conclusion.

### FINDINGS

In this part of the research, there are the findings obtained for the six-week practice process for inclusive reading and writing in a class consisting of 8 students with students with different learning levels. The researchers classified and interpreted these data on a weekly basis.

In the first week, the researchers selected a popular culture text in accordance with the informative text type. The selected text is a text called “Our Emotions” from a children’s magazine called “Bilim Çocuk” (Bilim Çocuk, 15 March 2022). The text presents emotions such as sadness, shame, happiness, anger, surprise, fear with an explanatory expression. This text, which was created for children aged 7 and above, presents emotions in accordance with the secondary school level. Before starting the activity process, the researcher divided the class into two groups. While forming the groups, attention was paid to heterogeneous groups according to their learning speed. Then, first, the researcher checked the students’ prior knowledge about emotions in relation to the text before going into the process of reading the text. In this process, the researcher asked the following questions: “What is emotion?”, “What are our emotions?”, “What do you know about our emotions?”. The students expressed their views on the questions and then proceeded to the text reading process. In the process of reading the text, the researcher first read the text aloud to the class. Then, each student re-read the text silently. After the process of reading the text was carried out, the teacher asked the following questions: “What is the subject described in the text?”, “Does every person express their feelings in the same way, explain?”, “How do you express your feelings?”, “Have you ever had a diary in which you explained your feelings?”. He asked the students in both groups to first seek answers to these questions among themselves. After the groups discussed the answers to the questions among themselves, each group reported their answers to the teacher in turn. Within the framework of these questions, the process to understand the text was carried out. The participant comments regarding the first week were reflected in the diaries as follows:

“I liked it because it was a group work. Everyone had an idea, everyone had fun. Everyone laughed while we were telling our memories, so the Turkish language lesson was fun, cute and a lesson that we learned.” (S2, diary form, first week).

“I liked it because it was a group work. Everyone had an idea, everyone had fun. Everyone laughed while we were telling our memories, so the Turkish lesson was fun, cute and a lesson that we learned.” (S2, diary form, first week).

“I was very quiet, there was fear, sometimes I was worried, and I didn’t talk. This Turkish language lesson was a lot of fun because I had a lot of fun in this lesson, we had a lot of fun because it was funny. My friends, whom I am very happy because this lesson was funny, I had a lot of fun today and we

had fun, chatted, and became happy with my friends.” (S5, diary form, first week).

“Researcher: How do you think this course was compared to other Turkish language lesson?

S8: It was better.” (S8, diary form, first week).

“I was very bored because the number of people attending the lesson was low. But I had a lot of fun in our lesson today. I think we should continue to do so.” (S7, diary form, first week).

“While the number of attendees was low in the previous lessons, everyone attended today’s lesson.” (S7, diary form, first week).

As can be understood from the above statements, students mostly focused on the emotional state of the lesson. Emotionally, there is generally a positive attitude at all levels. There was no finding related to belonging in the first week. It was stated that this course was more fun than previous lessons. All students have a positive perception in the attractiveness part of the course. There is a positive attitude towards the effectiveness of the implementation process that students’ reading and writing will improve further. Participants did not encounter any problems. Observation data for this week also support these findings as follows:

“Students generally felt comfortable during the implementation process. Although some students (S5 and S8) were more introverted at first, they started to relax towards the middle of the lesson. Students were more shy in their previous Turkish language lessons. However, in today’s lesson, all the students attended the lesson. S7 was normally an active and hardworking student in class, and he showed the same characteristics in today’s lesson. However, it was clear that he was having more fun in today’s lesson. S2 and S6 are normally active students who like to talk and share. Even if they are not good academically, they attend the lesson. However, their attendance in today’s lesson was high. They eagerly answered all pre- and post-text questions and understood the text. S8 almost spoke to the lesson for the first time. It wasn’t clear what he was saying at first, he was just saying one-word things or only answering my questions. However, for the first time (I was reading the text aloud), I saw him willingly follow a text. Afterwards, his group teams asked him about discussion questions, and he answered. S8 attended a lesson for the first time, told a few memories of her past and tried to understand the text and answer the questions. He told me that we should always teach the lesson like this. S5 was very panicked and excited at first. We calmed him down and the text was about feelings. So, I got him to talk, and he started to tell his memories. He relaxed over time and participated in the lesson very actively. It was a little difficult in the group work at first, but individually compared to other lessons, it was very good. S4 is normally a calm and introverted student, but he is successful. He attended the

lesson as usual but did not reveal his feelings as much as the others. When I asked him, he answered and explained his ideas on the subject. However, he never strayed from the lesson. All students were very satisfied with the teaching process and had fun during the course. The reason for this may be the change in the teaching method and I do not want all of them to actively participate in the lesson, they work as a group, and it is a common subject that attracts everyone’s attention. I think the implementation process went well. The part where we talked about our different memories especially attracted everyone’s attention. We told about our memories that made us feel different emotions. I don’t think there was any point that was boring.” (Researcher, semi-structured observation form, first week).

As can be understood from the researcher’s observations, the participants are in the process of getting to know more about the first week. Unlike previous lessons, it is careful about this content presented. Since the researcher is also the teacher of the lesson, she noticed that the participants were more active in the reading process in this course compared to the previous lessons. Especially the answers they gave to understand the text confirm this situation. In the second week, the researchers chose a poster design activity in accordance with the informative text type. Figure 1 is an example of posters designed by students.

Before starting the implementation, the researcher divided the class into two groups in the first week, again with the same students in the same groups. Students who came to the class that day took part in groups instead of those who did not. Before moving on to the poster design activity, the researcher briefly reminded the students about the topic they talked about the previous week. She then told the students that they would design a “poster” as an informative text. In this process, students wrote down all they knew about emotions on a piece of paper, based on what they knew and everyone in the group separately. The aim here is to prepare for the next step, the group writing process. Since the poster design activity is the first activity done in the classroom during the research process, such an individual study was added to the process before the group work so that no student

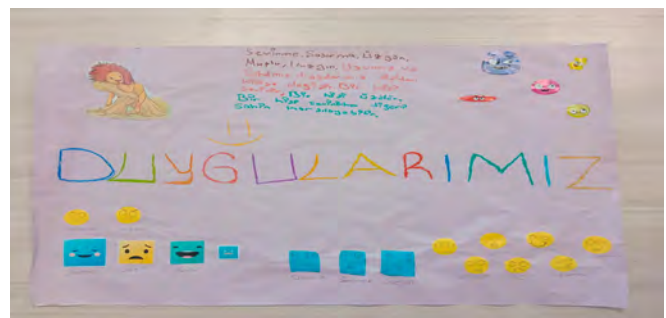


Fig. 1. Our Emotions Poster.

would break away from the group work, each student would express their opinion separately, the students could speak in the group at the next stage and their writing skills would be strengthened. Afterwards, the process of writing with the group started and the groups started to design a poster among themselves. Thus, in the first step, the common text of the groups was created based on the texts written by each student individually. Then, as a final step, the images related to the poster text were drawn, pasted, and presented to the class by the group members. Within the framework of these activities, they carried out a process for creating a text. The participant comments regarding the second week were reflected in the diaries as follows:

“This week was more fun than other lessons, I was happy. Because I cut pictures and things with my friends. It was fun.” (S3, diary form, second week).

“The previous lesson was better, I had a lot of fun and I was happy, I loved it, we handled emotions very well, it happened, I was very happy, I loved this lesson. We had fun with my group, this week has been great.” (S5, diary form, second week).

“I was very happy in the lesson and very excited. I would love for such lessons to continue.” (S7, diary form, second week).

“Researcher: How was this lesson?”

S8: It was good.

Researcher: Are you happy?”

S8: Yes.” (S8, diary form, second week).

“I had a lot of fun compared to other Turkish language lessons. It is very nice to work in a group with my friends. I want to do it again and again.” (S6, diary form, second week).

“Researcher: Well, what made you the happiest today?”

S8: To draw.” (S8, diary form, second week).

“It makes our reading and writing even faster. It was both fun and educational.” (S3, diary form, second week).

“Our literacy is improving here. We are having a lot of fun. We are preparing a poster with the song. Very, very beautiful. I always look forward to the lesson.” (S4, diary form, second week).

“I think the lesson we taught today went even better than last week because today’s lesson gave us the opportunity to develop our painting skills better. I prepared a poster for the first time.” (S7, diary form, second week).

“We had fun again today because we made posters, cut, drew, painted, written, pasted, but I would like to do it again.” (S6, diary form, second week).

As can be understood from the above statements, students mostly have a positive attitude towards the lesson. There is a positive approach to the group work in the findings. There was no evidence of the boringness of the lesson. They also found the lesson interesting. Regarding the effectiveness of

the implementation process, students mostly have positive opinions about the process. They believe that the process will improve them more in reading and writing. No findings were found in the problem section. In the interesting part of the activity, it is striking that the students mostly like to prepare posters. The researcher reached the following findings regarding this week in the observation data:

“The students were very happy and relaxed during the implementation process. S8 danced in the classroom for the first time and did it only because S8 wanted. They had a lot of fun as a group work. S7, S4 and S6 were quite active. S3 also actively participated in group. T5 had some difficulty in supporting the group at first because T5 was not very good at dexterity and writing. Despite this, they shared tasks with T5’s friends and T5 adapted to the group more easily.” (Researcher, semi-structured observation form, second week).

As it can be understood from the researcher’s observations, the participants got used to the implementation process more in the second week and actively participated in the activities. Particularly in the writing process, being in a more active action than reading attracted more attention of the participants towards the lesson. The answers they gave for preparing posters confirm this situation.

In the third week, the researcher selected a popular culture text in accordance with the poetry text type. The selected text is a text called “Eller Konuşur” belonging to the “DEF RAP” group. Text: It talks about the difficulties experienced by hearing-impaired individuals with other individuals, their lack of communication and breaking down prejudices with music and dance. This week, the researcher changed the students in the groups and formed two different groups again. First, the researcher checked the students’ prior knowledge about music and disabled individuals in relation to the text before starting the process of reading the text. This process includes with questions “What kind of music do you like?”, “Do you like rap music?”, “Which rap artists do you prefer to listen to?”, “What do you think about people with disabilities?”, “Are there any such individuals around you?”. The students expressed their views on the questions and started the text reading process. In the process of reading the text, the researcher first read the text aloud. Then, each student read the text silently again. After the process of reading the text is carried out, the researcher asks, “What is the subject described in the text?”, “What is the main idea of the text?”, “Tell the two sentences you like the most in the text together with the reason.”, “What other obstacles can people encounter, different from the situation of the disabled person described in the text?”. The researcher wrote these questions on the board and allowed the students in the group to discuss among themselves. Then the groups reported their answers to the teacher. Within the framework of these questions, the process to understand the text was carried out.



The participant comments regarding the third week were reflected in the diaries as follows:

“This lesson is very nice because we were very happy with friends. We had a lot of fun today.” (S5, diary form, third week).

“Researcher: What are your thoughts on this lesson? We listened to rap music today. What are you thinking?”

S8: I think it was beautiful.” (S8, diary form, third week).

“In today’s lesson, I would like to make a poster for people with disabilities. Because I’m not very good with music. I like listening to music, but I don’t like writing music. That’s why I don’t want more events with songs like this.” (S7, diary form, third week).

“I had so much fun. Everyone said something.” (S2, diary form, third week).

“Today was fun, better than other lesson, and it was an educational lesson. We listened to songs, we had fun, we learned, we talked to each other, we shared our ideas with each other. The lesson was also nice to sing and listen to music.” (S3, diary form, third week).

“We understood people with disabilities better in this lesson.” (S4, diary form, third week).

As it can be understood from the statements of the students about the third week, there is a positive approach. Only one student stated that the activity was not suitable for him. Students mostly stated that they were satisfied with the process. In the effectiveness of the implementation process, a mostly positive attitude stands out. In the problem part, only one student stated that he did not like this week’s lesson because of his group friends. A finding was found in the activity-related attractiveness part of the course and there is a positive approach. The researcher reflected the following findings regarding this week in his observations:

“In today’s lesson, we listened to a rap song and analyzed the lyrics of the song to raise awareness about disabled people. All the students answered the questions before and after the text, and each student expressed their own ideas about disabled individuals. In this lesson, S7 was a little scared at first because it was about lyrics and music, which made him say “I wonder if I can do it”. He didn’t seem very willing. S6 and S2 were very enthusiastic, but S6 also made some statements such as “my teacher, I may not be able to write lyrics” at first. S5 was more comfortable in this lesson compared to the previous lessons, and his uneasiness in the previous lessons was not present in this lesson. S5 actively participated in the group work and answered all questions asked. S3 is normally an active student in Turkish language lessons, and S3 was active and hardworking in this lesson as in other lessons. S3 took part in the whole group work. Since S1 participated in this study for the first time, S1 did not know exactly what to do and how to keep up with the group at first. There was no incompatibility, but I had to adapt S1 to group from time to

time. S1 very enthusiastically answered all the individual and group questions I asked. S1 shared experiences on the subject and expressed that S1 liked this lesson very much. Since S4 couldn’t be in the same group with the friends he wanted, S4 was a little depressed at first, but then we handled that too. S8 was even more active than the previous lessons. This time S8 answered the questions with more accurate and clear expressions. S8 listened carefully to what was said and continued to dance from time to time.” (Researcher, semi-structured observation form, third week).

As can be seen from the researcher’s observations, some of the participants initially approached the activity with prejudice. They adapted to the activity in a short time and actively participated in the reading process. The fact that music was added to an event for the first time attracted the attention of the participants compared to other courses. The researcher observed that the participation was higher than the previous lessons. The diary forms of the participants also support this observation. In the fourth week, the researcher had a rap songwriting activity in accordance with the poetry text type. Figure 2 is an example of rap lyrics written by students.

Firstly, the group order created in the third week was started and the researcher placed the students who did not come in place of the students who did not come. Before moving on to the rap songwriting activity, the researcher briefly reminded the students about the topic they talked about the previous week. Researcher then told the students that they would write a “lyric” as a poetry text type. In this process, the groups first came together within themselves, and each group decided on which subject they would write lyrics. For example, they decided whether to write about a single disability or for all people with disabilities in general. After the decision stage, each group started to write the lyrics. After the songwriting phase was completed, each group added what they wanted to add (pictures, photographs, etc.) in accordance with their own subject. Within the framework of these activities, the process for creating a text was carried out. The last time they read the

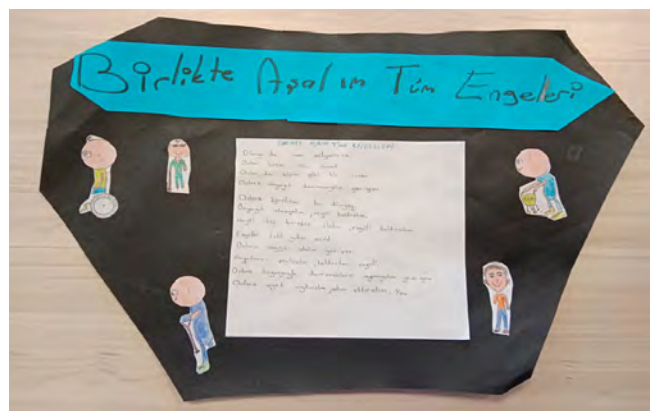


Fig. 2: Example of Rap Music.



lyrics on a beat they found on YouTube and made a song. The participant comments regarding the fourth week were reflected in the diaries as follows:

“Today was good because I wanted to cry from happiness today, but I didn’t cry. It’s good that I came today because it’s beautiful, I’m very happy. Is it good or bad today, I think it’s perfect, very good. If only it were always like this.” (S1, diary form, fourth week).

“I was a little embarrassed and touched while singing the song, but I’m sure it’s beautiful.” (S6, daily form, fourth week).

“I was a little scared at first because I was shy. But then I overcame my embarrassment. I sang the song, now I’m happy. The lesson was a lot of fun, I was very happy.” (S7, diary form, fourth week).

“T8: I was very happy. Sometimes I must cry.

Researcher: Why?

S8: I don’t know.

Researcher: From happiness or sadness?

S8: Both.

Researcher: When did you cry?

S8: I wanted to cry while my friends were saying it.

Researcher: What moved you there, then?

S8: Since it talked about the disabled.” (S8, diary form, fourth week).

“T8 drew a picture and did it wonderfully.” (S2, diary form, fourth week).

“I think it contributed to our lesson because we came up with ideas, we did read, I think it was good and fun. We did educational stuff, but it was still nice and fun. We learned, we talked, we had fun, we talked, and we had fun, so it was nice.” (S3, diary form, fourth week).

“I had a lot of fun today because we wrote a song today. The name of our group was the magnificent four. I would love to write a song again. We wrote a song for our disabled brothers, and it was a beautiful song.” (S6, diary form, fourth week).

“Writing the lyrics was a little difficult, but it was good.” (S7, diary form, fourth week).

As it can be understood from the statements above, students mostly focused on the emotion part of the lesson. It is observed that mostly a positive attitude is displayed. It is seen that they are not bored while doing the activity. It is seen that there is a positive approach in the efficiency part of the implementation process. In relation to the activity, it is understood that the students mostly like to write lyrics. The following findings in the observation data for this week also support the views of the participants:

As it can be understood from the statements above, students mostly focused on the emotion part of the lesson. It is observed that mostly a positive attitude is displayed. It is seen that they are not bored while doing the activity. There is also

a positive approach to the effectiveness of the implementation process. In relation to the activity, the students mostly liked to write lyrics. The following findings in the observation data for this week also support the views of the participants:

“In this week’s lesson, student groups wrote rap lyrics to raise awareness about people with disabilities. Although the idea of writing lyrics scared some of the students at first, they realized what a fun process it was. Especially S6 and S7, who were afraid at first, were very effective in the process and although they did not know what to do at first, they wrote very good sentences afterwards. S2 supported the group, and S2 eagerly tried to write the lyrics. S8 supported the song lyrics written by the group by drawing pictures about people with disabilities and painted without resting for two lessons. Although S4 did not like some of group friends at first, S4 later abandoned this behavior and they all started to work in harmony. S4 was collecting what the group said and putting it on paper. Although S3 was ill, S3 actively participated in the songwriting process. Although S5 was not very good at writing skills, S5 did best and supported the process. S1 had a lot of fun in the lesson and added nice words. In both groups (except for S8, S8 only did the pictures) each student wrote at least three lines of their own words and supported the group work. In fact, after all the work was finished, the students sang the lyrics they wrote in accordance with the beats they found on the internet.” (Researcher, semi-structured observation form, fourth week).

As it can be understood from the researcher’s observations, prejudiced behaviors continued at the beginning of the fourth week. However, afterward, the participants again adapted to the process and realized that the activity was not as difficult as they had feared. All participants have a positive attitude towards almost the whole process. Both the participants’ diary forms and the researcher’s observation form support this situation.

In the fifth week, the researcher selected a popular culture text in accordance with the narrative text type. The selected text is from a children’s book called “Words in My Hands”. The text was created in the form of a comic book. The text describes the experiences of a deaf child. This text, which was created for children aged 7 and above, presents the life of a hearing-impaired individual in accordance with the secondary school level. This week, the researcher created two new groups. First, the researcher examined the students’ prior knowledge about disabled individuals before proceeding to the process of reading the text. While checking the prior knowledge, he asked the following questions: “What can you say about disabled people?”, “Do you think we may be making the lives of disabled people difficult without realizing it?”, “What can we do to help disabled people more?”. Then the researcher went to the process of reading the text. The researcher first read the text aloud and asked each student to read it silently. After reading the text,

the researcher wrote the following questions on the board after the text to provide a better understanding of the text: “What is the subject of the text?”, “What are the difficulties experienced by the child in the text?”, “How would you feel if you were in the place of the hero?”. He asked the students in the groups to discuss the answers to these questions among themselves. The groups reported the answers they found to the teacher. Within the framework of these questions, the process to understand the text was carried out. The participant comments regarding the fifth week were reflected in the diaries as follows:

“All the lessons went very well. We had fun with friends.” (S5, diary form, fifth week).

“(…) it was instructive. We talked and argued with my friends. It would be nice to add comic book to the lesson. Comic books are different from other texts in textbooks. We can learn and understand better with visuals in comic books, and it will be fun. It would have added fun to the subject, thanks to the visuals, we can better understand and learn what is going on.” (S3, diary form, fifth week).

“This lesson was great. We solved questions, we discussed, we had a lot of fun, we read cartoons. It is very nice to read cartoons, we got to know people with disabilities here. About our lesson, the lesson went very well, we will do another one just like this and it will end now, and I am very sad that it will end. I wish it never ended, I loved the lesson very, very much.” (S4, diary form, fifth week).

“I had a lot of fun again today because we read comic book today. Comic book is more fun, more beautiful than other prose. Prose is more boring to read when there are no pictures in between, but it is better when there are pictures among such comic book.” (S6, diary form, fifth week).

As can be understood from the views, students have a positive attitude towards activities aimed at understanding the comic book text type. As it can be understood from the expressions, the lesson process attracted the attention of the students. It is understood that student statements about the effectiveness of the implementation process are mostly positive. No evidence of the problem was found. In the finding, although there is a student who thinks that reading comic book is not very fun, the researcher still stated that it is better when compared to the texts read before. The following findings regarding the fifth week are included in the observation form:

“We did a comic book reading this week. We talked about how the comic book was written and how its pictures were drawn. The subject of our comic book was a deaf child. In this lesson, S8 started to read the text spontaneously without me saying it instead of being indifferent to the lessons as in the past. We changed groups. S4 and S2 were even more active in the lesson. S6 and S7 gave examples of disabled people in their close circles. S5 joined the group in a more harmonious way and adapted to other friends more easily during the interaction process. S3 was active in the group work just as in the lessons. In general, all my students were interested in the lesson.” (Researcher, semi-structured observation form, week five).

As it can be understood from the researcher’s observation data, it is observed that all participants adapt to the implementation process and participate in the activities in the classroom spontaneously and voluntarily. The researcher observed that the participants, who were indifferent to the lesson, especially in the lessons before the implementation, took an increasingly active role in the implementation process. In the sixth week, the researcher carried out a comic



Fig. 3: Example of Comic Book.

book creation activity in accordance with the narrative text type. Figure 3 is an example of a comic book designed by students.

The researcher first divided the participants into groups like the previous week. The researcher placed incoming students in the place of those who did not. Before moving on to the activity of creating a comic book, the researcher briefly reminded the students about the topic they talked about the previous week. She then told the students that they would design a “comic book” in the narrative text type. In this process, the groups came together and decided on the comic book they would create. After the decision stage, each group started to create their comic book. After the comic book creation phase was completed, each group exhibited their own text. The participant comments regarding the sixth week were reflected in the diaries as follows:

“This lesson was good, we drew pictures, we painted, we wrote, we had a lot of fun in the lesson, our group is nice too.” (S7, diary form, sixth week).

“It was very good, it went well. I had a fun time with my friends. It went very, very well. Everyone asks something and says the answer. This is a beautiful thing.” (S1, diary form, sixth week).

“(…) and it was different from other lesson. If it was always like that, it would be nice, fun, and instructive. I wish my lessons were always like this. This lesson was better. I always had fun like this, I learned, and I always wanted it to be like that.” (S3, diary form, sixth week).

“This lesson taught me how disabled people have difficulties, it’s a little challenging. It was different because normally it was better to take a test and draw a picture. Yes, because it was fun and I want it to stay that way, and that’s how it works for us and it’s nice to work as a group because it’s a lot of work and I’ve had a lot of fun for six weeks.” (S2, diary form, sixth week).

As can be understood from the diary form, students mostly have a positive attitude. One student stated that working both individually and as a group is good for him. The course was found interesting by students at all levels. In addition, the course was mostly seen as a productive process for all levels.

Students mostly experienced problems in the group work. Based on the findings, some students adapted to the group work more easily, while others had some difficulty in this process. Comic book design activity has been interesting for students. The following findings are noteworthy in the observation form for this week:

“My students loved making comic books. All groups and all students participated in the lesson very enthusiastically. I think they liked this one the most among the activities. S8 drew the pictures with great care. S1 tried to help group and seemed quite satisfied with the process. S6, S7, S3, S4, S2 are already very active and have very creative ideas. S5 was more comfortable in the group work this week, but the biggest change in these 6 weeks was S8. None of the students were bored. This implementation is very useful in terms of making the lessons fun and considering the differences of the students. Although the students actively participated in the reading activity, they seemed happier in the writing activity. I guess they like to create things. In general, I did not have any problems with the activities. Only S5 and S1 had trouble contributing to the group work from time to time.” (Researcher, semi-structured observation form, fifth week).

As can be seen from the observation form, the comic book making activity attracted the attention of all participants. During the whole activity process on reading and writing activities, the participants generally had a better time in writing activities, in which they produced something, compared to reading activities. The researcher conducted interviews with the participants about the process at the end of the sixth week. The opinions of the participants are given in Table 1.

As seen in Table 1, three different categories (perception, productivity, and activity) were reached in the interview data for the implementation process. In terms of frequency, these categories are perception (f=85), productivity (f=48) and activity (f=44). In Table 1, the first category in terms of frequency value is perception. The category in question consists of 4 codes. All these codes are positive perceptions. The following views are examples of codes related to these positive perceptions:

**Table 1.** *Opinions on the Implementation Process.*

<i>Theme</i>	<i>Category</i>	<i>Code</i>	<i>f</i>
Popular culture in the reading and writing process	Perception	Positive feeling	42
		Attractiveness	26
		Belonging	8
		Enjoyable	9
	Productivity	Effectiveness	30
		Problem	18
	Activity	Attractiveness	44

“Researcher: How did you feel during the implementation process in all these lessons?

S8: Good.” (S8, semi-structured interview form).

“I loved participating because I joined in because I put my interpretation and imagination into what we were doing.” (S4, semi-structured interview form).

“I loved this app because we had so much fun with my friends and my teacher.” (S1, semi-structured interview form).

As can be understood from the opinions, participants with different learning levels have similar views on the implementation process. These views are on the positive effect of the implementation process. In Table 1, the second category in terms of frequency value is productivity. There are two different codes for productivity. One of these codes reflects a positive opinion and the other a negative opinion. The views on productivity, which is a positive code, are as follows:

“(…) and let’s study this lesson again, this lesson went very well, it was productive.” (S5, semi-structured interview form).

“(…) all the studies were a group work and I participated in all of them.” (S2, semi-structured interview form).

“The reason for this lesson to be productive is to prepare posters and write rap lyrics (…)” (S4, semi-structured interview form).

The views on negative code can be exemplified as follows:

“This lesson was a lot of fun, but sometimes I had problems.” (S7, semi-structured interview form).

“I can’t draw, it’s always bad, that’s the only problem.” (S1, semi-structured interview form).

“(…) I was just embarrassed at first.” (S2, semi-structured interview form).

As can be seen from the opinions, the opinions about the effectiveness code are mostly positive. When the opinions about the problem code are examined, the problem is not related to the teaching of the lesson. The problems are caused by the participants themselves. In Table 1, the third category in terms of frequency value is activity. The category in question consists of a single code called attractiveness. All this code is based on positive reviews. Comments on this code are given below:

“The point of interest is group work. I have a lot of fun while doing group work because I get bored with solving questions in other Turkish language lessons, but I have a lot of fun in this lesson.” (S4, semi-structured interview form).

“The interesting aspect was writing rap music lyrics (…)” (S2, semi-structured interview form).

“Everybody’s comic book was good, it went well, we were happy (…)” (S5, semi-structured interview form).

As can be seen, all the participants reported a positive opinion for the attractiveness code in the activity category. All these opinions support that the implemented activities attract the attention of the participants.

## DISCUSSION

This research aims at an inclusive reading and writing learning environment in a class of nine students with different learning levels and even learning difficulties. The action plan for the reading and writing process with an inclusive approach was realized with popular culture texts. The researchers applied the action plan they prepared to the 6th grade students. As a result, they associated reading and writing teaching with an inclusive approach by making use of popular culture texts. In the literature, there are studies that associate popular culture texts with the reading process (Amaya Garcia, 2014; Luk, & Hui, 2017; Marsh, 2006; Persson, 2015) and the writing process (Pardue, 2004; Stufft, & von Gillern, 2021). There are also studies linking the reading and writing process with inclusive education (Kale, & Demir, 2023; Knauf, 2016; Mattson, & Roll-Pettersson, 2007; Mercieca, 2011; Narkon, & Wells, 2013); However, there is no study that uses popular culture texts as an inclusive text in the reading and writing process. In this respect, the study differs from other studies in the literature.

The first week of the study is about the reading and comprehension process of the children’s magazine. This informative text is about emotions. In the second week, after the process of understanding the text, the students developed a poster about emotions. Posters present concepts concisely, attract and retain students’ attention and interest (Osa, & Musser, 2004). In this respect, they are effective text types. Based on the findings regarding the two-week implementation process, the students found the text interesting. During the implementation process for poster development, the participation of lower, middle and upper-level students increased. Likewise, students with learning disabilities were more active in the course. In the process of creating the popular culture text, grouping students with different learning levels created an inclusive learning environment. Students supported the development of the text according to their own skills and learning speed. The Jost (2005) study also supports these findings in relation to inclusive education. According to him, posters improve communication skills, provide permanent learning about the subject to be taught and support group work. In terms of basic language skills, posters increase motivation, support collaborative work, and increase self-confidence (Zerin, & Khan, 2013). In terms of writing skills, posters offer students the opportunity to create their products with their own words more confidently (Assyahbana, 2019).

The third week of the research is about a rap song about hearing impaired individuals in the poetry text type. After the reading and comprehension process, students with different learning levels formed groups and wrote a rap song in the fourth week. Here, they used the words of rap music as a poetry text type. Israel (2013) also used rap music in the form of poetry for the same purpose since it appealed more to



students in his own study. Based on the findings of the third week of the study, the students found the rap song different and interesting as a text type. Lestari (2020) also stated in his study that rap music offers a comfortable classroom environment for students in language teaching. In the fourth week rap song writing activity, students who had learning difficulties and could not participate actively in the lessons were more active. As can be understood from the findings on the rap song writing process, the students' group work and the creation of a product integrated the differences.

The findings of the fifth week are related to the reading and comprehension process of a comic that tells the story of a hearing-impaired child within the scope of narrative text. As can be seen from the student diaries and observation data, this text has raised students' awareness of sensitivity to differences. In addition, the use of comic books as a text increased students' interest in the lesson. The findings of the sixth week of the research process are based on the data for designing comics. This week, students divided into groups found the practice process more effective than their previous lessons. Students with high and low learning levels created an inclusive learning environment by developing comics together. Snowball (2005) also stated in his research that comic books are effective texts to increase reading comprehension and motivation, especially for low learning and unmotivated students. Another study (Carter, 2009) stated that comic books are motivating and interesting for advanced students. In relation to the inclusive education purpose of this study, Harbi (2016) also concluded that comic books have positive effects on primary school children's understanding of different cultures.

Based on the findings in the semi-structured interview form applied to the participants at the end of the study, the participants found all the activities during the implementation process interesting. The interest, participation and desire of the lower, middle and upper-level students participating in the study increased. Students with learning disabilities participated in the lesson more actively. In this respect, the teaching process carried out with posters, rap music and comic books increased the motivation of the students towards the lesson and in-class interaction, regardless of their learning level. Similar results were obtained in different studies (Bal, 2018; Koh, 2015; Rets, 2016). In this respect, the implementation process provided an inclusive learning environment.

## LIMITATION

This study is limited to rap music, comic books and poster text as a popular culture text. Studies can be done with different popular culture texts. In addition, the study was limited to only reading and writing skills. Studies that associate speaking and listening skills with popular culture can also be carried

out. In this study, popular culture texts are a tool as a type of text to provide an inclusive education environment. Studies that directly link popular culture and critical literacy can also be done.

## REFERENCES

- Ahmad, N., & Mamat, R. (2022). The Consumption of popular culture products among Japanese language learners at Universiti Teknologi Mara. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1598–1607. doi:10.6007/IJARBS/v12-i1/12183.
- Amaya García, M. A. (2016). Reading comprehension and intercultural education: opening a debate about changing Chile's standardised measurement systems and their application in the context of popular urban culture. *Páginas de Educación*, 9(1), 88–118. 30.05.2023. <http://www.scielo.edu.uy/pdf/pe/v9n1/v9n1a04.pdf>
- Ananda, K. D. (2022). Reading strategies for effective comprehension—A study. *International Journal of Multidisciplinary Educational Research*, 11.3(5), 68–73. DOI: <http://ijmer.in.doi./2022/11.03.94>
- Aprilliani, A., Asib, A., & Ngadiso. (2019). Schoology as a learning media platform for writing skill, implications to teachers and students. 3rd English Language and Literature International Conference (ELLiC). 3. 89–94. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4694>
- Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R. (2020). Reading and critical thinking techniques on understanding reading skills for early grade students in elementary school. *International Journal of Instruction*, 13(2), 107–118. <https://doi.org/10.29333/iji.2020.1328a>
- Assyahbana, G. M. (2019). The implementation of project-based learning through poster in teaching writing narrative text for senior high school. *Retain* 7(3), 83–92. <https://ejournal.unesa.ac.id/index.php/retain/article/view/30208>.
- Ataç, B. A. & Taşçı, S. (2020). An investigation of prospective language teachers' knowledge and attitudes towards inclusive education in Turkey. *International Journal of Curriculum and Instruction*, 12(2), 359–373. <https://files.eric.ed.gov/fulltext/EJ1271167.pdf>
- Bailey, D. R. (2019). Conceptualization of second language writing strategies and their relation to student characteristics. *Journal of Asia TEFL*, 16(1), 135–148. DOI:10.18823/asiatefl.2019.11.1.9.135
- Bal, M. (2018). Use of Popular Culture Texts in Mother Tongue Education. *Journal of Education and Learning*, 7(2), 293–315. DOI:10.5539/jel.v7n2p293
- Belay, M. A., & Yihun, S. G. (2020). The challenges and opportunities of visually impaired students in inclusive education: The case of Bedlu. *Journal of Pedagogical Research*, 4(2), 112–124. DOI:10.33902/JPR.2020060437
- Bibigul, D., Marina, K., Alpysbayeva, M. & Nietbaeva, G. (2022). Training a special teacher: Opinions and experience of teachers in the conditions of inclusive education. *Cypriot Journal of Educational Science*, 17(3), 920–929. <https://doi.org/10.18844/cjes.v17i3.6985>
- Carter, J. (2009). Going graphic. *Educational Leadership*, 66(6), 68–73.
- Chauke, M., & Tabane, R. (2021). Educators as mediators in teaching English as First Additional Language in Grade 6 inclusive

- classrooms in South Africa. *South African Journal of Education*, 41(3), 1-9. DOI:10.15700/saje.v41n3a1675
- Connolly, S., & Burn, A. (2019). The Story Engine: offering an online platform for making 'unofficial' creative writing work. *Literacy*, 53(1), 30-38. DOI:10.1111/lit.12138
- Crafter, S., & Meetoo, V. (2017). NAOS: Use of popular culture in an inclusive classroom. Personal, Social, Health and Citizenship Education (PSHCE) as the mechanism for addressing diversity and enhancing teacher competence: A case study from the UK. Final Report for the Sirius Network: <http://www.sirius-migrationeducation.org/>
- Fedulova, I., Ivanova, V., Atyukova, O., & Nosov, V. (2019). Inclusive education as a basis for sustainable development of society. *Journal of Social Studies Education Research*, 10(3), 118-135. <https://jsser.org/index.php/jsser/article/view/933/390>
- Gulina, M., & Dobrolioubova, V. (2018). One language and two mother tongues in the consulting room: Dilemmas of a bilingual psychotherapist. *British Journal of Psychotherapy*, 34(1), 3-24. DOI:10.1111/bjpp.12350
- Gündogmus, H. D. (2018). The difficulties experienced by teacher candidates in their own process of elementary reading and writing education, and their current solution. *Educational Research and Reviews*, 13(1), 60-67. DOI: 10.5897/ERR2017.3404
- Harbi, A. (2016). 'He isn't an animal, he isn't a human; he is just different': exploring the medium of comics in empowering children's critical thinking. *Journal of Graphic Novels and Comics*, 7(4), 431-444. <https://doi.org/10.1080/21504857.2016.1219956>
- Haug, P. (2017). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206-217. DOI :10.1080/15017419.2016.1224778
- Hofmann, J. (2018). Pixar films, popular culture, and language teaching: The potential of animated films for Teaching English as a Foreign Language. *Global Studies of Childhood*, 8(3), 267-280. <https://doi.org/10.1177/2043610618798929>
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal (LICEJ)*, 2(1), 1360-1365. DOI:10.20533/licej.2040.2589.2013.0180
- Jost, N. (2005). Poster presentations and language teaching. JALT2004 Conference Proceedings. Tokyo.
- Kale, M., & Demir, S. (2023). Determining the Effects of Interactive Book Reading Implementations on the Social Acceptance of Students with Special Needs. *Reading & Writing Quarterly*, 39(1), 36-53. <https://doi.org/10.1080/10573569.2022.2032892>
- Knauf, H. (2016). Reading, listening and feeling: Audio feedback as a component of an inclusive learning culture at universities. *Assessment & Evaluation in Higher Education*, 41(3), 442-449. <https://doi.org/10.1080/02602938.2015.1021664>
- Koh, A. (2015). Popular culture goes to school in Hong Kong: A language arts curriculum on revolutionary road? *Oxford Review of Education*, 41(6), 691-710. <https://doi.org/10.1080/03054985.2015.1110130>
- Lestari, S. (2020, May). Student's Perception of English Learning by Using Rap Music Media. In 1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019) (pp. 632-636). Atlantis Press.
- Liu, Y., & Lin, A. M. Y. (2017). Popular culture and teaching English to speakers of other language (TESOL). In S. L. Thorne & S. May (Eds.), *Language, education and technology* (pp. 87-101). Springer. [https://doi.org/10.1007/978-3-319-02237-6\\_38](https://doi.org/10.1007/978-3-319-02237-6_38)
- Luk, J., & Hui, D. (2017). Examining multiple readings of popular culture by ESL students in Hong Kong. *Language, Culture and Curriculum*, 30(2), 212-230. <https://doi.org/10.1080/07908318.2016.1241258>
- Mantra, I. B. N., Widiastuti, I. A. M. S., Suwandi, I. N., & Laksmi, A. A. R. (2020). Procedural demonstration as a practical learning contrivance to ameliorate students' writing skill. *International Journal of Linguistics and Discourse Analytics*, 2(1), 71-78.
- Marsh, J. (2006). Popular culture in the literacy curriculum: A Bourdieuan analysis. *Reading Research Quarterly*, 41(2), 160-174. DOI:10.1598/RRQ.41.2.1
- Mattson, E. H., & Roll-Pettersson, L. (2007). Segregated groups or inclusive education? An interview study with students experiencing failure in reading and writing. *Scandinavian Journal of Educational Research*, 51(3), 239-252. DOI:10.1080/00313830701356109
- Mercieca, D. (2011). Making sense of intensities of disability through writing and reading—contributing to more inclusive communities. *International Journal of Inclusive Education*, 15(1), 5-14. <https://doi.org/10.1080/13603116.2010.496187>
- Narkon, D. E., & Wells, J. C. (2013). Improving reading comprehension for elementary students with learning disabilities: UDL enhanced story mapping. *Preventing School Failure: Alternative Education for Children and Youth*, 57(4), 231-239. <https://doi.org/10.1080/1045988X.2012.726286>
- Ngure, W. (2019). *Instructional strategies and resources used in teaching reading: An implication on grade three pupils' reading skills in Nairobi County*. Unpublished doctoral dissertation, Kenyatta University, Kenya.
- Nijakowska, J. (2019). Foreign language teachers' preparedness to cater for special educational needs of learners with dyslexia: a conceptual framework. *European Journal of Special Needs Education*, 34(2), 189-203. <https://doi.org/10.1080/08856257.2019.1581401>
- Nuraeni, N., & Aisyah, S. (2022). Contextualisation of direct instruction method in teaching reading comprehension skills: The literature review. *SELTICS*, 5(1), 43-50.
- Osa, J. O., & Musser, L. R. (2004). The role of posters in teacher education programs. *Education Libraries*, 27(1), 16-21. DOI:10.26443/el.v27i1.196
- Pancsofar, N., & Petroff, J. G. (2016). Teachers' experiences with co-teaching as a model for inclusive education. *International Journal of Inclusive Education*, 20(10), 1043-1053. DOI:10.1080/13603116.2016.1145264
- Pardue, D. (2004). "Writing in the margins": Brazilian hip-hop as an educational project. *Anthropology & Education Quarterly*, 35(4), 411-432. DOI:10.1525/aeq.2004.35.4.411
- Peacock, J., Covino, R., Auchter, J., Boyd, J., Klug, H., Laing, C., & Irvin, L. (2018). University faculty perceptions and utilization of popular culture in the classroom. *Studies in Higher Education*, 43(4), 601-613. <https://doi.org/10.1080/03075079.2016.1180673>
- Persson, M. (2015). Reading around the text: On the diversity of reading practices in the new popular literary culture. Contribution to a special issue Paradoxes and Negotiations in Scandinavian L1 Research in Languages, Literatures and Literacies, edited by Ellen Krogh and Sylvi Penne.

- L1-Educational Studies in Language and Literature*, 15, p. 1-18. <http://dx.doi.org/10.17239/L1ESLL-2015.15.01.11>
- Pit-ten Cate, I. M., Markova, M., Kruschler, M., & Krolak-Schwerdt, S. (2018). Promoting inclusive education: The role of teachers' competence and attitudes. *Insights into Learning Disabilities*, 15(1), 49-63. <https://files.eric.ed.gov/fulltext/EJ1182863.pdf>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Rets, I. (2016). Teachers perceptions on using popular culture when teaching and learning English. *Procedia-Social and Behavioral Sciences*, 232, 154-160. <https://doi.org/10.1016/j.sbspro.2016.10.040>
- Rovai, A., & Pflingsthor, J. (2022). "Good foreign language teachers pay attention to heterogeneity": Conceptualizations of differentiation and effective teaching practice in inclusive EFL classrooms by German pre-service teachers. *Languages*, 7(3), 162. <https://doi.org/10.3390/languages7030162>
- Samosa, R. C., Villar, M. S. V., Balasta, S. C., Gugulan, J. M. E., & Macato, A. D. (2021). Ask, reflect and text (ART) strategy as an innovative teaching strategy to enhance the learners' narrative writing skills. *International Journal of Academic Multidisciplinary Research*, 5(12), 98-103. <https://files.eric.ed.gov/fulltext/ED618211.pdf>
- Shaykhislamov, N. (2020). Main directions and interactive methods of student speech growth in Uzbek language classes. *European Journal of Research and Reflection in Educational Sciences*, 8(7), 115-120.
- Shum, M. S., Gao, F., Tsung, L., & Ki, W. W. (2011). South Asian students' Chinese language learning in Hong Kong: Motivations and strategies. *Journal of Multilingual and Multicultural Development*, 32(3), 285-297. <https://doi.org/10.1080/01434632.2010.539693>
- Singh, C. K. S., Lebar, O., Kepol, N., Rahman, R. A., & Mukhtar, K. A. M. (2017). An observation of classroom assessment practices among lecturers in selected Malaysian higher learning institutions. *Malaysian Journal of Learning and Instruction*, 14(1), 23-61. <https://doi.org/10.32890/mjli2017.14.1.2>
- Souto-Manning, M. (2013). Competence as linguistic alignment: Linguistic diversities, affinity groups, and the politics of educational success. *Linguistics and Education*, 24(3), 305-315. <https://doi.org/10.1016/j.linged.2012.12.009>
- Snowball, C. (2005). Teenage reluctant readers and graphic novels. *Young Adult Library Services*, 3(4), 43-45.
- Stufft, C. J., & von Gillern, S. (2021). Fostering multimodal analyses of video games: Reflective writing in the middle school. *Journal of Adolescent & Adult Literacy*, 65(3), 245-255. <https://doi.org/10.1002/jaal.1198>
- Sudiran, S. (2020). The development of pop culture into English language teaching materials. *JournalNX- A Multidisciplinary Peer Reviewed Journal*, 6(6), 475-481.
- Sudiran, S., Kurniawati, D. E., & Adityo, A. (2020). Designing English teaching materials containing popular culture. *Jurnal Dedikasi*, 17(2), 1-6. <https://doi.org/10.22219/dedikasi.v17i2.14697>
- Suvin, S. (2020). Complexities of writing skill at the secondary level in Bangladesh education system: A quantitative case study analysis. *English Language Teaching*, 13(12), 65-75. DOI:10.5539/elt.v13n12p65
- Tackie-Ofosu, V., Mahama, S., Vandyck, E. S. T. D., Kumador, D. K. & Toku, N. A. A. (2015). Mother tongue usage in Ghanaian pre-schools: Perceptions of parents and teachers. *Journal of Education and Practice*, 6(34), 81-87.
- UNICEF. (September, 2017). Inclusive education. [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_summary\\_accessible\\_220917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_brief.pdf)
- Visco, W. (2021). Popping pedagogy: Making your classroom (traditional and virtual) pop with pop culture. *English in Texas*, 51(1), 26-32. <https://files.eric.ed.gov/fulltext/EJ1312148.pdf>
- Washington, J. A., & Seidenberg, M. S. (2021). Teaching reading to African American children: When home and school language differ. *American Educator*, 45(2), 26-40. <https://files.eric.ed.gov/fulltext/EJ1304333.pdf>
- Yada, A., & Savolainen, H. (2017). Japanese in-service teachers' attitudes toward inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64(4), 222-229. DOI:10.1016/j.tate.2017.02.005
- Yeo, L. S., Chong, W. H., Neihart, M. F., & Huan, V. S. (2016). Teachers' experience with inclusive education in Singapore. *Asia Pacific Journal of Education*, 36(sup1), 69-83. DOI:10.1080/02188791.2014.934781
- Yildirim, O., Demir, S. B., & Kutlu, Ö. (2020). Testing the bidirectional relationship between reading and writing skills. *International Journal of Progressive Education*, 16(3), 253-269. DOI: 10.29329/ijpe.2020.248.19
- Yin, R. (1984). *Case study research: Design and methods*. SAGE Publication.
- Zerin, S., & Khan S. A. (2013). Poster- A visual stimulus for active learning. *GSTF International Journal of Law and Social Sciences*, 3(1), 129-134. DOI: 10.5176/2251-2853\_3.1.147