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INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**MA
THESIS**

**THE ANALYSIS OF ENGLISH
TEXTBOOKS USED FOR 2nd GRADERS**

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ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

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AKDENİZ ÜNİVERSİTESİ
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YÜKSEK LİSANS TEZİ

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YÜKSEK LİSANS TEZİNİN ADI:

THE ANALYSIS OF ENGLISH TEXTBOOKS USED FOR 2ND GRADERS

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri
tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli
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ABSTRACT

THE ANALYSIS OF ENGLISH TEXTBOOKS USED FOR 2nd GRADERS

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MA, Foreign Language Teaching Department

Supervisor: Assoc. Prof. Fatma Özlem SAKA

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This thesis explores the effectiveness of English language teaching materials for second- grade students, focusing on their alignment with developmental needs, engagement capabilities, cultural representation, and adherence to curriculum goals. Through, a detailed checklist evaluation, and interviews with teachers, this study provides a nuanced understanding of the materials' strengths and weaknesses from both a pedagogical and practical perspective.

The findings reveal deficiencies in cultural content and authenticity, underscoring the need for materials that encompass a broader, more inclusive representation of English-speaking cultures. Moreover, the lack of supplementary materials for teachers and students emerges as a significant gap, indicating the necessity for additional resources to support effective teaching and learning.

Recommendations for future materials include enhancing cultural representation, diversifying learning activities, providing comprehensive teacher support, and incorporating technology and multimedia resources.

This thesis concludes by emphasizing the critical role of well-designed English language teaching materials in fostering a holistic and enriching language learning experience. It calls for ongoing collaboration among educators, curriculum developers, and policymakers to refine and adapt teaching resources, ensuring they meet the evolving needs of young language learners.

Key Words: *Teaching English to young learners, textbook evaluation, English Language Teaching Materials, Second-Grade Education*

ÖZET

2. SINIF İNGİLİZCE DERS KİTAPLARININ ANALİZİ

ARSLAN, Mustafa

Yüksek Lisans Dönem Projesi İngiliz Dili Eğitimi Ana Bilim Dalı

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Bu tez, İngilizce dil öğretim materyallerinin etkililiğini, ikinci sınıf öğrencilerinin gelişimsel ihtiyaçlarıyla uyumluluklarını, öğrencileri etkileme kapasiteleri, kültürel temsiliyetleri ve müfredat hedeflerine bağlılıkları açısından incelemektedir. Kapsamlı bir literatür taraması, detaylı bir kontrol listesi değerlendirmesi ve MEB'in İngilizce Ders Kitabı ile Bonny English'i kullanan öğretmenlerle yapılan mülakatlar aracılığıyla, bu çalışma materyallerin pedagojik ve pratik açıdan güçlü ve zayıf yönlerine ilişkin bir anlayış sunmaktadır.

Bulgular, her iki kaynağın İngilizce konuşulan kültürleri yansıtmada açısından yetersiz olduğunu göstermektedir. Öğretmen ve öğrenciler için ek materyallerin eksikliği, etkili eğitim - öğretimi desteklemek amacıyla ek kaynaklara ihtiyaç duyulduğunu göstermektedir.

Hazırlanacak materyallerin kültürel temsiliyeti arttırması, öğrenme aktivitelerini çeşitlendirmesi, öğretmenlere kapsamlı destek sağlaması ve teknoloji ile çoklu medya kaynaklarını dahil etmesi tavsiye edilir.

Bu tez, iyi tasarlanmış İngilizce dil öğretim materyallerinin, erken yaşta dil öğrenenler için bütüncül ve zenginleştirici bir öğrenme deneyimi sağlamadaki kritik rolünü vurgulayarak sonuçlanmaktadır. Eğitim materyallerini erken yaşta dil öğrenenlerin gelişen ihtiyaçlarını karşılayacak şekilde iyileştirmek ve uyarlamak için eğitimciler, müfredat geliştiriciler ve politika yapımcılar arasında sürekli iş birliği olmalıdır.

Anahtar Kelimeler: *Çocuklara İngilizce Öğretimi, Ders Kitabı Değerlendirme, İngilizce Dil Öğretim Materyalleri, İkinci Sınıf Eğitimi*

CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
ÖZET	v
FIGURES	ix
TABLES	x
ABBREVIATIONS.....	xii

SECTION I

INTRODUCTION

1.1. Introduction	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	3
1.4. Research Question.....	3
1.5. Significance of the Study	3
1.6. Limitations	4
1.7. Definitions of the Terms	4

SECTION II

LITERATURE REVIEW

2.1. Introduction	6
2.2. Theories of Child Development	6
2.2.1. Piaget's Theory of Child Development	6
2.2.1.1. Criticism on Piaget.....	8
2.2.2. Vygotsky's Theory of Development.....	9
2.3. Concepts of Foreign Language Acquisition in Childhood.....	11

2.3.1. Critical Period Hypothesis	12
2.3.2. Rate of Development	13
2.3.2.1. Naturalistic Research Evidence	13
2.3.2.2. Formal Setting Research.....	15
2.3.3. Ultimate Attainment	16
2.4. The Importance of Textbooks in Language Learning.....	19
2.5. Textbook Analysis	20
2.6. Evaluating the Skills in Second Graders' Textbooks.....	21
2.7. Cultural Representation in Textbooks	22
2.8. Previous Studies about Analysis of Young Learners' Textbooks.....	22

SECTION III

METHOD

3.1. Introduction	26
3.2. Research Model.....	26
3.3. Setting	27
3.4. Participants	28
3.5. Data Collection Instrument	28
3.5.1 Checklist Evaluation.....	29
3.5.2. The Interview Questions	29
3.6. Procedure.....	30
3.7. Data Analysis	30

SECTION IV

FINDINGS

4.1. Introduction	32
4.2. Results on Young Learners' Readiness for Learning English	32
4.3. Results on Second Grade English Syllabus	44
4.4. Results on Checklist Evaluation.....	47

4.4.1. Evaluation of First impression	47
Table: 7 Textbook Evaluation Checklist for MoNE's English Book	48
4.4.2. Evaluation of Content	51
4.4.3. Evaluation of Teacher and Learner Issues	55
4.4.4. Evaluation of Assessment	59
4.5. Results on Interview.....	61

SECTION V

DISCUSSION, CONCLUSION and SUGGESTIONS

5.1. Introduction	93
5.2. Conclusion and Discussion	93
5.3. Limitations	96
5.4 Suggestions	97
REFERENCES	100
APPENDICES.....	106
Appendix 1: Textbook Evaluation Checklist.....	106
Appendix 2: Interview Questions	110
Appendix 3: Informed Consent Form	111
Appendix 4:Permission for the Checklist	113
Appendix 5: Ethic Committee Permit Document	114
Appendix 6: Approval from the MoNE	115
Appendix 7: Bildirim Sayfası	116
CURRICULUM VITA	117
İNTİHAL RAPORU	118

FIGURES

Figure 1: Learning Outcomes	33
Figure 2: The cover of MoNE English Book	58
Figure 3: The Cover of Bonny English Book	59



TABLES

Table 1: Listening objectives of Turkish language for 1st graders.....	45
Table 2: Speaking objectives of Turkish language for 1st graders.....	48
Table 3: Objectives of Maths for 1st graders	50
Table 4: Objectives of Social Studies for 1st Graders	52
Table 5: Model English Language Curriculum for 2nd – 8th Grades	55
Table 6: 2 nd Grade English Functions	56
Table 7: Checklist Evaluation Form (First Impression of MoNE’s Book)	58
Table 8: Checklist Evaluation Form (First Impression of Bonny English Book)	60
Table 9: Checklist Evaluation Form (Content of MoNE’s Book)	62
Table 10: Checklist Evaluation Form (Content of Bonny English Book)	64
Table 11: Checklist Evaluation Form (Learner and Teacher Issues of MoNE’s book)	66
Table 12: Checklist Evaluation Form (Learner and Teacher Issues of Bonny English Book)	68
Table 13: Checklist Evaluation Form (Assesment of Mone’s Book)	69
Table 14: Checklist Evaluation Form (Assessment of Bonny English Book)	71
Table 15: Classification of teachers regarding their satisfaction with the book	72
Table 16: Classification of teachers regarding the book’s ability to capture students’ interest	76
Table 17: Classification of teachers regarding the book’s appearance, paper quality, visuals and colouring.....	79
Table 18: Classification of teachers regarding the book’s presentation of the activities	82
Table 19: Classification of teachers regarding the book’s suitability to the students’ developmental levels	84

Table 20: Classification of teachers regarding the book’s alignment with the 2nd grade curriculum goals.....	86
Table 21: Classification of teachers regarding the book’s providing additional material	88
Table 22: Classification of teachers regarding the book’s success in reflecting the culture of the language	91
Table 23: Classification of teachers regarding the impact of writers’ native language not being English on the book’s language usage.....	95
Table 24: Classification of teachers regarding the weaknesses of the book	97
Table 25: Classification of teachers regarding the strengths of the book	99

ABBREVIATIONS

English as a Foreign Language (EFL) Young Learners (YL)

Teaching English to Young Learners (TEYL) Language Acquisition (LA)

Second Language Acquisition (SLA) Zone of Proximal Development (ZPD) Ministry of National Education (MoNE)

The Common European Framework of Reference for Languages (CEFR) Bilingual Syntax Measure.(BSM)



SECTION I

INTRODUCTION

1.1. Introduction

As the world becomes increasingly interconnected, proficiency in English has emerged as a vital skill, opening doors to global communication, academic opportunities, and cultural exchange. In response to the growing importance of English proficiency in today's globalized world, families increasingly prioritize introducing English to their children at early ages. This underscores the importance of examining children's language learning skills in English language education and analyzing the textbooks designed for them. Children naturally acquire their native language in the course of everyday life without extra effort. Beside this, early language instruction at a young age enables children to acquire a foreign language and to speak it fluently without difficulty. The Ministry of National Education (MoNE) (2018) emphasizes the critical necessity of regularly updating the curriculum to guarantee a high-quality English language education for elementary and middle school students in Türkiye. Consequently, English instruction in schools has been shifted to earlier ages, starting from the second grade in state schools in our country. However, learning a language in the natural flow of life differs significantly from learning it in a classroom setting. Similarly, The Common European Framework of Reference for Languages (CEFR) places strong emphasis on the necessity for students to apply their knowledge in practical, real-world scenarios to improve fluency, expertise, and the retention of language skills (CoE, 2001). Moreover, teaching language to children differs from teaching it to adults. Children, not being inherently motivated to learn a foreign language within a classroom, require motivating materials and games to engage them in language learning. Considering that second-grade students are at the beginning of their English education, it is expected that the textbook, method, technique, and materials used in teaching should foster a positive attitude and feelings towards English in them. The allocated two hours English lesson for second-grade classes are not sufficient to ensure an effective learning process. Additionally, overcrowded classrooms pose a negative impact on foreign language instruction. To provide sufficient language exposure to numerous students in a limited time, teachers often resort to using textbooks as their primary resource.

Textbooks provide ready to use activities and complete syllabus, but in time, teachers feel that the existing textbooks are inadequate in engaging children in the foreign language and motivating them to learn (Bovellan, 2014). Sheldon (1988) highlighted the significance of language textbooks in global language-learning endeavors. However, he pointed out a common critique directed at these textbooks, noting a discrepancy between their educational objectives and commercial interests. This misalignment leads to a credibility challenge during textbook development, stemming from the presence of inconsistencies and conflicting ideologies. Taking into account the language learning characteristics of young children, a detailed analysis of textbooks and identifying their shortcomings are essential to enhance the quality of instruction. Thus, the researcher decided to analyze the second-grade students' textbooks as children start learning English at second grade in Turkish schools. As children encounter English in second grade for the first time, it will be a foundation for their English. This study aims to draw attention to the issues observed in the field and propose solutions to address them.

1.2. Statement of the Problem

The pedagogical emphasis on English language teaching for young learners has gained global significance, prompting families to initiate English education at increasingly early stages of development. For example, The European Commission's Action Plan for Advancing Language Learning and Preserving Linguistic Diversity, initiated in 2003, outlines specific goals regarding the instruction of modern languages to young students. It emphasizes the crucial importance of ensuring the effectiveness of language education in kindergarten and primary schools. These early years are deemed critical as they shape fundamental attitudes towards other languages and cultures, while also establishing the groundwork for future language learning endeavours (European Commission, 2003, p.7). This trend has created challenges due to the distinctive characteristics of young learners such as learning strategies, motivational factors, and cognitive aptitudes compared to adults. Furthermore, the difference in instructional materials tailored for young learners, in contrast to traditional approaches, underscores the evolving landscape of English Language Teaching (ELT) textbooks. Within language classrooms, ELT textbooks assume a pivotal role, as mentioned by Immanuel (2010, p.5), who posits them as fundamental components within language programs. These textbooks often serve as the primary source of language input and facilitate the implementation of

language practices in instructional settings. Despite their centrality, however, there exists a limited research focusing on ELT textbooks specifically designed for young learners

1.3. Purpose of the Study

This study aimed to assess the suitability of English textbooks designed by the Ministry of National Education for second graders in primary schools. Through a comprehensive evaluation of two textbook elements, the study seeks to analyse the effectiveness of these books in teaching English at this level. Besides that, interviews with teachers who use them were carried out. Specifically, it aimed to evaluate their approach to teaching language skills like listening and speaking, their alignment with students' developmental stages, and their handling of cultural transfer. Additionally, the study scrutinized the teachers' guide sections within these textbooks.

1.4. Research Question

This study aims to answer the following research question and sub-questions: 1. What are the pedagogical strengths and limitations of second-grade English language textbooks in supporting young learners' language development?

Are 2nd grade students cognitively ready to achieve the objectives of 2nd grade English syllabus?

How do the English textbooks align with the curriculum standards set by the Ministry of National Education for second graders?

How are 2nd grade English textbooks evaluated in terms of its first impression, content, teacher and learner issues and assessment?

What are teachers' overall perceptions of the effectiveness of these English textbooks in facilitating language acquisition among second graders?

1.5. Significance of the Study

This study is important as it evaluates the efficacy of textbooks designed for young learners by assessing their content, design, and alignment with children's developmental needs. Through a comprehensive analysis and teacher feedback, this research endeavours to offer valuable insights beneficial to the education community. Given the global prevalence of

English, this study holds significance for multiple stakeholders. It serves as an evaluative tool for 2nd grade textbooks, offering feedback on their perceived effectiveness from both researcher and educators. Furthermore, by identifying shortcomings in current materials for young learners, this study seeks to guide material developers in enhancing future resources.

Additionally, this research contributes to the existing literature by providing a nuanced analysis of young learners' textbooks, offering valuable perspectives for Teaching English to Young Learners (TEYL) methods and practices.

1.6. Limitations

The scope of this study is confined to the examination of English language coursebooks utilized by second-grade students and teachers instructing second-grade classes in Türkiye during the 2023-2024 academic year. Due to constraints related to time and resources, particularly when involving teachers, there were challenges in controlling the application and conducting interviews across the entire country. Consequently, the study is delimited to English teachers available in a specific area within central Antalya who voluntarily participated in this segment of the research. The initial aim was to interview all English teachers in an area comprising 25 primary schools. Despite efforts to visit all the schools, the researcher was able to successfully interview 23 out of the 25 teachers. The omission of two teachers from the interviews was due to one having used the book for only one week and the other being unavailable during the data collection period. Thus, the inclusion of a sample size of 25 teachers could be considered a limitation of the study.

This investigation relies on the researcher's checklist analysis of the two textbooks and the perspectives of teachers, aiming for an objective outcome. The exclusion of the *Adventures of Zury* book from the practical analysis due to its non-use by the interviewees adds another dimension to the study's limitations, potentially affecting the breadth of educational materials evaluated.

1.7. Definitions of the Terms

Teaching English to Young Learners: It refers to the specialized field of education focused on teaching the English language to children, typically between the ages of 3 to 12 years old. TEYL involves employing age-appropriate teaching methodologies, materials, and

activities that cater to the developmental needs and learning styles of young learners to facilitate their acquisition of English language skills, including speaking, listening, reading, and writing.

The Ministry of National Education: It refers to the governing body or ministry responsible for overseeing and regulating the education system within Türkiye. The specific responsibilities of The Ministry of National Education involve developing educational policies, setting curriculum standards, regulating educational institutions, training teachers, and ensuring quality education for students at various levels, from primary to secondary education.

The Common European Framework of Reference for Languages: It is a framework for language teaching, learning and assessment. It serves as a standard for characterizing the accomplishments of foreign language learners throughout Europe. It offers a shared foundation for the creation of textbooks, assessments, curricular guidelines, and language syllabuses.

The Zone of Proximal Development: Conceptualized by Lev Vygotsky, is pivotal to understanding learners' cognitive growth, emphasizing the gap between what they can achieve independently and with guided assistance.

SECTION II

LITERATURE REVIEW

2.1. Introduction

.This chapter serves as an introductory overview of the thesis, highlighting its focal points. To begin, it will delve into child development theories and language acquisition theories, aiming to provide a comprehensive understanding. Moreover, the primary objective of this study, centred on the analysis of young learners' textbooks, will be outlined and explored. Consequently, all the defined concepts regarding the subjects mentioned above will lay the groundwork for the theoretical framework that underpins this research.

2.2. Theories of Child Development

Learning a foreign language, in formal educational settings, shouldn't be viewed in isolation. Instead, it intertwines with cognitive growth, acquisition, and personal development, forming an integral part of a person's overall learning journey and understanding of the world (Brown, 2014). Language teachers must be aware of this integration. Without knowing about young learners' development, they are not able to teach English. Thus, language teachers should be educated about child development.

The field of child development is enriched by a range of theoretical perspectives that elucidate the processes and stages through which children grow, learn, and develop (Berk, 2015)

. These theories serve as foundational frameworks that aid in understanding the multifaceted aspects of childhood development, encompassing cognitive, social, and emotional domains. Exploring these theories provides valuable insights into the factors influencing children's maturation and informs educators, psychologists, and caregivers in their roles supporting children's holistic growth.

2.2.1. Piaget's Theory of Child Development

Jean Piaget (2003) introduced a systematic approach to investigating children's cognition and development. His theory has significantly impacted educational practices in the twentieth century and continues to be relevant and popular today. After observing his own

children carefully, he came up with his theory. The key issue in his theory is the children's adaptation to their environment. Piaget and Inhelder (1956) (as cited in Pinter, 2011:8) assert that as children engage with their surroundings, they form mental structures or frameworks which are done all the time and make more complex frameworks called "organisation". They also assert that children simultaneously align their existing mental frameworks with their experiences in the world around them which is called adaptation. It has two primary components: assimilation and accommodation. They describe assimilation as interpreting new information within the context of pre-existing mental models or schemas, while accommodation as altering these existing structures to integrate new knowledge and these intertwined processes as collaborating to advance cognitive development.

Imagine a child who believes that all vehicles have four wheels, based on encounters with cars and trucks. This understanding aligns well with their experiences, maintaining a sense of balance in their perception (equilibrium). However, one day they come across a motorbike, which challenges their existing notion. The motorbike, despite being a vehicle, doesn't fit the four-wheeled pattern. To accommodate this new information, the child must adjust their mental framework of what constitutes a "vehicle" to include exceptions like the motorbike.

As the child continues to explore and engage with various modes of transportation, they refine their understanding. Over time, their mental representations of vehicles become more sophisticated, integrating exceptions and becoming more adaptable to new information. As children grow their capacity improve enormously and age 7 is described as intellectual revolution by Wood (1998: 23). This improvement is obvious in Piaget's description of concrete operational stage (as cited in Pinter, 2011:9), which starts at the age of 7 in cognitive development.

Stage 3 7–11: concrete operational stage

Operational thought (ability to think in a logical fashion)

Using analogy competently (If A is smaller than B and C is smaller than B, then . . .)

Full emergence of symbolic thought (e.g. an ability to make one thing stand for another, i.e. a map for a town)

Reversibility and conservation (e.g. mentally undo/change back an action)

Appreciating causality (reasoning from particular to particular)

Development of hierarchical classification (e.g. putting furniture and chair together rather than chair and breakfast)

De-centration (ability to deal with more than one aspect of a task) A gradual loss of/decline in egocentricity

Relational logic (mentally order a set of stimuli along a dimension)

This study focuses on the concrete operational stage as English is introduced in primary school second grade when children are at the age of seven. These children experience fascinating cognitive growth. They start to grasp concepts that might seem simple to adults but are crucial for their developing minds. As the target group is age 7 children, teachers must be aware of their capabilities. For example, one significant shift occurs in their understanding of conservation, where they realize that pouring water from one container to another doesn't change the amount (Pinter, 2011). They comprehend that different shapes compensate for each other's size variations, fostering an understanding of perspective and angles in problem-solving. Seriation, arranging items by height or weight, becomes easier, allowing them to solve analogical puzzles like comparing sizes or sequences.

Their grasp of analogical reasoning flourishes during this period (Pinter, 2011). They easily tackle puzzles that involve simple analogies, such as understanding the transitive property: if A is larger than B and B is larger than C, then they deduce that A must also be larger than C. This logical leap demonstrates their developing ability to draw connections and infer relationships between objects or concepts (Chapman & Lindemberger, 1988). They also undergo significant growth in spatial awareness (Pinter, 2011). They exhibit an improvement in comprehending distance, navigating maps, and understanding directions. They can effectively communicate how to get from one place to another, showcasing their enhanced grasp of spatial relationships and their ability to interpret and convey directions accurately (Gauvain & Rogoff, 1989).

Pinter (2011) provides some notable implication for teachers which is children's expanded capability to engage in a diverse range of tasks and activities. For instance, they can analyse diverse images and diagrams, categorize various words based on distinct criteria, and utilize analogical thinking to solve linguistic challenges. She expands that as their capacity to understand differing perspectives grows, educators can incorporate pair and group activities more effectively. This is due to the increased concentration children demonstrate while actively listening to each other and collaborating on tasks.

2.2.1.1. Criticism on Piaget

Piaget's initial stage theory has faced extensive scrutiny and criticism. Notably, two

stages—pre-operational and formal operational—have been heavily criticized. Researchers discuss that the tasks assigned were excessively challenging and the questions weren't truly effective in guiding the children. Donaldson (1978) states that it is generally acknowledged that his depiction of pre-operational children was overly critical, underestimating their cognitive abilities. Conversely, in the case of the formal operational stage, Piaget seems to have somewhat overestimated the cognitive capacities of young adolescents.

For pre-operational children, Donaldson (1978) assumes that the language employed in the experiments was unnatural and challenging to comprehend. Certain questions utilized in the experimental tasks were deemed ambiguous and perplexing. For instance, within a task assessing children's bead category identification skills, the experimenter commonly asked: 'Are there more brown beads or more wooden beads?' He argues that such queries sounded peculiar and unnatural, different from typical everyday conversations. Consequently, children might have been confounded not by the task requirements but by the interpretation of these unusual questions.

For formal operational children, Wood (1998) highlights that adults don't consistently adhere to the principles of formal logic. In reality, this form of thinking isn't regularly essential or applicable in everyday life. While everyday norms may occasionally align with formal logic, there are instances where they diverge. Piaget, (1956) assumes that formal operational children reach climax of human development however, Wood (1998) argues that numerous pivotal advancements actually occur beyond the age of 12. Even with these criticisms, Piaget's legacy still guides educators.

2.2.2. Vygotsky's Theory of Development

Vygotsky's theory prioritizes continuity in development over discontinuity and places a broader emphasis on the pivotal role of the social environment, particularly highlighting the significance of expert guides for learners who are just starting out (Pinter, 2011). Mercer and Littleton (2007) state that Vygotsky's theory differed significantly from Piaget's primary concept as he envisioned the child progressing through intellectual and cognitive development independently. He focused more on what a child of a certain age could or could not do. In contrast, Vygotsky (1978) proposed that a child's cognitive development is realized through collaborative efforts between the child and others.

Vygotsky (1978) suggested that children possess an inherent ability for language

acquisition, and while this innate capacity exists, the environment plays a significant role in facilitating and shaping the language learning process. He introduced the 'law of cultural development' to describe how children absorb knowledge from parents and teachers. In this process, adults and children collaborate, jointly constructing new knowledge. Vygotsky (1978:57) called it as 'interpsychological stage' and only after this collaborative stage can the child internalize the new knowledge for personal reflection and understanding which is called 'intrapsychological stage'. Thus, language becomes the source of structure of the child's thoughts (Woolfolk, 1998). To explain the connection between intermental and intramental processes, Vygotsky (1978) introduced the idea of the zone of proximal development (ZPD) as:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Intramental activity is accelerated by intermental (social) activity” (p. 86).

The ZPD simply asserts that productive dialogue between an expert and a learner can support individual learning processes. It also highlights that two learners who might appear to be at the same level based on test results can significantly differ in how they respond to the assistance provided within the ZPD (Vygotsky, 1978).

Wood, Bruner, and Ross (1976) expanded on Vygotsky's ideas to develop the concept of 'scaffolding' which involves providing structured support to learners as they engage in tasks or learn new concepts, gradually reducing this assistance as the learners become more capable and independent in their understanding and performance. They describe its aim as to match the level of assistance to the learner's current abilities, fostering their development and enabling them to achieve higher levels of skill and knowledge.

Swain's study (2000) demonstrates the advantages of collaborative negotiation in a second language (L2) context. The research involved two learners who, after listening to a piece of text, collaborated to recreate it as accurately as they could. To achieve this, they engaged in joint linguistic problem-solving, concentrating on areas where uncertainties arose, and worked together to find solutions to recreate the text as closely to the original as possible. Ohta (2001) defends that learners at similar stages of L2 development possess the ability to support each other in meaningful ways.

Pinter (2011) mentions three implications of Vygotskian approach for language teachers:

Acknowledging individual differences and exploring various methods and levels of supporting learners.

Effective teacher communication in children's foreign language classrooms.

Classroom discourse, involving both teachers and learners, as a focal point for learning. These implications can be exemplified as follows:

Teachers might start with minimal assistance, allowing learners to take some responsibility for solving linguistic problems, if they're capable, before offering more guidance.

Teachers might find it beneficial to assess their own use of the target language by recording their classes. This self-examination could involve evaluating how teacher talk can be tailored to meet the diverse needs of learners, such as adjusting instructions and explanations or using paraphrasing to enhance the comprehensibility of input for all students in the class.

Learning predominantly occurs through classroom talk, emphasizing the crucial role of interactions and dialogue in the learning process.

2.3. Concepts of Foreign Language Acquisition in Childhood

There's a widespread belief that children tend to be more adept at learning a foreign language than adults. Consequently, parents worldwide enrol their children in language schools at a young age, convinced that an earlier start to language learning yields greater proficiency. Moreover, MoNE's new system requires English instruction to commence from the 2nd grade instead of the 4th grade.

Research into the specific impact of age on second language acquisition has yielded complicated findings. While age remains a significant factor, it is evident that other variables might hold equally crucial roles in the language acquisition process (Flege, 1987). Exploring second language acquisition (SLA) theories provides valuable insights into the factors influencing children's second language acquisition and informs language teachers in their roles supporting children's language development.

In this section, an overview of key theories about second language acquisition will be presented to provide a comprehensive foundation for understanding the diverse perspectives on how children acquire a second language.

2.3.1. Critical Period Hypothesis

The Critical Period Hypothesis (CPH) was first proposed by neurologist Penfield & Roberts (1959), indicating limitations on the development of certain skills or behaviors. In instances where timing is crucial, specific development can only occur within specific periods. In terms of language acquisition, CPH is defined best by Birdsong, (1999):

“In its most succinct and theory-neutral formulation, the CPH states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, native-like levels. Once this window of opportunity is passed, however, the ability to learn a language declines” (p. 1).

Extensive research has been conducted both in favor of and against the Critical Period Hypothesis (CPH). Initially, the Critical Period Hypothesis in second language acquisition relied on neurological reasoning derived from Penfield and Roberts' (1959) work. They suggested that acquiring a second language was most effective before the age of 9. Beyond this age, they argued that the brain undergoes changes leading to reduced flexibility for natural language acquisition. Lenneberg (1967) suggested that the critical period is linked to an increased brain plasticity, which diminishes, at least partly, as the brain undergoes lateralization and loses some of its flexibility.

According to Singleton (2003), CPH in second language acquisition has been understood in diverse manners, leading to three prevailing perspectives. First, beyond a specific maturation stage, learners may struggle to achieve native-like proficiency. Secondly, after this maturation stage, successful learning demands more effort compared to earlier stages. Lastly, after a certain maturation point, the mechanisms involved in second language acquisition qualitatively differ from those observed before. These suggestions indicate the significance of comparing the processes of second language acquisition in adults and children of varying ages.

Dulay and Burt (1974) assert that children undergo certain 'universal' developmental stages, particularly concerning morphology. They conducted a comparative analysis of children learning English from two distinct native language backgrounds, Spanish and Chinese. Utilizing a 'bilingual syntax measure' (BSM) instrument consisting of pictorial prompts, they prompted responses from 55 Chinese-speaking and 60 Spanish-speaking children, all aged between 6 and 8 years old. The BSM questions were designed in a way that led the children to use specific language structures, although there were no predetermined correct answers. The collected speech samples underwent analysis to explore 11 morphemes

(such as pronoun case, articles, the copula, -ing for progressive tenses, plural forms, past regular and irregular, possessive, and 3rd person singular forms). The findings revealed that the acquisition of these morphemes by Spanish and Chinese children was notably similar. While the authors acknowledge limitations in extending their claims to other aspects of English grammar, they propose that the observed uniformity in performance implies the presence of universal mechanisms guiding these children, despite the significant grammatical differences between Spanish and Chinese.

Haznedar (1997) examined the second language acquisition of English by a 4-year-old Turkish boy named Erdem, who commenced his learning in an English-speaking nursery. Data collection began one month after Erdem's immersion in this new environment, revealing that his speech was notably influenced by the transfer of Turkish language structures into English. Similarly, Whong-Barr and Schwartz (2002) investigated Korean and Japanese-speaking children, aged 4 to 10, acquiring English as a second language. Their research highlighted the enduring significance of first language transfer in the children's second language development, evident not only at the initial stages of acquisition but throughout the extensive study period spanning several years.

Recently, Dimroth's research (2008) compared two Russian beginners learning L2 German, aged 8 and 14, not only against each other but also in comparison to adults. The focus was on the acquisition of negation and finiteness in German sentence structure. The findings revealed that the adolescent learner demonstrated greater similarity to the adults in their learning patterns than the younger learner. The child learner exhibited faster acquisition but in a different sequential order for the grammatical features. The study suggests that younger children tend to absorb input patterns without extensive analysis, while older learners engage in more careful analysis of the input they receive.

2.3.2. Rate of Development

Krashen, Long, and Scarcella (1979) proposed that to better understand the strengths of young learners in picking up a second language compared to adults, we should investigate both the rate of development and ultimate attainment. When it comes to the rate of development, research evidence appears clearly, favouring older learners. The research is divided in two as naturalistic and formal settings.

2.3.2.1. Naturalistic Research Evidence

For the naturalistic research evidence, for example, the research conducted by Snow and Hofnagel Höhle (1978) concludes that adults have a suppressing advantage over youngsters. The study included 69 English-speaking subjects of all ages (from very young children to adults) who were all classified as new arrivals to the country. Subjects were divided in two as the ones who came one year ago and the ones who came 3 to 4 months ago. The first group were tested only once at the end of the year. The other group were tested three times in the year. Snow and Höfnagel-Höhle (1977) conducted another research which is a laboratory test with a more naturalistic component. In a controlled setting, participants imitated Dutch words evaluated by native speakers for their pronunciation. Participants were tested every four or five months. The results were recorded and evaluated. Initially, older participants held an advantage, but younger learners gradually closed the gap, eventually outperforming older learners in pronouncing certain words after roughly 10 to 11 months of residing there. Some other researchers such as Cummins (1983), Harley (1986), and Swain (1981) suggest that, in general, older learners advance more rapidly and perform better on assessment tests.

Young learners appear to excel relatively more in pronunciation and oral performance, particularly in face-to-face communication and listening. However, their advantage in these areas is not entirely unquestionable. Olson and Samuels (1973) delved into the German pronunciation abilities across three distinct age brackets of English speakers: 20 elementary pupils (aged 9.5–10.5), 20 junior high school students (14–15 years old), and 20 college students (18–26 years old). The participants underwent a German phoneme pronunciation drill task, approximately 15–25 minutes. All performances were recorded, revealing a clear trend: the older groups—both the junior high school students and the college students—significantly outperformed the younger ones in pronunciation.

Aoyama et al. (2008) conducted a comparison between Japanese adults and children learning English in Canada over their initial two years of immersion in an English-speaking environment. The children involved had an average age of around 10 years, while the adults' average age was 40. The study comprised 16 adults and 16 children. All adults had commenced learning English in Japan between 11 and 13 years of age, whereas none of the children had prior knowledge of English upon arriving in Canada. The research involved eliciting 26 frequently used familiar English words three times. The tests were conducted three times over a period of 1.6 years. The findings indicated that adults had higher scores in terms of intelligibility initially. However, children displayed improvement between the first

and second assessments, resulting in no significant differences by the study's conclusion.

It seems that older learners have an advantage over young learners in the natural settings.

2.3.2.2. Formal Setting Research

What are the research findings concerning rate of development in the formal setting where English is learned as a school subject. During the 1960s, when French was introduced into primary schools in England and Wales, the Burstall report (Burstall et al., 1974) assessed the project and uncovered interesting advantages observed in younger learners. The report compared two sets of children: one group started learning French early at the age of 8 (experimental group), while the other began at 11 years old (control group). Evaluations between the two groups occurred twice, first at the age of 13 and then again at 16. Initially, the findings indicated that the experimental group surpassed the control group in speaking and listening abilities, while the control group achieved equally high or higher scores in reading and writing. Three years later, during the subsequent assessment, the only test where the experimental group scored higher was in the listening test. The report's conclusion suggested that early formal foreign language learning might not be significant, as any initial advantages observed tended to diminish by the time children studied the language more extensively in secondary school.

The extensive Barcelona Age Factor project (BAF 1995–2002) conducted a comprehensive comparison of various age groups learning English in Spain. This study gathered data from over 2,000 participants after roughly 200, 400, and 700 hours of English instruction. To contrast those who began learning English at 8 with those starting at 11, a wide array of measures were employed, encompassing speaking, listening, writing, reading, and comprehension tests in their first language (either Spanish or Catalan for different participants). Some measures focused on meaning, such as oral interviews and role plays. The findings consistently indicated that learners who started English at a later age, specifically 11 instead of 8, consistently achieved higher scores than the early starters. Initially, after 200 hours (time 1 testing), the difference between the two groups was only marginally significant on several tests. However, by the time 400 hours (time 2 testing) had elapsed, this initially small difference became statistically significant in favour of the older learners. Subsequently, after 700 hours (time 3 test), significant differences favouring the older learners were observed across all tests. Muñoz (2006) concludes that there exists an age-related discrepancy

in the pace of learning a foreign language in a school setting, with older learners demonstrating the most rapid initial progression. Muñoz (2006) argues that cognitive development differences are a major factor in explaining why older students perform faster and more effectively than younger students in a formal foreign language setting, particularly on assessments where the morpho- syntactic component is crucial. Due to their higher levels of cognitive development, older students are also better able to benefit from explicit teaching methods in the classroom. On the other hand, implicit learning appears to favor and benefit young learners. Practice makes perfect, but implicit learning happens slowly and with extensive exposure.

However, a small-scale project conducted in Croatia (Mihaljević Djigunović and Vilke, 2000), spanning eight years, highlighted substantial advantages for younger children in language learning. This study focused on 1,000 first graders (aged 6–7) embarking on the journey of learning a foreign language (English, French, German, or Italian) and compared their progress to a group that commenced at the age of 10. The experimental language programs emphasized intensive exposure and offered natural content-based learning conditions. Assessments incorporated oral interviews, classroom observations, storytelling, and proficiency tests. Young learners exhibited rapid development at the phonological level, mastering fundamental language components faster than other aspects. Additionally, the study noted the emergence of various learning and communication strategies among these young learners. Upon the project's conclusion, the researchers found that students involved in the experimental program displayed significantly better proficiency in pronunciation, orthography, and vocabulary compared to those who started learning the language at an older age. The researchers concluded that the learners from the experimental project surpassed other groups in assessments of implicit knowledge. They attributed the success of younger learners primarily to the quality of input and teaching they received. Moreover, the tests themselves were designed to be more naturalistic, possibly contributing to the observed advantages.

2.3.3. Ultimate Attainment

As reviewed in the part about rate of development, older learners advance easily due to their superior strategies, cognitive abilities, and motivation. However, over time, younger learners frequently surpass them (Pinter, 2011). This suggests that younger learners are likely to hold an advantage in terms of ultimate attainment. The majority of research on ultimate attainment has been carried out with immigrants, with a significant emphasis on pronunciation

and grammar (Oyama, 1976; Flege, Monroe, and McKay, 1995). This focus is partly attributed to the ease and speed with which these aspects of language competence can be tested in experimental settings. Pronunciation and accent, in particular, have gathered significant attention, given the perception that achieving a native-like accent is considered more challenging for older learners compared to other aspects of language competence.

Oyama (1976) conducted a study that affirmed the superior ultimate attainment of younger children. In this study, 60 male immigrants who entered the USA between the ages of 6 and 20 participated. The primary variable examined was the age of onset of second language acquisition for these subjects. The participants' length of residence varied from 5 to 18 years, serving as the second variable under investigation. The evaluation of pronunciation involved two 45-second excerpts—one from a reading task and another from a free-speaking task. Both native speakers and non-native speakers completed these tasks, and their performances were recorded. The native speakers and non-native speakers' recordings were then randomly intermixed on a tape, and native speaker judges were tasked with rating the 'nativeness' of the extracts on a five-point scale ranging from 'heavy accent' to 'no accent at all.' The study revealed a significantly pronounced effect related to the age of arrival, with minimal impact observed for the number of years spent in the USA. Notably, the youngest arrivals within the non-native speakers group performed within the range of the native speaker controls, whereas those aged 12 and above did not.

In another study conducted by Oyama (1978), listening comprehension scores were compared using the same group of subjects. Native speakers recorded twelve short English sentences, and participants were required to repeat them. The findings indicated that subjects aged 11 years and under demonstrated native-like proficiency, while older subjects did not. Notably, individuals arriving after the age of 16 exhibited notably poorer performance compared to natives. These results suggest that, in the long term, pronunciation is likely influenced by the age of arrival rather than the duration of residence.

In their investigations, Flege, Monroe, and McKay (1995) focused on Italian immigrants residing in Canada for a minimum of 15 years at the time of the study. In 1995, a total of 240 Italian immigrants underwent testing, during which they were tasked with reading five brief English sentences. The recorded performances were then randomly intermixed with those of 24 native speakers, and these tapes were presented to judges who were themselves native speakers. The ratings exhibited a systematic increase correlated with a decrease in the age of arrival, suggesting a distinct impact of the age of onset on the ultimate attainment of

pronunciation.

Using a strategy identical to the one described above, Flege, Yeni-Komshian, and Liu (1999) concentrated on Korean speakers in their study. Twenty-four native speakers and 240 immigrants were invited to take part. Once more, as the age of arrival grew, the evaluations for authentic accents tended to decline. The authors contend that a foreign accent results from learners' inability to recognize second language (L2) sounds outside of the parameters of their native language (L1) sound categories once they have solidified them. Sounds that are similar to but not exactly the same as their L1 sounds might be especially challenging for L2 speakers. Researchers have examined second language learners' grammatical proficiency in addition to pronunciation. In a research using quantitative analysis, Patkowski (1980) evaluated the English grammar proficiency of 67 highly educated immigrants from a variety of first language (L1) backgrounds who had lived in the United States for at least five years. Fifteen native-born Americans with comparable backgrounds were used as controls for comparisons. Age-related effects were seen in a multiple-choice test measuring syntactic proficiency. The performance of those who started learning before the age of 15 was superior, showing signs of more methodical proficiency. The quantity of informal exposure had a substantial impact on their performance, but the amount of formal training had no effect.

Johnson and Newport's (1989) study is arguably the most well-known in this field, highlighting the long-term benefit of young learners. Despite arriving at varying ages, they looked at 46 native Chinese and Korean speakers who had all lived in the United States for at least five years. Grammar judgment tests were used by the researchers, asking participants to rate the grammatical accuracy of English sentences. Participants were required to assess the grammatical accuracy of 276 recorded English utterances. About 50% of the sentences were 'distractors' (i.e., inaccurate), illustrating basic surface distinctions in English such as particle placement and normal verb morphology. The findings showed that younger students performed within the range set by native speaker controls, with those who arrived before the age of seven achieving higher marks. Performance was characterized as random for those coming at the age of 17, and it decreased between the ages of 8 and 15 at the time of arrival. This implies that after the first sensitive phase of 0–7 years of age (which is very favorable for learning), there comes a second maturational sensitivity of 7–17 years of age, during which the capacity to learn a second language progressively deteriorates. The age of arrival no longer has any discernible impact after the age of 17.

However, recent studies employing longitudinal designs do not consistently affirm the

advantages of young learners in acquiring grammar. For instance, Jia and Fuse (2007) reported that none of the ten Mandarin-speaking immigrant children they tracked achieved an 80 percent accuracy level in mastering past tense -ed after being immersed in an English environment for five years. The study also measured various other morphemes, including irregular past tense, 3rd person singular, progressive aspect -ing, copula be, and auxiliary do. These measurements were conducted in both obligatory and spontaneous contexts.

In conclusion, the researchers observed that the children's language environment emerged as a more influential predictor of individual differences than their age of arrival. The study indicated that younger learners did not exhibit superior abilities in acquiring grammar solely based on their age (Pinter, 2011).

2.4. The Importance of Textbooks in Language Learning

The term textbook or coursebooks is defined as “A book that teaches a particular subject and that is used especially in schools and colleges” (The Oxford Learner’s Dictionary, 2024). The use of textbook in a classroom is indispensable even some educators allege that teachers do not need it. Yangın Ekşi, (2012) describes the need for using a textbook that the instructor of young learners is bound to be occupied with a lively group of children craving activity, diversity, and enjoyment in the classroom. The textbook can be a valuable resource for the teacher, offering support alongside additional printed or multimedia materials and the teacher's book. This course book or textbook plays a crucial role in sparing teachers from the need to devise everything from the beginning, thereby significantly easing the burden on educators.

Even though, there are educators who defend the use of a coursebook, the educators who are against to use a textbook in the classroom is not less. Advocates for the textbook contend that it offers the most convenient means of presenting materials, contributing to consistency and continuity in learning (Cunningsworth, 1995). They argue that it instils in learners a sense of system, cohesion, and progress, providing valuable support for both teachers in preparation and learners during revision. However, critics argue that a textbook tends to be inherently superficial and reductionist in its coverage of language points, and it provides a limited language experience (Tomlinson, 1998). They highlight its inability to accommodate the diverse needs of all users, enforcing a uniform syllabus and approach. Furthermore, opponents assert that reliance on a textbook can diminish the initiative and

authority of teachers in the educational process. (Allwright 1981; Littlejohn 1992; Hutchinson and Torres 1994). Thornbury (2000) claims that “Learning takes place in the here and now. Teaching – like talk – should centre on the local and relevant concerns of the people in the room not on the remote world of textbook characters” (p:2). However, “No teaching learning situation, it seems, is complete until it has its relevant textbook” (Hutchinson & Torres, 1994, p. 315). Tomlinson states that “No coursebook can be ideal for any particular class” (2011;67). Therefore, it is essential to conduct thorough analyses of textbooks to ensure that the most appropriate materials are selected for the students' proficiency levels.

2.5. Textbook Analysis

Educators analysed textbooks according to different types of methods and one of them is by Cunningsworth (1995), he identifies three course book evaluation types: "pre-use," "in-use," and "post-use" assessments. The pre-use evaluation aids teachers in selecting the most suitable course book for a specific language class, anticipating its performance in the future. The second assessment type assists teachers in uncovering the strengths or weaknesses of the course book during its implementation. Lastly, the post-use evaluation allows teachers to reflect on the course book's quality after it has been utilized in a language class. Among the methods, three basic methods explained by Tomlinson (2011, p.25) are used widely: **impressionistic, the in-depth, and checklist method**. The impressionistic method analyses a textbook based on a general perception. The in-depth method involves examining one part, e.g. a chapter, unit, or specific activity, to carefully explore representative features like design, content, etc. These two methods can ideally be combined with the checklist method which uses a list of criteria for systematic analysis of the materials.

Moreover, academic experts and researchers such as Daoud and Celce-Murcia (1979), Sheldon (1988), Grant (1987), Cunningsworth (1995) recommend that utilizing checklist to assess the textbooks is a good option. Tomlinson (2011) favours checklist method and describes its advantages as being methodical, guaranteeing that all factors thought to be significant are taken into account. It is economical and allows for the recording of a large amount of data in a comparatively short amount of time. It is straightforward to compare competing sets of content since the information is documented in a convenient way. It is clear and provides a shared framework for decision-making, so long as everyone participating in the evaluation understands the categories.

The use of coursebooks, with its advantages and drawbacks, ultimately depends on the decisions made by course teachers and school administration. The consideration of whether to incorporate coursebooks should be subject to thorough discussions among these entities, aiming to arrive at the most beneficial decision for the learners. Throughout these processes, it is crucial to meticulously examine and assess coursebooks, ensuring a precise understanding of their content and relevance within the learning processes.

2.6. Evaluating the Skills in Second Graders' Textbooks

The recent shifts in the Turkish educational system, moving from the 8+4 model to the revised 4+4+4 system, have prompted an urgent requirement to modernize existing curricula. Specifically concerning English language education, this new system requires English instruction to commence from the 2nd grade instead of the 4th grade. As a result, a new curriculum tailored to encompass the 2nd and 3rd grades became essential (MoNE, 2018). It also states that in the 2nd and 3rd grades, the focus lies on developing speaking and listening skills, with an introduction to reading and writing occurring at later stages as students progress in their learning. Cameron (2001) states that children primarily engage, comprehend, exercise, and acquire the language they hear and speak. Music and songs play a significant role in shaping children's development by enhancing their memory, promoting sound discrimination, refining listening skills, and boosting rhythmic abilities (Faulkner, 2007). Therefore, activities aimed at improving reading and writing skills should not exceed the word level.

Choosing a textbook for foreign language learning requires careful consideration of various factors. A suitable textbook should primarily align with learners' developmental stages and ages. MoNE (2018) stresses that when selecting characters, texts, and visuals for instructional purposes, stakeholders like teachers and material designers need to consider learners' ages, psychological aspects, and sociological levels. For example, when using a movie poster, it's essential to consider the age appropriateness of the movie, along with ethical and value considerations. The book must also align with the needs, aims, beliefs, and objectives of the course. If the book satisfies the syllabus requirements, the next step involves assessing how it integrates the language skills. According to Grant (1987), a comprehensive approach involving the combination of reading, listening, writing, and speaking skills is more effective than isolating them. However, this is not the case for young learners' textbooks as

latest syllabus requires listening and speaking over reading and writing for young learners.

2.7. Cultural Representation in Textbooks

In EFL contexts, students facing with textbooks that represent the culture of the target language may encounter challenges. They aim to familiarize themselves with unfamiliar aspects of both the target language and culture, acknowledging that they must navigate stereotypical depictions of people in native-speaking communities (Terui, 2015). Consequently, learners of English as a foreign language may face challenges in simultaneously integrating the cultural aspects of the foreign language and the linguistic forms of the target language.

Tomalin (2008) emphasizes that culture is the fifth skill, urging language educators to apply it effectively for heightened cultural awareness among students. In his study, Cakir (2010) accentuates the inadequacy of relying solely on language instruction, stressing the need to teach cultural aspects to enable students to navigate diverse language contexts similar to native speakers. Prodromou (1988) and Alptekin (1993) advocate for the integration of target language culture into coursebooks, arguing that a purely linguistic approach is insufficient and may result in alienation or resistance to learning without cultural knowledge. Kramsch (1993) advocates a pedagogical approach that treats culture as an interpersonal process, emphasizing the importance of conveying cultural nuances beyond information. Furthermore, Ellis (1985) highlights the positive impact of learners' interest in the social and cultural life of the target language's country, suggesting that such enthusiasm enhances language learning.

Collectively, these perspectives underscore the intricate relationship between language and culture, urging a holistic approach to language education that goes beyond linguistic proficiency to encompass a deep understanding of cultural contexts.

2.8. Previous Studies about Analysis of Young Learners' Textbooks

Studies related to Analysis of Young Learners' Textbooks are reviewed in this part.

In their study, Méndez and López (2005) discusses the evaluation of English teaching materials for young learners. Researchers describe how an ideal young learner material should be. Their study focuses on choosing the ideal textbook. They asked 37 English teachers in

Spain that how they choose the book. The study concludes that even though teachers try to analyse the materials they are given, they do not have enough theoretical background (Varela Méndez & Rodríguez López, 2005).

Keban, Muhtar & Zen (2012) examine the Grade 3 English textbook used in Indonesian elementary schools. It is a descriptive-evaluative analysis in which the data was collected by both through a checklist and interviews with teachers. It evaluates the book's effectiveness through its objective, design and organization, language skills, language content, topics and practical considerations. The analysis highlights strengths in objective, skills, content, topics and practical consideration but identifies gaps in design and organization (Keban, Muhtar, & Zen, 2012).

Estaji and Nafisi (2014) examine how much the Multiple Intelligences Theory is reflected in children's textbooks in their study "Representation of Multiple Intelligences Theory in Children's Textbooks and Its Representation". The study analyzes the presence of the Multiple Intelligences Theory in children's textbooks, proposing ideas on how books can be developed for children with different learning characteristics. Up and Away in English textbooks for young learners in Iran have been chosen for the study. The findings showed that the textbooks primarily focused on verbal/linguistic intelligence, though there was also a reasonable representation of other intelligence types, such as logical/mathematical, interpersonal, and visual/spatial (Estaji & Nafisi, 2014).

Sovič and Hus (2016) plan to conduct a semiotic analysis of children's textbooks. Semiotic analysis involves interpreting signs and symbols in language. In this study, the authors examine visual, linguistic, and contextual elements in children's textbooks and how they contribute to children's language learning. Magic Adventure 2, Cookie and Friends and Playway to English 1 young learners books were chosen to be analysed. The results suggest that many illustrations depict motion, which can be encouraging for six-year-olds with shorter attention spans. However, some illustrations were difficult to understand and included letters and numbers, except for those in Playway to English 1. Decoding these illustrations and symbols might divert the children's attention. Additionally, some symbols were used with different meanings, which can be confusing for six-year-olds (Sovič & Hus, 2016).

Nordlund (2016) focuses on analyzing the word content of textbooks. Since vocabulary acquisition is a fundamental aspect of language learning, the study analyzes word choice, organization, and teaching techniques in different textbooks. The analyzed material consists of three textbooks from the Good Stuff series, published by Almqvist &

Wiksell/Liber, targeting school years 4-6 (students aged 10-12) in Sweden. This study is restricted to examining the open word classes: adjectives, nouns, and verbs. The current analysis of the Good Stuff teaching material indicates that it can aid in vocabulary acquisition however, a significant issue identified is the apparent lack of word recycling, with many words appearing only once in the books. (Nordlund, 2016)

Jakupčević and Čavar Portolan (2024) deeply analyze the pragmatic content of English textbooks used in primary schools in Croatia. The research explores how pragmatic competence, which refers to the effective use of language in social situations, is implemented in textbooks and how pragmatic competencies are taught to children. This study analysed a collection of 18 different textbooks used by students in Grades 4-6 in Croatian primary schools, all approved for the 2019/20 academic year by the Croatian Ministry of Science and Education. The analysis revealed a significant lack of uniformity among the textbooks, with pragmatic content varying widely, ranging from 4.4% and the main finding of this study is the inconsistency in the scope and type of pragmatic content included in EFL textbooks for years 4-6 (Jakupčević & Čavar Portolan, 2024).

In their study, Benlioğlu, Şahin, Sönmez, and Solhi (2023) examine six commonly used English language teaching (ELT) coursebooks in Turkish private elementary schools. The books were evaluated separately by four different researchers and then they gathered to reach a consensus. The books were chosen as to be the mostly preferred ones by private elementary schools. It assesses their potential for affective engagement, which involves the active participation of learners' emotions. The analysis of affective analysis, based on Tomlinson and Masuhara's criteria (2013), found that while these coursebooks have the potential to engage students emotionally, this potential is largely underutilized except the one called as Discover. (Benlioğlu et al, 2023). Recommendations for improving affective engagement in ELT coursebooks are discussed. In conclusion, the reviewed studies collectively underscore the complexity and diversity of approaches in analyzing young learners' English textbooks. While each study highlights different aspects—ranging from material evaluation, content and language skill analysis, to semiotic and pragmatic content examination—common themes emerge, such as the importance of aligning textbooks with theoretical frameworks, the need for improved design and organization, and the underutilization of affective engagement. These findings suggest that while current textbooks offer valuable resources for language learning, there is significant room for enhancing their effectiveness, particularly in fostering a more holistic and engaging learning experience for

young students. This research provides a comprehensive foundation for further investigations into optimizing textbooks to better meet the diverse needs of young learners.



SECTION III

METHOD

3.1. Introduction

This study was designed to conduct a thorough analysis of the English textbooks used in the 2nd grade, focusing on two primary sources: the textbook distributed annually to schools by the Ministry of National Education (MoNE) and another textbook as a supplementary material produced by a publishing house, which is widely chosen by teachers. In addition to evaluating young learners' readiness to learn a foreign language and evaluating second grade English curriculum, this research aimed to explore the appropriateness of these textbooks depending on a checklist and to explore English teachers' perceptions of both books. This chapter will meticulously detail the research design, setting, participants, data collection instruments, procedures, and methods employed for data analysis.

3.2. Research Model

For many years, documentation have been the foundation of qualitative research (Bowen, 2009) and document analysis, like other analytical techniques in qualitative research, necessitates the examination and interpretation of data in order to extract meaning, comprehend, and build scientific understanding (Atkinson & Coffey, 2004). There are many different types of documents that can be employed in a study for systematic examination such as ads, agendas, attendance logs, meeting minutes, manuals, background papers, books, brochures, diaries, notebooks, event programs (printed outlines), letters and memoranda, maps, charts, and newspapers etc. (Bowen, 2009). Any kind of them can assist the researcher in gaining insight, comprehension, and meaning related to the study problem (Merriam, 1988). As qualitative method approach offers valuable descriptions (Sofaer, 1999) the study adopted qualitative method approach to achieve a comprehensive understanding of the appropriateness of second- grade English textbooks. This methodological choice was driven by the objectives of the present study: to evaluate the textbooks' alignment with children's cognitive readiness, the curriculum, the specific characteristics of young learners and to

ascertain English teachers' overall perceptions of these educational materials.

To address these aims, the research was designed first to evaluate young learners' cognitive readiness by observing their first-grade curriculum objectives. After that second-grade English syllabus was observed to evaluate teaching objectives of English curriculum. In the next phase, the researcher utilized a checklist, developed by Yangın Ekşi (2012) (see Appendix 1) for the analysis of the textbooks. This checklist allowed for a structured evaluation based on critical criteria pertinent to young learners and the educational goals. Finally an interview form, (see Appendix 2) was employed to gather insights directly from English teachers, offering a nuanced view of their experiences and perceptions regarding the textbooks.

The choice of the researcher, who is also a teacher, to conduct the interviews himself was strategic, leveraging his position within the teaching community to foster a sense of trust and openness among the participants. This approach was anticipated to encourage more comprehensive responses, enriching the qualitative data set. The analysis of the textbooks through the checklist and the data from teachers' interviews was executed with rigor by the researcher and reviewed in collaboration with two experts in the field, to enhance the credibility and accuracy of the analysis.

Data collection of the study took place in the second term of the 2023-2024 academic year, in February, ensuring that teachers had ample interaction with the textbooks to provide informed opinions. Application of qualitative methods in this study was intended to offer a holistic assessment of the English textbooks' effectiveness and appropriateness for second-grade learners in Antalya, Türkiye. Through this design, the study aims to contribute valuable insights to educators, material developers, publishers, and curriculum designers, guiding the future development of English teaching materials for young learners.

3.3. Setting

The research is carried out within primary schools in Antalya, Türkiye, specifically focusing on English language textbooks for second graders. This environment is pivotal for examining the applicability and efficacy of English textbooks provided by the Ministry of National Education (MoNE) alongside the one published by a publishing house, preferred frequently by educators. This setting not only offers a contextual backdrop for evaluating textbook content and pedagogical approaches but also serves as a lens through which

teachers' perceptions and experiences are explored, providing insights into the educational landscape of early English language learning in Türkiye.

3.4. Participants

The target population for this research consisted of all English teachers instructing second-grade students in a part of Antalya, Türkiye during the 2023-2024 academic year. This sample comprised 25 English teachers from various primary schools in Antalya, Türkiye, who were teaching primary level students. These participants were chosen to represent English educators in the region.

Initial research indicated that there were 25 primary school English teachers in the selected sample. However, during the data collection phase, one teacher was unavailable for the interview, and another had relocated, with her successor being new to the book and therefore not included in the study. Consequently, the study proceeded with interviews from 23 teachers who utilized the textbook provided by the MoNE. Only one teacher was identified as using an alternative textbook published by a private publishing house. Participants were coded as T1, T2, T3, T21, T22, T23.

Given the focus of this study on evaluating the MoNE-issued textbook, the participation of 22 teachers was deemed sufficient for the qualitative analysis. For the alternative textbook, the research was limited to the insights from a single interviewee within the selected sample.

3.5. Data Collection Instrument

The methodology of this study incorporates qualitative dimensions for data collection, as previously outlined. This methodological framework employs four principal instruments for gathering data: descriptive analysis of young learners' first grade objectives to evaluate their readiness, descriptive analysis of second grade English syllabus, analysis of a textbook evaluation checklist and analysis of interview questions. Young learners' first grade objectives are evaluated to be able to see their cognitive readiness. Second grade English syllabus is evaluated to be able to understand its appropriateness for the learners. The checklist serves as a tool for assessing the suitability of the English textbooks for young learners, evaluating aspects

such as content relevance, pedagogical alignment, and engagement factors. Concurrently, the interview questions are designed to elicit teachers' perspectives and experiences regarding the use and effectiveness of the textbooks in question. Together, these instruments facilitate a comprehensive analysis of the educational materials from multiple viewpoints, enriching the study's findings with diverse insights.

3.5.1 Checklist Evaluation

The checklist approach stands as one of three principal methodologies for textbook evaluation. This method serves as an efficient and practical means for evaluators to assess textbooks comprehensively. McGrath (2002) highlights four key benefits of employing the checklist method:

Its systematic nature ensures comprehensive coverage of all critical elements.

Its efficiency enables the documentation of a substantial volume of information within a limited timeframe.

It organizes information in an accessible manner, facilitating the comparison of different sets of materials.

Its explicitness, assuming the evaluative categories are clearly understood by evaluators, enhances the clarity of the evaluation process (p.32).

For the purposes of this study, a checklist devised by Yangın Ekşi (2012) was adopted and applied to examine various aspects of the textbook under scrutiny.

3.5.2. The Interview Questions

The research questions were prepared and subsequently reviewed by two experts in the field. Following their feedback, the final version of the questions was determined. Following the completion of the checklist analysis, the researcher embarked on visits to each school to engage directly with the teachers. During these visits, the researcher provided detailed information to the interviewees about the study's objectives and the context of the interview. Subsequently, interviews were conducted, with each session being recorded with the consent of the participants to ensure accuracy and comprehensiveness of the data collected. These recordings were then transcribed to facilitate detailed analysis and to preserve the authenticity of the teachers' insights and perspectives.

3.6. Procedure

Initially, the research was designed to include an analysis of three textbooks: the one provided by the Ministry of National Education (MoNE), the Boony English Book, and the Adventures of Zury. However, it was later discovered during the interviews that the Adventures of Zury Book was not being used by any of the interviewees, and it was excluded from the analysis. Consequently, the focus was narrowed down to analyzing the textbook provided by MoNE, with an additional examination of the Boony English Book based on the actual use by the teachers interviewed. Specifically, the researcher connected with one teacher using the Boony English Book and 22 teachers using the MoNE's book.

The analysis process was initiated with the researcher conducting an analysis of young learners' first grade objectives to see their readiness for learning a foreign language. The researcher analysed first grade Turkish, Maths and Social Sciences objectives separately and then compared them with the second grade English objectives. After that the researcher analysed second grade English syllabus to understand its applicability in second grade level. The analysis process continued with a checklist analysis to evaluate the textbooks. Following this step, interviews were held with the teachers to gather their insights and experiences. This sequential approach allowed for a thorough examination of the textbooks' suitability and effectiveness from the perspective of educators directly involved in the teaching process.

The study was executed during the second term of the 2023-2024 academic year, and interviews were in specifically in February. It targeted English as a Foreign Language (EFL) teachers who were instructing second-grade students in public schools across Antalya. At the time of the research, 25 primary schools within a designated area of Antalya were identified and included as part of the study's setting. The participant sample comprised all EFL teachers engaged in teaching second graders within this region during the data collection phase. Prior to commencing the study, ethical approval was obtained from the Research Ethics Committee at Akdeniz University, ensuring compliance with ethical standards (see Appendix 5).

3.7. Data Analysis

The analysis of the data was conducted using qualitative methods. The data collection instruments, namely first grade objectives, second grade English syllabus, the checklist and the interviews, were analysed independently. Analysis of the data from interviews involved coding the data in alignment with the research questions. These coded data were then

organized and analysed. Additionally, any statements deemed significant or particularly insightful were directly incorporated into the final analysis, providing a direct window into the participants' perspectives using their own words.



SECTION IV

FINDINGS

4.1. Introduction

This section presents the data analysis, organized into four main categories: the researcher's evaluation of young learners' readiness for foreign language learning, second grade English syllabus, checklist and responses from interviews. Initially, the researcher assesses first grade objectives to be able to evaluate young learners' readiness and second grade English syllabus to see its appropriateness for the age group. Then he assesses the textbooks utilizing a checklist, focusing on first impressions, content, issues relevant to both teachers and learners, and assessment criteria. Subsequently, the analysis and interpretation are extended to the responses from interviews with 23 English teachers who have implemented these textbooks in second-grade classrooms.

4.2. Results on Young Learners' Readiness for Learning English

Researcher analysed second graders readiness depending on the research question 1 "Are 2nd grade students cognitively ready to achieve the objectives of 2nd grade English syllabus?" In the Turkish Language Curriculum, "Sound-Based Initial Reading and Writing Instruction" method has been adopted (T.C. Milli Eğitim Bakanlığı, Türkçe Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar), 2019). The 1st grade Turkish listening learning objectives emphasize foundational auditory skills that are crucial for language development. These skills include differentiating between natural and artificial sounds, imitating sounds, and distinguishing letters corresponding to sounds. The focus on these basic auditory skills lays the groundwork for phonological awareness, which is essential for learning any language, including a foreign language like English.

Learning outcomes are described as follows.

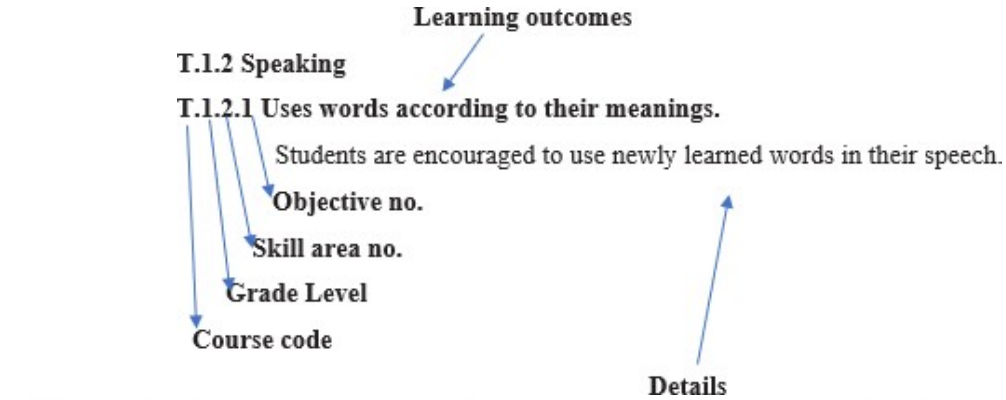


Figure 1: Learning Outcomes (T.C. Milli Eğitim Bakanlığı, Türkçe Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar), 2019)

Differentiating Sounds (T.1.1.1)

Students learn to differentiate between various sounds, which helps in recognizing phonetic differences in a new language. Although the specifics of natural and artificial sound sources are not provided, the ability to distinguish sounds is a fundamental skill that supports language acquisition.

Imitating Sounds (T.1.1.2)

The imitation of sounds is an essential skill for pronunciation and phonetic learning in a new language. This objective indicates that students are already practicing how to replicate sounds, a critical component in learning to speak a foreign language accurately.

Distinguishing Letters (T.1.1.3)

Understanding the relationship between sounds and their corresponding letters supports literacy skills. This foundational knowledge is directly transferable to learning the alphabet and phonetic system of English.

Predicting Content (T.1.1.4) and Events (T.1.1.5)

The ability to predict content and events based on visuals and contextual clues shows that students are developing comprehension skills. These skills are crucial when learning a new language, as they help students make sense of unfamiliar vocabulary and grammar structures.

Retelling and Identifying Topics (T.1.1.6 and T.1.1.7)

Retelling stories and identifying main topics help in developing narrative skills and

comprehension. These skills are important for students to articulate their understanding and communicate effectively in a new language.

Answering Questions (T.1.1.8)

Responding to questions about listened content encourages active listening and comprehension. This ability is essential for engaging in conversations and understanding instructions in English.

Following Verbal Instructions (T.1.1.9)

Following multi-step instructions enhances listening comprehension and cognitive processing, which are crucial for understanding classroom instructions and interactions in English.

Applying Listening Strategies (T.1.1.10)

Emphasizing politeness and attention during listening activities fosters good communication habits. These strategies are beneficial for participating in English language conversations.

Understanding Non-verbal Messages (T.1.1.11)

Recognizing non-verbal cues aids in full comprehension of communication, as non-verbal signals often complement verbal messages in any language.

Comparison with 2nd Grade English Learning Objectives

The 2nd grade English learning objectives focus on practical communication skills, such as greeting people, expressing thanks, giving instructions, and making inquiries. These objectives indicate a shift from foundational auditory skills to functional language use. This is actually what CEFR describes that language learners need to use language for communication. The 2nd grade students as beginners are thought to learn the language in A1 level. In A1 level they are expected to understand basic everyday phrases, simple text and pronounce basic familiar words. Here's how the skills developed in 1st grade Turkish listening objectives support these English learning objectives:

Greeting and Meeting People

Skills in identifying sounds and imitating them (T.1.1.1, T.1.1.2) are fundamental for accurate pronunciation of greetings and names in English.

Expressing and Responding to Thanks

The comprehension and narrative skills (T.1.1.6, T.1.1.7) support understanding and using polite expressions, a key part of social interactions in English.

Giving and Responding to Instructions

The ability to follow verbal instructions (T.1.1.9) directly translates to understanding and giving simple directions in English.

Making Simple Inquiries and Expressing Likes/Dislikes

The skills developed in answering questions and making predictions (T.1.1.5, T.1.1.8) help students to ask questions and express preferences in English.

Naming Objects and Colors

The understanding of letters and sounds (T.1.1.3) supports vocabulary acquisition, necessary for naming objects and colors in English.

The readiness of 2nd grade students for learning English as a foreign language is supported by the foundational listening skills developed in 1st grade Turkish. The skills in differentiating sounds, imitating them, following instructions, and comprehending content provide a strong base for acquiring functional language abilities in English. These competencies suggest that students are well-prepared to engage with the English language learning objectives for 2nd grade, indicating a positive readiness for foreign language acquisition.

Table 1 : Listening objectives of Turkish language for 1st graders (T.C. Milli Eğitim Bakanlığı, Türkçe Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar), 2019)

1st Grade Learning Objectives and Explanations		
Listening/Viewing Skills		
Code	Description	Details
T.1.1.1.	Differentiates sounds from natural and artificial sources.	No information is given about natural and artificial sound sources.
T.1.1.2.	Imitates the sounds they hear.	
T.1.1.3.	Distinguishes the letters corresponding to the sounds.	
T.1.1.4.	Predicts the content of the text they will listen to or watch based on visuals.	
T.1.1.5.	Makes predictions about the development of events in what they listen to or watch.	

T.1.1.6.	Retells the text they have listened to or watched.	Encouraged to narrate events in the order they occurred.
T.1.1.7.	Identifies the topic of what they have listened to or watched.	
T.1.1.8.	Answers questions about what they have listened to or watched.	Questions are only about the events, characters, and entities (what, who).
T.1.1.9.	Follows verbal instructions.	The number of instructions should not exceed five steps.
T.1.1.10.	Applies listening strategies.	Emphasis is placed on the importance of observing politeness rules while listening (listening without interrupting, speaking by taking turns). Ensures that students focus their attention on what they are listening to or watching.
T.1.1.11.	Understands the speaker's non-verbal messages.	

The 1st grade Turkish speaking learning objectives are designed to develop essential communication skills in young students. These objectives emphasize vocabulary usage, spontaneous speaking, topic-specific discussions, and the application of effective speaking strategies. These foundational speaking skills are crucial for language development and provide a strong base for learning a foreign language, such as English.

Using Words According to Their Meanings (T.1.2.1)

Encouraging students to use newly learned words in their speech helps in vocabulary acquisition and proper word usage. This skill is fundamental for building a strong vocabulary in any language, including English.

Engaging in Spontaneous Speaking (T.1.2.2)

Promoting spontaneous speaking allows students to practice real-time language use, enhancing their fluency and confidence in communication. This skill is crucial for engaging in spontaneous conversations in English.

Talking About a Specific Topic with a Defined Framework (T.1.2.3)

Encouraging students to introduce themselves and their surroundings helps them to organize their thoughts and present information coherently. This ability is essential for similar

tasks in English, such as introducing oneself, describing one's environment, and interacting socially.

Applying Speaking Strategies (T.1.2.4)

Emphasizing eye contact, clear and audible speech, staying on topic, and correct pronunciation helps in developing effective communication habits. Additionally, following politeness rules during conversations fosters respectful and meaningful interactions. These strategies are directly applicable to speaking in English, where clear communication and social etiquette are important.

Comparison with 2nd Grade English Learning Objectives

The 2nd grade English learning objectives focus on practical communication skills, such as greeting people, expressing thanks, giving instructions, and making inquiries. The speaking skills developed in 1st grade Turkish objectives provide a strong foundation for these English language objectives:

Greeting and Meeting People

The ability to use words correctly and engage in spontaneous speaking (T.1.2.1, T.1.2.2) supports accurate and confident greetings and introductions in English.

Expressing and Responding to Thanks

Understanding and applying politeness rules (T.1.2.4) facilitate polite expressions and responses in English, which are key components of social interactions.

Giving and Responding to Instructions

Clear and audible speech, along with maintaining eye contact (T.1.2.4), enhances the effectiveness of giving and understanding instructions in English.

Making Simple Inquiries and Expressing Likes/Dislikes

Talking about specific topics with a defined framework (T.1.2.3) helps students organize their thoughts and ask questions or express preferences clearly in English.

Naming Objects and Colors

Using words according to their meanings (T.1.2.1) ensures that students can accurately name objects and colors in English, an important part of vocabulary development.

The readiness of 2nd grade students for learning English as a foreign language is strongly supported by the foundational speaking skills developed in 1st grade Turkish. The skills in vocabulary usage, spontaneous speaking, topic-specific discussions, and effective communication strategies provide a solid base for acquiring practical language abilities in English. These competencies suggest that students are

well-prepared to engage with the English language learning objectives for 2nd grade, indicating a positive readiness for foreign language acquisition.

Table: 2 Speaking objectives of Turkish language for 1st graders (T.C. Milli Eğitim Bakanlığı, Türkçe Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar), 2019)

1st Grade Learning Objectives and Explanations		
T.1.2. Speaking		
Code	Description	Details
T.1.2.1.	Uses words according to their meanings.	Encouraged to use newly learned words in their speech.
T.1.2.2.	Engages in spontaneous speaking.	
T.1.2.3.	Talks about a specific topic with a defined framework.	Students are encouraged to introduce themselves. Students are encouraged to introduce their surroundings and the people around them.
T.1.2.4.	Applies speaking strategies.	Emphasizes the importance of maintaining eye contact, speaking in a clear and audible tone, staying on topic, and pronouncing words correctly. Reminds students to follow politeness rules during conversations (using appropriate forms of address, not interrupting others, participating in the conversation by taking turns, and listening to others with respect).

The 1st grade mathematics learning objectives cover foundational concepts in numbers and operations, focusing on natural numbers, basic arithmetic operations (addition and subtraction), and an introduction to fractions. These mathematical skills are crucial for cognitive development and logical thinking, which indirectly support language learning by enhancing problem-solving and analytical abilities.

Natural Numbers

Understanding natural numbers forms the basis for all arithmetic operations. Mastery of this concept helps students in recognizing and using numbers, a skill that translates into better

understanding numerical aspects in English language learning, such as counting and using numbers in everyday situations.

Addition with Natural Numbers

Learning addition with natural numbers helps in developing basic arithmetic skills, which are essential for logical reasoning and problem-solving. These skills support cognitive processes required for language acquisition, such as structuring sentences and understanding sequences.

Subtraction with Natural Numbers

Similar to addition, subtraction with natural numbers enhances students' ability to perform basic calculations. This skill fosters analytical thinking, which aids in understanding and constructing grammatical structures in English.

Fractions

Introducing fractions at an early stage helps students grasp the concept of parts and whole. This understanding is beneficial in learning linguistic structures that involve comparisons, quantities, and portions in English.

Comparison with 2nd Grade English Learning Objectives

The 2nd grade English learning objectives focus on practical communication skills. The cognitive and analytical skills developed through 1st grade mathematics objectives support these language skills in various ways:

Expressing Quantity

Understanding natural numbers and fractions directly aids in expressing quantity in English. Phrases like "How many ... are there?" and "There is/are ..." rely on numerical understanding.

Making Simple Inquiries

Problem-solving skills from mathematics help students frame and understand inquiries. Asking questions and seeking information in English requires a structured approach similar to solving math problems.

The readiness of 2nd grade students for learning English as a foreign language is bolstered by the foundational mathematical skills developed in 1st grade. The understanding of natural numbers, basic arithmetic operations, and fractions enhances cognitive abilities, logical reasoning, and problem-solving skills. These competencies indirectly support language acquisition by providing a structured approach to understanding and using numbers, following instructions, making inquiries, and discussing quantities in English. Consequently, students

demonstrate a strong readiness for engaging with the English language learning objectives for 2nd grade.

Table: 3 Objectives of Maths for 1st graders (T.C. Milli Eğitim Bakanlığı, Matematik Dersi Öğretim Programı (İlkokul ve Ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. Sınıflar), 2018)

Distribution of Learning Areas by Grade Levels (Grades 1-4)		
Learning Area	Sub-Learning Area	Grades
Numbers and Operations	Natural Numbers	1, 2, 3, 4
	Addition with Natural Numbers	1, 2, 3, 4
	Subtraction With Natural Numbers	1, 2, 3, 4
	Multiplication with Natural Numbers	2, 3, 4
	Division with Natural Numbers	2, 3, 4
	Fractions	1, 2, 3, 4
	Operations with Fractions	4

The 1st grade social studies learning objectives are designed to develop students' understanding of their immediate social and natural environment. These objectives focus on self-introduction, classroom and family recognition, personal hygiene, safe use of technology, cultural awareness, and observation of animals and plants. These foundational social skills and awareness are essential for holistic development and indirectly support language learning by enhancing communication skills, social interaction, and environmental awareness.

Participating in Classroom Introduction Activity (HB.1.1.1)

Introducing oneself and getting to know classmates and teachers fosters social interaction and communication skills. These abilities are fundamental for engaging in English conversations and introductions.

Recognizing and Choosing Classroom Materials (HB.1.1.5, HB.1.1.17)

Recognizing and properly using classroom materials helps in developing organizational skills and responsibility. This understanding supports language learning by enabling students to follow instructions and use educational resources effectively in English.

Introducing Family Members (HB.1.2.1)

Explaining the concept of family and introducing family members develops narrative skills and personal expression. These skills are crucial for talking about one's family and personal experiences in English.

Maintaining Personal Hygiene (HB.1.3.1)

Learning and maintaining personal hygiene promotes health awareness and routine discipline. The vocabulary and concepts related to personal hygiene can be directly applied to daily routines in English.

Using Technological Devices Safely (HB.1.4.6)

Understanding the safe use of technology encourages responsible behaviour and awareness of technology-related risks. This knowledge is useful for following instructions related to the use of technological devices in English.

Recognizing Cultural Diversity (HB.1.5.4)

Recognizing that people from different cultures live together fosters cultural awareness and empathy. This understanding is important for realizing cultural diversity and social integration in English.

Observing Animals and Plants (HB.1.6.1, HB.1.6.2)

Observing animals and plants in their environment develops observational skills and environmental awareness. The vocabulary and descriptive skills gained from these observations can be applied to teaching of animals and vegetables in English.

Comparison with 2nd Grade English Learning Objectives

The 2nd grade English learning objectives focus on practical communication skills. The social skills and awareness developed through 1st grade social studies objectives support these language skills in various ways:

Greeting and Meeting People

Skills in self-introduction and social interaction (HB.1.1.1) support confident and effective greetings and introductions in English.

Expressing and Responding to Thanks

The social interaction skills developed through classroom and family activities (HB.1.1.1, HB.1.2.1) facilitate polite expressions and responses in English.

Making Simple Inquiries and Expressing Likes/Dislikes

Observational skills and vocabulary from observing animals and plants (HB.1.6.1, HB.1.6.2) support making inquiries and expressing likes and dislikes in English.

Talking About Possessions

Understanding and introducing family members and classroom materials (HB.1.2.1, HB.1.1.17) provide the foundation for expressing possessions and relationships in English.

The readiness of 2nd grade students for learning English as a foreign language is supported by the foundational social skills and awareness developed in 1st grade social studies. The skills in self-introduction, social interaction, personal hygiene, safe use of technology, cultural awareness, and environmental observation provide a strong base for acquiring practical language abilities in English. These competencies suggest that students are well-prepared to engage with the English language learning objectives for 2nd grade, indicating a positive readiness for foreign language acquisition.

Table : 4 Objectives of Social Studies for 1st Graders (T.C. Milli Eğitim Bakanlığı, Hayat Bilgisi Dersi Öğretim Programı (İlkokul 1, 2 ve 3 Sınıflar), 2018)

1 st Grade Learning Objectives of Social Studies		
Code	Description	Details
HB.1.1.1.	Participates in the classroom introduction activity.	Introduces themselves and gets to know their teacher and classmates.
HB.1.1.5.	Recognizes the classroom materials	
HB.1.1.17.	Chooses the classroom materials they will use.	Introduces the classroom materials they will use and focuses on their proper and safe use and handling. Emphasizes the use of pencils, notebooks, and bags.
HB.1.2.1.	Introduces family members.	Explains the concept of family, focusing on the names and prominent characteristics of individuals such as mother, father, siblings, grandfather, and grandmother. Sensitivity should be exercised when addressing this objective in classes with children who have experienced situations like divorce, death, or separation from family members.

HB.1.3.1.	Maintains personal hygiene regularly.	Focuses on proper hand and face washing, brushing teeth correctly, bathing, combing hair, toilet training, and wearing and carefully using daily clothes. Emphasizes the importance of consistency in personal hygiene. Also mentions the need to use resources efficiently while maintaining personal hygiene.
HB.1.4.6.	Uses technological devices safely.	Emphasizes the safe use of electronic devices such as computers, televisions, mobile phones, tablets, game consoles, and household electrical appliances. Highlights the need to be cautious about situations that can lead to technology addiction, such as the internet and computer games.
HB.1.5.4.	Recognizes that people from different cultures live together in our country.	The topic is explained based on people who have migrated from their countries either voluntarily or involuntarily.
HB.1.6.1.	Observes animals in their immediate environment.	Focuses on the animals in their immediate environment (fish, birds, reptiles, insects, and pets, etc.), what these animals eat
HB.1.6.2.	Observes plants in their immediate environment.	Observes garden plants, wild plants, and trees in their immediate environment and how these plants change over time (such as plant growth, shedding and blooming of leaves, and flowering, etc.). These aspects are emphasized based on their observations.

The readiness of 2nd grade students for learning English as a foreign language is strongly supported by the foundational skills developed in 1st grade across various subjects. The listening skills in Turkish, such as differentiating and imitating sounds, following instructions, and comprehending content, provide a robust base for acquiring functional language abilities in English. Similarly, the speaking skills, including vocabulary usage, spontaneous speaking, and effective communication strategies, offer a solid foundation for practical language use. Additionally, the mathematical skills, such as understanding natural numbers, basic arithmetic operations, and fractions, enhance cognitive abilities and logical reasoning, which indirectly support language acquisition. Finally, the social skills and awareness gained from social studies, including self-introduction, social interaction, personal hygiene, safe use of technology, cultural awareness, and environmental observation, further prepare students for practical language abilities in English. Together, these competencies indicate that students are well-prepared to engage with the 2nd grade English language learning objectives, demonstrating a positive readiness for foreign language acquisition.

4.3. Results on Second Grade English Syllabus

Concerning research question 2 “How do the English textbooks align with the curriculum standards set by the Ministry of National Education for second graders?” researcher analysed second grade English curriculum. The English curriculum implements CEFR’s three descriptors: learner autonomy, self-assessment, and an appreciation for cultural diversity (CoE, 2001). Encouraging students to take control of their own learning helps them develop independence and teaching them to evaluate their own progress, helps them become more aware of their strengths and areas for improvement. In the initial grades, specifically grades 2 through 4, the primary focus is on listening and speaking (T.C. Milli Eğitim Bakanlığı, 2018).

Table 5: Model English Language Curriculum for 2nd – 8th Grades (T.C. Milli Eğitim Bakanlığı, 2018)

Model English Language Curriculum (For 2nd – 8th Grades)

Levels [CEFR] ¹ (Hours / Week)	Grades	Skill focus	Main activities/Strategies
1 [A1] (2)	2	Listening and Speaking	TPR/Arts and crafts/Drama
	3	Listening and Speaking Very Limited Reading and Writing ^o	
	4	Listening and Speaking Very Limited Reading and Writing ^o	
2 [A1] (3)	5	Listening and Speaking Limited Reading ^o Very Limited Writing ^o	Drama/Role-play
	6	Listening and Speaking Limited Reading ^o Limited Writing ^o	
3 [A2] (4)	7	Primary: Listening and Speaking Secondary: Reading and Writing	Theme-based ∞
	8	Primary: Listening and Speaking Secondary: Reading and Writing	

The 2nd grade English syllabus is designed to equip students with practical communication skills that are essential for basic interactions in English. The syllabus focuses on functions and useful language that students can apply in everyday situations. The objectives include telling people what they know, asking questions, giving instructions, expressing thanks, and talking about likes, dislikes, possessions, and abilities. For example, first unit is about words which are common in English and Turkish. By doing so, learners are introduced to English through cognates and a bridge would be created between languages.

Table: 6 2nd Grade English Functions (T.C. Milli Eğitim Bakanlığı, 2018)

2nd GRADE ENGLISH FUNCTIONS	
Unit	Functions
Words	Telling people what we know
Friends	Asking someone's name Greeting and meeting people
In the Classroom	Expressing and responding to thanks. Giving and responding to simple instructions. Asking for clarification. Giving simple directions
Numbers	Expressing quantity. Making simple inquiries Naming classroom objects
Colors	Expressing likes and dislikes Making simple inquiries Naming colors. Expressing quantity.
At the Playground	Making simple inquiries. Making simple suggestions.
Body Parts	Making simple inquiries Talking about possessions. Telling someone what to do.
Pets	Making simple inquiries. Talking about locations of things
Fruit	Expressing likes and dislikes Giving and responding to simple instructions. Telling someone what to do.
Animals	Expressing abilities. Expressing likes and dislikes. Making simple inquiries

The 2nd grade English syllabus is comprehensive and well-structured, focusing on practical language functions that are essential for everyday communication. The objectives aim to equip students with the skills to express themselves, interact with others, and understand their surroundings. By incorporating a variety of functions and useful language,

the syllabus ensures that students develop a solid foundation in English, preparing them for more advanced language learning in subsequent grades. The focus on practical, real-life scenarios makes the syllabus relevant and engaging, promoting active use and reinforcement of language skills.

4.4. Results on Checklist Evaluation

This segment delves into the analytical evaluation of the textbooks by the researcher, utilizing a modified version of Yangın Ekşi's, (2012) checklist for assessing textbook components. The evaluation employs a colour-coded system to signify the quality of each element: "excellent" is denoted by green, "good" by yellow, "fair" by orange, and "poor" by red, providing a visual representation of the assessment outcomes.

Concerning the research question 3, "How are 2nd grade English textbooks evaluated in terms of its first impression, content, teacher and learner issues and assessment?" the researcher conducted an analysis utilizing a checklist devised by Yangın Ekşi (2012). This checklist is segmented into four primary areas: first impressions, content, teacher and learner issues, and assessment methods.

4.4.1. Evaluation of First impression

The initial impression of the MoNE's English Book (see Figure 1) focused on its exterior and visual appeal to children, presents a mixed but generally favourable view. The cover of the book is found to be attractive, albeit rated as fair, indicating that while it may catch the eye of second-grade learners, there is room for improvement to make it more engaging. Similarly, the cover and binding's durability also receive a fair rating, suggesting that they are sufficiently robust for regular use but may not withstand the rigors of a young child's handling over time. The illustrations within the book are deemed fair in their appeal to children, suggesting that they are somewhat engaging but might not fully captivate the young audience's attention. Despite this, the illustrations are rated as good in terms of suitability for the cognitive development of children and their success in conveying concepts, indicating a strong educational foundation in the visual content. This assessment points to a book that has been thoughtfully designed with the educational needs of children in mind, though there are areas, particularly in the physical and aesthetic aspects of the book, where enhancements could further improve its attractiveness and durability.



Figure 2: The cover of MoNE's English Book (Karataş, 2022)

Table: 7 Textbook Evaluation Checklist for MoNE's English Book

First Impression	MoNE's English Book	Poor	Fair	Good	Excellent
	The cover is attractive.				
	The cover and binding are durable.				
	The illustrations are appealing for children.				
	The illustrations are suitable for the cognitive development of children.				
	The illustrations successfully convey the concepts.				
	The layout is appropriate (densely cluttered pages, appropriate print, large margins etc.)				
	The price is fair.				
	The book contents an supplementary materials look fun and interesting to children.				
	The units are well organized and offer easy progression.				

The Bonny English book (see Figure 2) emerges as a notably appealing choice for second-grade learners, as per the checklist findings. The cover not only attracts attention but is also rated good in terms of attractiveness, suggesting it is visually appealing and likely to draw children's interest. The durability of both the cover and binding is similarly recognized as good, indicating a robust construction that can withstand the energetic handling often seen in young readers. A standout feature of the book is its illustrations, which are rated as excellent in their appeal to children, signifying that they are exceptionally engaging and likely to captivate the young audience's imagination. Furthermore, these illustrations are deemed good for both their suitability for the cognitive development of children and their effectiveness in conveying educational concepts, pointing to a thoughtful integration of visual learning aids. The layout of the book receives a good rating, suggesting that it is well-designed with clear, uncluttered pages, appropriate print size, and large margins, which together create a user- friendly reading experience. While the price of the book is considered fair, indicating it may be deemed reasonable but not exceptionally priced, the content and supplementary materials are viewed as good, suggesting they are fun, interesting, and likely to engage children effectively. Additionally, the organization and progression of units within the book are praised as good, reflecting a structured approach that facilitates easy learning progression. Overall, the "Bonny" book stands out for its well-considered design and content, aligning closely with the educational and developmental needs of second-grade learners.



Figure 3: The cover of Bonny English Book (Arman & Oğultegin)

Table:8 Textbook Evaluation Checklist for Bonny English Book

First Impression	Bonny English Book	Poor	Fair	Good	Excellent
	The cover is attractive.				
	The cover and binding are durable.				
	The illustrations are appealing for children.				
	The illustrations are suitable for the cognitive development of children.				
	The illustrations successfully convey the concepts.				
	The layout is appropriate (densely cluttered pages, appropriate print, large margins etc.)				
	The price is fair.				
	The book contents an supplementary materials look fun and interesting to children.				
	The units are well organized and offer easy progression.				

4.4.2. Evaluation of Content

The evaluation of the content in MoNE's English book reveals a multifaceted approach to language learning tailored for children. The topics presented within the book are deemed good in terms of interest and relevance, suggesting they are well-chosen to engage young learners and connect with their experiences or curiosities. The content's grading according to difficulty also receives a good rating, indicating a thoughtful progression that supports learners as they advance in their understanding and skills.

A highlight of the assessment is the content's excellence in avoiding material that could be deemed offensive according to accepted community standards, ensuring a respectful and inclusive learning environment. However, the book's depiction of the target language culture is only rated as fair, suggesting that while it attempts to introduce learners to the culture associated with the language, it could benefit from a deeper or more nuanced exploration.

The presentation of other cultures and countries is identified as a significant weakness, receiving a poor rating. This indicates a lack of breadth and diversity in cultural representation, which is a missed opportunity for fostering global awareness and empathy among learners.

The content's accuracy and up-to-dateness are rated good, affirming the reliability of the information provided and its relevance in a contemporary setting. Similarly, the adaptability of the content to meet students' varying needs, interests, and abilities is acknowledged as good, highlighting the book's flexibility in accommodating different learning styles and paces.

Vocabulary and language instruction are considered significant and age-appropriate, receiving a good rating for the way they are presented, suggesting they are likely to be effective for the target age group. However, the integration and practice of listening and speaking skills are rated as fair, indicating room for improvement in creating a more balanced and comprehensive approach to developing these crucial language skills.

Revision of vocabulary and structures is also deemed fair, pointing to some effort to reinforce learning, though perhaps not as consistently or effectively as could be beneficial. A notable area for improvement is the introduction of language within meaningful contexts, rated as poor. This suggests a gap in connecting language learning with real-life situations or relevant scenarios, which is critical for deepening understanding and retention.

Overall, the content assessment of Mone's English book reveals a solid foundation in language instruction, with commendable attention to grading, inclusivity, and relevance. Nonetheless, it highlights areas where enhancements could enrich learners' cultural understanding, engagement with practical language use, and exposure to a more dynamic range of listening and speaking activities.

Table: 9 Textbook Evaluation Checklist for MoNE's English Book

Content	MoNE's English Book	Poor	Fair	Good	Excellent
	The topics are interesting and relevant for children.				
	The content is graded in terms of difficulty.				
	The content is free of material that might be offensive in terms of accepted community standards.				
	The content serves as a window into the target language culture.				
	There is a broad and diverse presentation of other cultures and countries.				
	The content is up to date and accurate.				
	The content is adaptable to students' needs interest and abilities.				
	The vocabulary and language are significant and presented appropriately for the age group				
	The skills (listening and speaking) are integrated and practised appropriately for children.				
	There is constant revision of the vocabulary and structures learned.				
	The language is introduced in a meaningful context.				

The evaluation of the content within the Bonny English book paints a picture of a well-considered and effective learning resource for children. The topics introduced are assessed as good, indicating they are both interesting and relevant to the intended audience, likely capturing the curiosity of young learners and connecting the material to their world.

The content's organization in terms of difficulty also receives a good rating, reflecting a thoughtful curriculum design that grades learning material to progressively challenge students as they build their skills and knowledge. This grading is crucial for maintaining engagement and ensuring that learners feel continuously supported and challenged in appropriate measures. An outstanding feature of the Bonny book's content is its excellence in avoiding material potentially offensive by accepted community standards. This excellence underscores a commitment to inclusivity and sensitivity, creating a safe and respectful learning environment for all students.

While the content provides a window into the target language culture, this aspect is rated as fair, suggesting that while there are efforts to introduce learners to the culture associated with the language, the exploration could be deeper or more engaging to fully immerse students in the cultural context.

The representation of other cultures and countries is noted as poor, indicating a significant area for improvement. Enhancing this aspect could offer students a broader, more inclusive perspective on the world, fostering global awareness and empathy.

The accuracy and currency of the content are deemed good, affirming the material's reliability and relevance to today's learners. This aspect is crucial for building a foundation of trust in the educational resource and ensuring that students are learning information that prepares them for global citizenship in a rapidly changing world.

The adaptability of the content to cater to students' diverse needs, interests, and abilities is also rated as good. This flexibility is key to accommodating varied learning styles and paces, ensuring that all students can engage with the material in ways that are most effective for them. Vocabulary and language presentation are considered good, indicating that the material is significant and appropriately tailored to the age group, likely facilitating effective learning and retention. However, the integration and practice of listening and speaking skills, along with the constant revision of vocabulary and structures, are rated as fair. These findings suggest that while there is some effort to develop these skills and reinforce learning, the approach could be more integrated and consistent to better support language acquisition.

Lastly, the context in which the language is introduced is rated as poor, highlighting a gap in connecting the language learning to meaningful, real-life situations. Enhancing this aspect could significantly improve learners' ability to apply their language skills outside the classroom and deepen their engagement with the material.

In summary, the Bonny English book presents a strong foundation in content relevance, grading, and sensitivity to community standards. However, it reveals opportunities for enriching cultural representation, enhancing the practical application of language skills, and creating more meaningful contexts for language introduction to foster a more immersive and effective learning experience.

Table:10 Textbook Evaluation Checklist for Bonny English Book

Content	Bonny English Book	Poor	Fair	Good	Excellent
	The topics are interesting and relevant for children.				
	The content is graded in terms of difficulty.				
	The content is free of material that might be offensive in terms of accepted community standards.				
	The content serves as a window into the target language culture.				
	The cultural aspects presented are significant and appropriate for children.				
	There is a broad and diverse presentation of other cultures and countries.				
	The content is up to date and accurate.				
	The content is adaptable to students' needs interest and abilities.				
	The vocabulary and language are significant and presented appropriately for the age group				
	The skills (listening and speaking) are integrated and practised appropriately for				

	children.				
	There is constant revision of the vocabulary and structures learned.				
	The language is introduced in a meaningful context.				

4.4.3. Evaluation of Teacher and Learner Issues

The evaluation of teacher and learner issues in MoNE's English book reveals a mixed bag of strengths and areas in need of improvement, impacting its overall effectiveness as a teaching resource. Starting with the provision of extra activities, the book is rated as poor, indicating a lack of sufficient optional activities for various types of learners and a scarcity of photocopiable sheets. This deficiency suggests that the book may not fully accommodate the diverse needs and preferences of learners, potentially limiting its utility in differentiated instruction.

In contrast, the suggestions for the teacher are deemed good in terms of flexibility and adaptability to a variety of student needs. This strength is crucial, as it allows teachers to tailor their approach to the unique dynamics of their classroom, ensuring that all students can benefit from the instruction.

The clarity and correctness of solutions to activities and exercises also receive a good rating, which is essential for maintaining the credibility of the resource and ensuring that teachers can confidently guide students through their learning journey. However, the book's integration into a broader series suitable for different levels within the school is rated as poor. This limitation may hinder the book's utility in providing a cohesive learning progression for students as they advance through their English language education.

The coverage of the school syllabus by the book is highlighted as excellent, indicating that it sufficiently addresses the syllabus requirements. This aspect is critical for ensuring that the content is relevant and comprehensive, meeting the educational standards expected by the school.

The book's alignment with both long-term and short-term goals for young learners is rated as good, suggesting that it effectively supports the developmental and educational objectives specific to this age group. This alignment is important for fostering a coherent learning experience that builds foundational skills and knowledge.

The focus on accommodating different learning styles and multiple intelligences is rated as fair, pointing to some consideration of diverse learning preferences but suggesting room for improvement in fully engaging all students.

Lastly, the appropriateness of activities and tasks for children, in terms of context and level, is deemed good. This rating affirms that the book successfully targets the developmental stage and interests of its intended audience, facilitating an engaging and suitable learning environment.

Overall, while MoNE's English book demonstrates significant strengths in syllabus coverage, teacher guidance, and alignment with educational goals, it falls short in providing a comprehensive range of activities and integration with a broader series. Enhancing these aspects could make it a more versatile and effective resource for supporting diverse learner needs and facilitating a cohesive educational pathway.

Table:11 Textbook Evaluation Checklist for MoNE's English Book

Teacher and Learner Issues	MoNE's English Book	Poor	Fair	Good	Excellent
	It offers extra activities (optional activities for various types of learners, photocopiable sheets ETC).				
	The suggestions for the teacher are flexible and adaptable to a variety of student needs				
	The solutions to the activities and exercises are correct and clear.				
	The book is part of a series, all of which are suitable for other levels in your school.				
	The book covers the syllabus of the school to a sufficient extent.				
	The coursebook meets the long term and short term goals specifically young learners.				
	The activities focus on different ways in which students learn (various learning styles and multiple intelligence).				
	The activities and tasks are appropriate for children in terms of context and level.				

Teacher and learner issues in the Bonny English book depict a highly positive assessment, showcasing its comprehensive support for teaching and learning processes. The book's provision of extra activities, including optional tasks for various types of learners and photocopiable sheets, is rated as good. This indicates a strong commitment to accommodating diverse learning needs and styles, making it a versatile resource for classroom differentiation. Teacher suggestions within the book are commended for their flexibility and adaptability, also receiving a good rating. This aspect is crucial, as it enables educators to tailor their instruction to meet the unique needs of their students, ensuring that all learners can engage meaningfully with the content.

The clarity and correctness of the solutions provided for activities and exercises are also rated as good, underscoring the book's reliability as an educational tool. This ensures that teachers can confidently guide students through their learning, providing accurate feedback and support.

An important feature of the Bonny book is its integration into a series suitable for various levels within the school, which is assessed as good. This coherence across levels facilitates a seamless learning progression for students as they advance, ensuring continuity in their language development.

The book's coverage of the school syllabus is highlighted as excellent, indicating that it thoroughly addresses curriculum requirements. This comprehensive coverage ensures that the content is both relevant and aligned with educational standards, making it an effective tool for achieving learning objectives. The coursebook's alignment with both long-term and short-term goals for young learners is deemed good, reflecting its effectiveness in supporting the developmental and educational aims specific to this age group. This alignment is vital for fostering a learning experience that builds foundational skills and knowledge over time.

Additionally, the book's focus on various learning styles and multiple intelligences is rated as good, showing a strong emphasis on inclusive education. By catering to different ways students learn, the book ensures that all learners have the opportunity to succeed and benefit from the material presented.

Lastly, the appropriateness of activities and tasks for children, in terms of both context and level, is recognized as good. This assessment confirms that the book is thoughtfully designed to engage and challenge young learners appropriately, facilitating an engaging and suitable learning environment.

Overall, the Bonny English book stands out as an exemplary resource that effectively supports diverse learner needs and preferences while aligning closely with educational goals and curriculum requirements. Its comprehensive approach to teaching and learning makes it a valuable asset for educators and students alike.

Table:12 Textbook Evaluation Checklist for Bonny English Book

Teacher and Learner Issues	Bonny English Book	Poor	Fair	Good	Excellent
	It offers extra activities (optional activities for various types of learners, photocopiable sheets ETC).				
	The suggestions for the teacher are flexible and adaptable to a variety of student needs				
	The solutions to the activities and exercises are correct and clear.				
	The book is part of a series, all of which are suitable for other levels in your school.				
	The book covers the syllabus of the school to a sufficient extent.				
	The coursebook meets the long term and short term goals specifically young learners.				
	The activities focus on different ways in which students learn (various learning styles and multiple intelligence).				
	The activities and tasks are appropriate for children in terms of context and level.				

4.4.4. Evaluation of Assessment

The assessment of MoNE's English book through the checklist highlights its strengths and areas for improvement in facilitating learner assessment. The book is rated as good in providing adequate opportunities for learner assessment, indicating that it incorporates sufficient means for evaluating students' progress and understanding. This is essential for ensuring that learners are on track and for identifying areas where they may need additional support or intervention.

Additionally, the book is recognized for its good provision of periodical revisions for diagnostic purposes. This suggests that it includes regular review sections or activities designed to assess learners' comprehension and retention of the material covered. Such periodic assessments are crucial for diagnosing learning gaps early and addressing them effectively to support continuous improvement.

However, the book's offering of various tasks that allow for portfolio assessment is rated as poor. This indicates a significant gap in the material's ability to support this form of assessment, which involves collecting evidence of learners' progress and achievements over time through a compilation of their work. Portfolio assessment is valuable for providing a holistic view of a learner's development, skills, and competencies, enabling more personalized feedback and fostering reflective learning practices.

Overall, while MoNE's English book demonstrates commendable qualities in providing opportunities for learner assessment and periodic revisions, its limited support for portfolio assessment suggests an area that could be enhanced. Incorporating more tasks and activities conducive to portfolio assessment could enrich the book's assessment capabilities, offering a more comprehensive and nuanced approach to evaluating and supporting learners' progress.

Table:13 Textbook Evaluation Checklist for MoNE's English Book

Assessment	MoNE's English Book	Poor	Fair	Good	Excellent
	The material provides adequate opportunities for learner assessment.				
	The material provides periodical revisions for diagnostic purposes.				

	The material offers various tasks that allow for portfolio assessment.			
--	--	--	--	--

The checklist assessment of the Bonny English book highlights its effectiveness in certain aspects of learner assessment while also identifying areas that could benefit from further development. The material is rated as good in providing adequate opportunities for learner assessment, indicating that the book includes sufficient mechanisms for evaluating student progress and understanding. This aspect is crucial for ensuring that learners are meeting the educational objectives set forth and identifying when additional support might be necessary.

Similarly, the book is recognized for its good provision of periodical revisions for diagnostic purposes. This suggests that it incorporates regular review sections or activities aimed at assessing learners' comprehension and retention of previously covered material. Periodic revisions are essential for diagnosing learning gaps and offering timely interventions to address these gaps, thereby supporting continuous improvement in student learning outcomes.

However, the book's capability to support portfolio assessment is assessed as poor. Portfolio assessment involves the collection and evaluation of student work over time to gauge progress and achievements comprehensively. This form of assessment is particularly valuable for providing a holistic view of a learner's development, skills, and understanding, allowing for personalized feedback and encouraging students to reflect on their learning journey. The poor rating in this area indicates a missed opportunity for the book to facilitate this in-depth and reflective form of assessment.

In summary, while the Bonny English book excels in providing opportunities for standard and periodic learner assessments, its limited support for portfolio assessment points to an area where enhancements could significantly enrich the assessment strategy. Addressing this gap would offer learners and educators a more rounded approach to assessment, catering to the diverse needs and preferences of the student population.

Table:14: Textbook Evaluation Checklist for Bonny English Book

Assessment	Bonny English Book	Poor	Fair	Good	Excellent
	The material provides adequate opportunities for learner assessment.				
	The material provides periodical revisions for diagnostic purposes.				
	The material offers various tasks that allow for portfolio assessment.				

4.5. Results on Interview

In relation to research question 4, " What are teachers' overall perceptions of the effectiveness of these English textbooks in facilitating language acquisition among second grader?", teachers were presented with a series of interview questions (see Appendix 2).

The initial question of the interview aimed to identify the English textbooks used by second-grade teachers. Out of 23 teachers interviewed, 22 reported using the MoNE's English textbook, while only one teacher utilized the Bonny English book. This distribution highlights the MoNE's book as the predominant resource for English language instruction among the surveyed educators. The overwhelming preference for the MoNE's textbook sets the stage for a detailed exploration of its perceived strengths and weaknesses, as well as its alignment with educational objectives, through the responses to subsequent interview questions.

The second question seeks to explore teacher satisfaction with the textbook. Based on the responses to Question 2 regarding satisfaction with the MoNe's English book used for the 2nd grade, the responses underscore a consensus on the need for English teaching materials that better cater to the diverse needs of young learners. Teachers call for resources that combine educational efficacy with engaging, culturally rich content that can stimulate students' interest, creativity, and language acquisition in a more effective and enjoyable manner. The insights gathered from these responses highlight the importance of developing teaching materials that not only meet curriculum standards but also resonate with the experiences, interests, and developmental stages of 2nd grade students. Teachers are classified in Table 15 depending on their responses, however even the teachers who claim that they are satisfied, they also mention about the things that need to be improved. As can be seen in the

table teachers are mostly dissatisfied with the content, paper quality, visuals and listening activities and songs. However some teachers are satisfied with the matching, cutting and pasting and colouring activities which resonates 2nd graders' developmental stages.

Table 15: Classification of teachers regarding their satisfaction with the book.

	Number of Dissatisfied Teachers	Number of Partly Satisfied Teachers	Number of Satisfied Teachers
Content	7	2	4
Paper quality	1		
Visuals	4	1	1
Listening activities and songs	5		
Matching activities			3
Colouring activities			4
Cut and paste activities			4

Some teachers express clear dissatisfaction with the current English textbooks due to a variety of reasons including insufficient listening activities, lack of engaging content, inadequate representation of practical language use, and the overload of information not suited for the developmental level of 2nd graders. They highlight the need for materials that are more interactive, culturally relevant, and aligned with children's cognitive and emotional development stages.

They state their ideas as follows:

"I am not satisfied with the book; honestly, I would have been happier if the content were more comprehensive. I would prefer different activities such as cutting and pasting, and after that, more filled-in listening texts. I would prefer it to be printed on glossy paper. The pictures are not very appealing. I would like to see more activities that allow the child's creativity to flourish." (T7)

“I am not satisfied with the book. The aspects I like are the matching exercises, which are better compared to others. The cutting and coloring activities are good but insufficient. We always have to enhance them with photocopies. The aspects I don't like include the poor quality of the pages, irregular colors, and a lack of harmony between pictures and text.” (T15)

“In fact, there are points I find insufficient. The visuals are not quite adequate, and the activities that children can do are too heavy for them. In other words, when you don't put effort into it, when you don't guide them, children get lost. The content is too much and too heavy; it could be simplified a bit, made a little less. Children feel better with activities. With ten units, the content is too dense; enjoying time with children could be achieved with less and simpler activities. So, the book seems a bit much for me in that sense. I engage in activities, and I do the listening exercises so that they can listen to something.” (T20)

“I'm not completely satisfied with the book. I can't say the content is bad, but I find it insufficient. I believe there should be activities that reinforce the topics that attract the children's interest more. There is an interactive application on the board that a friend of ours developed and put on his website. When we use that application, the children enjoy it because they actively do it on the board at the same time.” (T22)

Teachers in this group below appreciate certain aspects of the textbooks, such as the presence of beautiful illustrations or the inclusion of some engaging activities. However, they also point out significant areas that require improvement, such as the need for more vibrant colors, better print quality, more suitable content for children's levels, and a greater focus on activities that promote active learning and creativity.

“Honestly, the colors are not vibrant. The areas that attract students are coloring and cutting sections. However, we have 2 hours of class per week, and completing one activity takes almost our entire lesson. Stickers can be used, but in our books, there is usually a page cut from the book, and the student applies glue to it and tries to stick it back in the appropriate place. It would be more practical if self-adhesive stickers included in the book were used. Because the glue the student uses later dirties their hands, and they have to go and wash their hands. Or sometimes there is no glue. In this way, the lesson is prolonged.” (T14)

“Actually, when we consider grades two, three, and four, I think the best book in terms of activities is the one for second graders. I don't really like the activities in the others; they are not very comprehensive. However, the activities in this one are good. At least, it has things that appeal to children. Especially starting with words that are similar in Turkish and English. It creates a positive impact on the children. These aspects are good, but I am not very satisfied with the print quality of the book, especially regarding colors. We had significant issues distinguishing between red and orange, for instance. The arrangement of topics is good; starting with similar words and then moving on to the concept of friendship, followed by discussing things in the classroom, progressing from concrete to abstract. It talks about tangible things the children can touch and already possess, which is good. The content, topic sequence, and distribution are very nice; they appeal to children a lot. What I don't like is the songs. I never like them because they try to make all of them like hip-hop or rap, and they are never memorable. If a bit more care were taken and more rhythmic elements were introduced, children could remember them better. I wish they were more memorable and melodic.” (T18)

“The English textbooks for second grade elementary school have been slightly increased in terms of activities compared to previous years, but if you ask whether I am completely satisfied, I would say no. Because I would prefer the textbook to be more child-oriented, both visually and in terms of content. When I look at it, it generally appears as an adult book, but it could have had a more colorful print, a higher quality cover, and coated paper. Maybe children could

have a different perspective then, as it is a new lesson and they are encountering it for the first time. I think a book design, page layout that would attract them more could have been possible. In general, there are few exercises like show and tell activities or activities that get children to move. There could have been more content that engages children and gets them active. I don't think the selected songs in the book really captivate the children. It could have been further developed and enriched.” (T19)

These teachers below are generally satisfied with the books they use, appreciating features like the range of activities and the suitability of content for children's levels. However, they also acknowledge areas where enhancements could be made, such as expanding the variety of activities, improving cultural content, and addressing issues with material design or instructional depth.

“The second-grade textbooks are rich in terms of activities. There are more activities for children to do. I used to provide additional support with photocopies in previous years, but this year's textbooks didn't require that. There are colouring and cutting activities as well. The songs are also enjoyable. The children are having fun; there's no problem.” (T9)

“I am generally satisfied with the book. When needed, I support it with worksheets. Matching exercises, coloring activities, they find them very enjoyable, and I do them with the kids. I actively involve them in the process by calling them to the board using the interactive board application. I am satisfied with their ability to repeat from listening texts. In addition, there are sections for listening and marking the correct word or picture. Children can improve their listening skills through these activities. Overall, I am satisfied.” (T11)

“The book is good. There are some activities, coloring pages, and such that children may enjoy, but it's lacking. It would be better to have more activities. More exercises, games, and coloring pages could be added. Things that would attract the attention of second-grade children could be included. The activities could be increased.” (T17)

The response to Question 2 regarding satisfaction with the Bonny English book for the 2nd grade reflects a high level of approval and contentment from the educator. The teacher expresses thorough satisfaction with the book, appreciating its comprehensive content without reservations or noted dislikes. Specifically, the presence of visuals in matching activities is highlighted as a positive feature, enhancing the engagement and understanding of students. Furthermore, the inclusion of a variety of activities such as listening exercises, coloring, matching, tests, and cut-and-paste tasks is praised for offering a diverse and interactive

learning experience. This diverse array of activities supports different learning styles and helps reinforce the English language in engaging and practical ways, contributing to a well-rounded educational approach. The teacher's feedback underscores the Bonny English book's effectiveness in meeting the educational needs of second-grade students through its thoughtful content and variety of activities.

“I am very satisfied with the Bonny English book I use; I like its content. In fact, I like all the content. There is nothing I dislike. Especially, having visuals in matching activities is very nice. There are listening activities, colouring, matching, tests, and cut- and-paste activities.” (T23)

Third question explores teachers perception about the book’s capabilities to capture students’ interest, asking “ To what extent does the book capture students' interest? Which sections or activities attract students' attention the most?” Based on the responses to Question 3 regarding how well the book captures students' interest and which sections or activities attract them the most, the replies can be grouped as follows.

Table 16: Classification of Teachers regarding the book’s ability to capture students’ interest

	Number of Teachers
The book captures interest but there is a reliance on external resources.	12
The book doesn’t capture interest	9
Some activities such as coloring, drawing, cut and paste etc. grab their interest.	16
We need to prepare supplementary materials to capture their interest	7

A majority of the teachers find that while certain sections or activities within the book— like colouring, drawing, and some specific topics—can engage students, there is a significant reliance on external resources or additional teacher-created activities to truly captivate students' interest.

They show their ideas as in the following:

“Drawing, cut-and-paste, and games really grab their attention. When I open a game on the board, they can learn just by paying attention to even a single word, but when we go through the book, they get bored more quickly. Their attention span is already 5 to 10 minutes, so the thing that bothers me the most in primary school is the class hours. I wish I had 4 hours of class; I think it would be much more successful for both the teacher and the students.” (T8)

“The visuals in the book are interesting enough. The topics are updated and at a simple level, which captures their interest. I use interactive presentations prepared by others on the internet alongside the book. I think the book should move in interactive presentations.” (T12)

“There is an internet platform called "Bilgece İngilizce" designed for elementary school teachers. We watch short 2 or 3-minute videos from there. I bring my own flashcards to the class and conduct a warm-up activity with colourful printouts. First, we learn vocabulary. Afterward, I assign various activities. Finally, we quickly go through the content of the state-provided textbook.” (T14)

“The teacher is the one who makes the books interesting. Therefore, what kind of activities we create from them is crucial. However, as I mentioned, starting with concrete things, the children are curious. They think that what is in the book is the same as what we have, especially because it starts with words that are similar to Turkish. It attracts their interest more, of course. The things related to colours and, in fact, things with animals draw more attention from the students. In this sense, perhaps units 8 and 10 could have been highlighted a bit more. Because, we are already in a rural area, and children here are very interested in animals. Being with the animals they see or have every day, and the topic of animals definitely captures their interest more. If it were up to me, I would highlight that more, especially since it's a rural area here.” (T18)

“ When there is a music activity, children start with such anticipation until I play it. After playing, they cannot find the song, rhythm, and fun they are eagerly waiting for too much. In other words, more songs that involve movement, performance, and a bit of body language could be created. It does attract the attention of children in a sense because it is a foreign language and a lesson they are unfamiliar with, but I don't think it completely satisfies them, to be honest.” (T19)

Some teachers explicitly state that the book does not capture interest as effectively as hoped, pointing to the need for more vibrant, relevant, and interactive content to engage second-grade learners fully. There's a consensus on the need for more vibrant, interactive, and varied activities to fully capture students' interest.

“It doesn't capture their interest. We usually use YouTube, especially when we want to listen. Colouring activities are a bit appealing to the students; generally, going through activities involving colouring and drawing are the

parts that attract their attention. Because, as you know, the second grade is considered a continuation of the first grade.” (T1)

“I think it could be more appealing, and the colours could be made more vibrant to capture the child's attention. For example, if a child has visited a zoo, the current depiction doesn't quite reflect that. It doesn't seem to represent reality, in my opinion.” (T6)

“To be honest, it doesn't really capture their interest. We organize additional activities, make photocopies, and then hold contests. I would have liked to see these in the book. For example, I would prefer the songs to be more up-to-date. I would expect the melodies to be more beautiful and memorable.” (T7)

“I don't think it captures their interest much. It's always the same kind of books that they get bored with. These books have been around for quite some time, but there hasn't been any change. There are a lot of pictures, but when you look at the content, those pictures are not ones that would capture a child's interest; they are not suitable for their age or preferences. For example, more technological topics could have been included. The listening sections are very inadequate. The songs are not pleasant at all, and they are not suitable for children.” (T15)

“Honestly, they don't say, “Hooray, the English book has arrived.” They might say that for the English lesson. There are some colouring activities, drawing activities on some pages, and they enjoy doing them. In the second unit of the second grade, we played games or introduced different songs to the children. We also decided to play the song from the book. They didn't like it at all. They didn't enjoy the songs. Children really want to move around, play, and have fun a bit, but they didn't find joy in those songs.” (T17)

The response to Question 3 regarding the Bonny English book's ability to capture students' interest, provided by T23, indicates a positive reception among second-grade learners. The educator observes that the book successfully engages students, keeping boredom at minimum level during classroom use. Particularly noteworthy are the matching activities, where students connect pictures with corresponding words, which are highlighted as a significant draw. Additionally, the enthusiasm for coloring and cut-and-paste activities is underscored, pointing to these as favorite tasks among the students. This feedback suggests that the book effectively leverages interactive and hands-on learning experiences to maintain high levels of student interest and participation, making the learning process both enjoyable and educational.

“The book captures the students' interest. They do not get bored when using the book. They especially enjoy matching the pictures with the words. They really love colouring and cut-and-paste activities.” (T23)

Based on the responses to Question 4 about the impact of the book's appearance, paper

quality, visuals, and colouring on student interest, responses can be grouped into positive and negative.

Table 17: Classification of teachers regarding the book's appearance, paper quality, visuals and colouring.

	Number of Satisfied Teachers	Number Dissatisfied Teachers
Appearance	1	21
Cover		6
Print Quality		7
Paper Quality		11
Colors	1	13

The majority of the feedback is negative, highlighting significant concerns with the book's physical attributes and how these factors fail to engage students. Teachers largely agree that enhancing the book's visual and physical quality could significantly improve its ability to capture and maintain student interest, suggesting a need for more engaging, high-quality educational materials that reflect the interests and technological familiarity of today's children.

They express their thoughts as follows:

"The outer appearance of the books doesn't attract much attention because it looks like an ordinary book. It should be vibrant and more colourful. Even the cover lacks something interesting. There could be animal pictures or images that would appeal to the child's interests. It would be nicer if such things were included. The paper quality is ordinary. Due to printing issues, maybe related to mass production, some colours seem off; there is blue, but it actually looks purple. First, I ask the children, to measure their ability to recognize colours, I ask them, "What colour is this one here?" For instance, there were those who said red when it is actually orange." (T1)

"It definitely makes an impact. The vividness, three-dimensionality, or current nature of what one reads affects. Unfortunately, in our book and in our other books, the same tones, the same colours have been used. I can't say I really like the colours. As I mentioned, they could be more vibrant, more modern. For example, real pictures could be used, like those in foreign publications. A real picture taken with real animals in a zoo, for instance, would be much better and of higher quality. I think it could capture the child's interest for a longer time.

Unfortunately, in terms of quality, we are a bit behind in the books. We are currently talking about children in the technological age, considering the current period. In this age where everyone has internet at home, we are talking about children who can research and learn, in an age of technology where they can see more. These pictures are definitely not appealing. Even on cartoon channels on TV, children are now watching more animation, more realistic, more beautiful things, not this kind anymore.” (T2)

“Looking at the cover, it's actually a standard book, but I believe the colouring should be lively. After all, students at this age are more focused on vibrant colours, and having more colourful and lively points would be more effective. We experience some confusion with colours in certain areas. The print quality should be improved a bit, perhaps using coated paper.” (T3)

“If, as I mentioned, it had been printed on glossy paper, with more updated visuals, it would have captured the children's interest more. I would have expected the use of livelier colours. Here, the colours are not coordinated; for example, it shows orange but asks us to write pink. So, there is an issue with both colour quality and print quality.” (T7)

“The colours are flat. It could be more vibrant with glossy paper. The font size is appropriately large and clear. However, as I mentioned, it's a book that I don't particularly like. It doesn't seem to appeal much to my students either.” (T14)

“Printing quality, paper quality, and visuals, none of these are sufficient. They are not suitable for children, and they are not adequate either.” (T15)

“I don't consider the books to be of very high quality, to be honest. Not in terms of paper quality, but the cover of the book could have been more vibrant and appealing to students when they see it, with a more lively appearance. In terms of quality, it could have been different, better in my opinion. From a printing perspective, it could have been more vivid. More clear, I mean. In terms of paper, thinking about resolution in a photo, I believe the images and colours could have been more vivid and clear. When I look at the book from the outside, I think the cover quality and the image on it could be changed.” (T17)

“It will be expensive, but it would be good if it were coated paper because that's how I grew up. I graduated from Anatolian High School. I grew up with Oxford Cambridge publications on coated paper when I was 12 years old. I don't like the paper quality very much. As I mentioned earlier, especially in terms of colours, why have a dispute like which one is orange, which one is red? I mean, why should I argue about this? Just like orange and red are different things, it would have been nice if they were printed like that here. I don't like the paper quality very much.” (T18)

“It's like any other book, like the book of another lesson. After all, these children are second-grade students, and they are encountering English for the first time. If it were a bit different, with a different quality of paper, and a

different cover. Now, there are some cutting activities, but the paper is printed on both sides. In the colour unit, the colours are not very clear. Children face uncertainty about which colour is which. I think it had the right to be different from other lessons.” (T19)

Remaining one teacher states his appreciation about the book’s paper quality, colouring, visuals, and appearance into words as below:

“There is no problem with the external appearance and paper quality of the book. However, using real images in the visuals might be more effective. I think it could create a more lasting impact on children's minds if the activities involve real people instead of drawings.” (T12)

The response to Question 4, provided by T23, regarding the impact of the Bonny English Book's appearance, paper quality, visuals, and coloring on student interest, is decidedly positive. The educator appreciates the overall presentation of the book, noting that its aesthetic qualities—including the paper quality, visuals, and coloring—are quite good and play a significant role in attracting students' attention. Moreover, these aspects of the book are not only visually appealing but also contribute to the entertainment and engagement of the students, suggesting that the design and physical characteristics of the book effectively support and enhance the learning experience. This feedback underscores the importance of high-quality materials and compelling visuals in maintaining student interest and facilitating an enjoyable educational journey.

“The appearance of the books, paper quality, visuals, and colouring are quite good. They attract the students' attention and entertain them.” (T23)

Based on the responses to Question 5 regarding the presentation of activities in the book, transitions between activities, and the presence of warm-up activities, the majority of feedback is negative, with teachers expressing concerns over the book's approach to introduce and transit between activities. There's a clear need for more engaging, coherent, and adequately introduced activities to capture and maintain student interest, as well as to facilitate effective learning. The responses suggest that improvements in these areas could significantly enhance the educational value of the book.

Table 18: Classification of teachers regarding the book's presentation of the activities.

	Number of Satisfied Teachers	Number of Dissatisfied Teachers
Introductory activities	1	11
Transition among activities	3	3
Time to implement activities		3
Presentation of activities	1	5

Teachers ideas are stated as in the following:

“For example, what I've observed is that, in my opinion, the introductory activities don't seem like actual introductory activities. There could be preparatory videos. Daily life is not present in the book. It feels like the content is directly taken from a page of one book, added there, then something else is taken from another book and added there. There is no smooth transition, no coherence among the activities. And there is no time for activities in a 2-hour class.” (T1)

“Actually, there is not a sufficient amount of introductory activity. Teachers find themselves adding something extra. Since there is not enough class time, and we are forced to rely on the book, the process is prolonged and insufficient. It is also necessary to mention as a general problem that 2 hours are not enough. If there could be more engaging transition activities between introduction and unit or between different topics, something that actively involves children, it would be good to add to the book. For example, when teaching 'let's,' the next page immediately contains something else. There is a direct jump, negatively affecting the concentration of the children.” (T3)

“I find the presentation format of the activities not very sufficient. It is impossible for them to understand unless I explain to them. There is a lack of introductory activities, in fact, they are absent in many. We do them, we add them ourselves, and I have become so accustomed to their absence that I wouldn't even notice if I didn't tinker with them.” (T5)

“There is not a sufficient amount of introductory activity, in my opinion. In the book, there could be a unit-related picture, an interesting quote, initial vocabulary, and exercises related to that. As someone who has worked with foreign sources during both I was a student and early teaching years, I cannot see that in these books.” (T8)

“There is a mistake in the flashcards at the end of the book; they are printed on both sides, and it's not possible to cut them. The activities are also not organized sequentially in a child-friendly manner.” (T15)

"If I were in charge, I would definitely support it with videos. Just audio files are not sufficient. I would present it with colorful and animated visuals. In my opinion, the flashcards here are completely invalid. I mean, they are unnecessary, and by unnecessary, I mean they are not functional. Because how can it be conceived that the flashcards are printed on both sides?" (T18)

"I think the introductory activities are not sufficient. They are not activities that will excite and arouse the curiosity of the children. For example, the activities we do can suddenly become heavy. We start with the basics, trying to make the child love English, but suddenly we ask them to form a sentence. If colors are what will attract our attention there, I think it would be more appropriate to simplify and have many activities based on that. I believe it would be more accurate not to introduce two grammar topics or two sentence structures at once." (T19)

"I definitely find the activities insufficient. I always prepare both introductory and reinforcing activities myself from outside materials, and I use them for each unit." (T22)

Teachers who find the presentation of activities in the book, transitions between activities, and the presence of warm-up activities positive state their thoughts below:

"It's actually clear, I believe. Students can understand what to do when they see it, but they struggle with placing the dialogues." (T6)

"I don't have any problems, I don't feel disconnected, but there is always the same thing as the introductory activity. We always make students repeat the words. There are pictures added, but I think it could be something different. It can be diversified. The cutting activities can be increased. Not just cutting as flashcards, but if there were other cutting activities on the last page, it would be nicer. Stickers could be added. Stickers would be really nice. But, paper is needed for them. They will be expensive in terms of material dimensions." (T9)

"So, it goes in order for the four basic skills. The presentation is not bad, and I think it's suitable for their age. English is already insufficient in terms of class hours in primary school. Since our class hours are limited, we end up doing fewer things than we could, and I don't think it's sufficient in that regard." (T11)

The response to Question 5, provided by T23, regarding the presentation of activities in the Bonny English book, as well as transitions between these activities and the presence of warm-up activities, is highly favorable. The educator highlights the book's effective presentation style, noting that it facilitates a smooth progression from simple to more challenging tasks. This structured approach ensures that students are gradually introduced to new concepts, allowing for incremental learning and comprehension. The mention of a concluding test and cut-and-paste activity at the end of this progression suggests a thoughtful

design that not only assesses students' understanding but also engages them in hands-on, enjoyable tasks. Such an approach is indicative of the book's ability to maintain student interest and reinforce learning outcomes effectively, offering a well-rounded educational experience.

“The presentation style of the activities, transitions between the activities is quite good. It progresses from simple to difficult, and ends with a test and a cut-and-paste activity” (T23).

Based on the responses to Question 6 regarding the suitability of the book for the cognitive, language, and emotional development levels of 2nd grade students several teachers calling for enhancements in how the book addresses the cognitive, language, and emotional development needs of this age group and a significant number express concerns that it does not fully meet the developmental requirements or engage students as effectively as it should.

Table 19: Classification of teachers regarding the book's suitability to the students' developmental levels

	Number of Teachers
The book is suitable.	8
The book is not very suitable.	8
The book could be improved.	3
Activities are not engaging (song, games etc.)	6
The level is above for some students	4

The ideas of teachers are given as follows:

“It's not very suitable. Okay, the topics are simplified, but they are not very suitable for the developmental levels. As I mentioned, there could have been more educational activities with entertaining songs. There are also cartoon-style animations, but they are not at a level that would capture the children's interest, not very appealing.” (T1)

“I have been teaching English in elementary school for years. Being with young children is very enjoyable. However, the previous period, five or six years ago, and the current second-grade students are not the same. They are more playful. Perhaps children enroll at an early age or in kindergarten, and they do not receive sufficient education in kindergarten and first grade. When we enter the classroom as a subject, we really notice this. As I mentioned, the

children are more playful. The listening time during this playful childhood is already very limited, just a few minutes. So, it's really necessary to capture their interest. The teacher can be very active. The visuals should be very appealing, have an allure, colors, and include activities and games. It's possible to engage them in a task for 10-15 minutes. Of course, when compared to a standard teacher, it's quite challenging. Because the guidance from the book is not sufficient.” (T2)

“In my opinion, it can be improved in terms of cognitive and language development. When children enter the second grade, they start entering a completely new world, and this naturally challenges them. Is the book appropriate for their levels? I don't know if a book can be organized regionally, but of course, the teacher has a lot of work here as well. The teacher tries to guide using different things. Maybe the book will be simplified further and only include what is used in daily life.” (T3)

“Children are not expected to write, but there are writing activities in the book. In our region, there are second-grade students who do not know how to read and write, so the level of the book seems to be above the students.” (T10)

“Honestly, there are activities in the book that require writing, but we prioritize speaking. Sometimes, they struggle with matching activities. There could be more activities focused on games, particularly those aimed at speaking. More activities could be game and song-based. Also, having the class twice a week leads to the children forgetting the lesson. The first 20 minutes of the lesson are spent recalling the previous lesson with songs and games, so the time is limited.” (T14)

“Children want to learn by playing. I believe it becomes more permanent in them when they dance, move, cut and paste things. I think it helps prevent forgetting. Therefore, I think it should never be said that we are completely sufficient. I believe we should always add something more. I also think it should be a bit simpler. I find that the ten units children need are too much. It should be reduced to fewer units, and more activities, more show-and-tell, more cutting and pasting, and more song and drama should be included. However, in doing this, there should not be an anxiety about achieving something.” (T19)

However, some find the book appropriate or only slightly below the needed level.

“It's sufficient. Actually, a child learns English numbers up to ten even in kindergarten, but you see in the class that some still don't know. So, it's very suitable for their level but may fall a bit short. For instance, I think it should go up to twenty instead of stopping at ten. Because going sequentially, students can predict what comes next and that helps them memorize. They use tablets, watch TV, and are constantly exposed to English in various contexts. Therefore, I believe it can be increased a bit more. It's suitable, even on the lower side, I would say.” (T6)

“The book is suitable for the cognitive, language, and emotional development

levels of second-grade students; there is no problem in that regard. I just think it would be better to add a bit more emotionally engaging stories. It could be in the form of videos or short narratives with 5-6 sentences, creating a connection and building a sense of experience for the students.” (T12)

“I think it's appropriate. I mean, it captures the interest of the children. As I said, perhaps the unit sequence could have been changed. Maybe it could have been differentiated a bit more, perhaps according to regions. Other than that, it captures the interest of the children—pets, body parts, playgrounds, numbers, items in the classroom.” (T18)

The response to Question 6, as provided by T23, reflects a strong endorsement of the Bonny English book's appropriateness for second-grade learners. The educator asserts that the book aligns well with the cognitive, language, and emotional development levels of students in this age group. This affirmation suggests that the book's content, activities, and overall structure are thoughtfully designed to match the learning abilities and developmental needs of second graders, facilitating not only language acquisition but also supporting broader developmental goals. The positive feedback underscores the book's effectiveness in providing an educational experience that is both engaging and developmentally appropriate, contributing to a holistic learning journey for the students.

“The book is definitely suitable for the cognitive, language, and emotional development levels of second-grade students.” (T23)

Based on responses to Question 7 regarding alignment with the 2nd grade curriculum goals of the Ministry of National Education, all respondents affirm that the book aligns with the 2nd grade curriculum set by the Ministry of National Education, citing suitability in terms of achievements and educational outcomes. Several respondents highlight the book's direct compatibility with the curriculum and annual plans, indicating that it meets the specified objectives and progresses in line with these goals.

Table 20: Classification of teachers regarding the book's alignment with the 2nd grade curriculum goals.

	Number of Teachers
Aligns with the curriculum.	18
Suitable in terms of achievements.	6
Content is too much.	4

They state their ideas as follows:

“The book is suitable for the second-grade curriculum in terms of the Ministry of National Education's educational outcomes.” (T2)

“It's already in line with the curriculum, as it's the book sent by the Ministry of National Education.” (T6)

“When we examine the curriculum, we see that the achievements are suitable for the second-grade level. The book progresses in line with this compatibility.” (T11)

While acknowledging the book's alignment with curriculum goals, these teachers express concerns about its execution, particularly regarding the breadth of content relative to available class time and the sufficiency of activities to reinforce learning.

“It is suitable in terms of second-grade achievements, but I think it can be simplified a bit. For example, if there were 8 units, we could cover a much broader time frame.” (T4)

“It is in accordance with the Ministry of National Education's curriculum. I think the curriculum is too extensive. For a two-hour class per week, I believe the achievements should be reduced. English can develop based on individual interest, so capturing the child's interest is important.” (T10)

“It's in line with the curriculum, but adjustments need to be made. It needs to be simplified a bit in terms of learning outcomes. The main issue here seems to be the excessive content relative to the class hours.” (T19)

The response to Question 7, provided by T23, affirms the Bonny English book's alignment with the 2nd grade curriculum goals of the Ministry of National Education. The educator emphasizes that the book not only adheres to the curriculum but also incorporates the specific achievements outlined by the Ministry. This clear alignment indicates that the book is designed with a keen awareness of educational standards and objectives, ensuring that the content and activities within it directly support the curriculum's goals. The use of the word "definitely" underscores a strong assurance of this alignment, suggesting that the Bonny English book serves as an effective tool in delivering the intended educational outcomes for second- grade students, fully meeting the curriculum requirements set forth by the Ministry of National Education.

“It is definitely in line with the curriculum, following the curriculum. It already contains the same achievements.” (T23)

Based on the responses to Question 8 regarding the book's provision of extra materials

for students and teachers, the responses clearly indicate a widespread recognition among teachers of the need for more comprehensive and engaging supplementary materials to support the 2nd grade curriculum. All respondents express dissatisfaction or highlight a lack of additional materials provided by the book. They mention the absence or insufficiency of supplementary resources like workbooks, flashcards, and interactive materials. The feedback consistently points out the need to rely on external resources, such as internet websites, teacher- created flashcards, and personal improvisations, to supplement the educational content and engage students effectively.

Table 21: Classification of teachers regarding the book’s providing additional materials

	Number of Teachers
Lack of additional material.	21
No interactive – digital resources	6
Need to find extra materials from other sources (books, websites)	9

They show their ideas as in the following:

“The book does not provide any additional materials. Therefore, we need to undertake extra efforts. We bring various activities from different links we find or prepare individual worksheets and flashcards for the class ourselves. My drawing ability is good, and since I have been working with the younger age group for years, I try to reinforce concepts by drawing pictures, making children guess, or playing games that I come up with on my own. Unfortunately, our book does not provide us with these resources. Now, for a newly appointed teacher entering a second grade for the first time, is this book sufficient or not? Because that person will not have past experience or accumulated knowledge, they will necessarily rely on the book. If they stick to the book, unfortunately, they won't be able to develop their own method tailored to their needs.” (T2)

“To be honest, additional materials are not enough for me. I both make photocopies and find exercises online. I have acquired resources. For example, tear-off pages could have been made. That's not a very difficult thing to do. There could have been stickers. It may increase the cost, but it would eliminate the need for additional resources. In that sense, we are lacking a lot; second graders like tear-off and cut-and-paste activities. I found something for almost every unit. We stick something they create in their notebooks. For example, I

found a flower activity for colours; the flower's petals, the colours are written outside, and when opened, the child sees the colour they painted. The resource I create is not provided by someone else to the child, or maybe someone else finds a higher quality resource. I can't access that. We can't do all the activities in- depth with two hours once a week. We need to trim something from one of them.” (T5)

“It provides additional materials, but it's not sufficient. For example, there's a book I've seen called Bonny English, and the kids prefer the cut-and-paste activities from there more, and it becomes more lasting for the child. They can feel it while doing it, but here, for instance, you do an activity, and it's over. The activity finishes at the end of the second lesson, and there's nothing else left for the child; you can't give homework. No flashcards or anything like that. For instance, I have to open the listening passages myself from the smartboard or my own phone. If I can find them, you're finding them from a different place, opening them separately on the smartboard. It could be in an interactive book format.” (T6)

“The biggest deficiency in English education from the Ministry of National Education is that they no longer provide an activity book. We cannot assign tasks to the children. We cannot give them an additional assignment, and the children either cannot do what they are supposed to do at home, or they cannot repeat it, and there is no possibility of doing it. Because there is no space left in the book, we do the activities in the lesson. We need activities. We try to complete them by photocopying them ourselves.” (T11)

“It does not provide additional materials for students and teachers. There are flashcards at the end, but I cannot use any of those flashcards because images are printed on the back of each flashcard. When I cut one, the flashcards from the back of the unit are also wasted. I search the internet for ready-made materials and conduct research. I prepare materials myself using Canva or create worksheets. Generally, the worksheets I create are more targeted and useful for me.” (T13)

“There are flashcards at the back of the book. Students can cut them out and hang them on their walls, in their rooms, or prepare them like playing cards by sticking them on cardboard for use. However, when we take a look, we see that there are flashcards for the other units on the back of the flashcards in the book. Therefore, we cannot use it in this way. We have to use external sources. I use flashcards from the website, print them out, and hang them in the classroom. I distribute them to the students, and they can either paste them in their notebooks or stick them on their walls, or anywhere they prefer.” (T14)

“It does not provide additional materials. I think it is lacking in terms of materials. There should have been more activities, perhaps in the form of an additional book or something different. They love stickers, sticking them somewhere. Having something like that could be very nice and capture their interest.” (T17)

“It does not provide appropriate additional materials. Honestly, I would have

liked it to provide more. Speaking from my own experience with Oxford Camby books, although I'm talking about 25 years ago and considering the conditions of that time, we had listening materials, but we used cassettes and played them with a tape recorder. Now, we have smart boards, and everything is great, but if it were up to me, I would support this with videos. I grew up with my own resources. It would be better if more colorful, lively, vibrant things were provided to us. I wish it could be given directly to me or have a tab for it. We could click on it, and the video or sound recording would play. I don't have to leave the screen, search for music, open it again, and then move back to where I was. Our lessons are already 40 minutes long. In this technology, I think this could be achieved without any problems.” (T18)

“I research and find activities, then make photocopies for coloring, cutting-pasting, and folding activities. I do the research myself. It would be great if our book had tear-out pages for these activities so that we could give them to our students. It would be better if our book had more puzzles. An activity section or an activity book would have been nice.” (T19)

“Unfortunately, it doesn't provide. I meet these needs from the websites and resources I use, or I create them myself. Some activities might be from the training I received, and I try them out. I aim to create a classroom environment where they can move more and do things on their own. Then, both students and I enjoy it. We're not just using the book, to be honest. I cover the expenses myself for flashcards and posters.” (T20)

Based on the response to Question 8 regarding provision of extra material, the Bonny English book includes both a textbook and an activity book. This approach enriches the educational offerings, providing a structured curriculum through the textbook while supplementing learning with practical exercises in the activity book. This dual-resource system facilitates a more interactive and engaging learning environment, allowing students to apply the concepts learned in the textbook through various activities designed to reinforce language skills and cognitive development. The inclusion of an activity book alongside the main textbook signifies a commitment to comprehensive education, addressing the diverse needs of second-grade students and supporting teachers in delivering a well-rounded English language education. Here is the teacher's thoughts:

“It provides additional materials, there is a textbook and an activity book.” (T23)

Based on the responses to Question 9 about the book's success in reflecting the culture of the language being taught, the consensus among teachers is that the book falls short in effectively integrating and reflecting the culture of the English language, emphasizing the need for a curriculum that not only teaches language skills but also enriches students' understanding of the cultural nuances and diversity of English-speaking societies. All respondents express concerns or dissatisfaction with the book's capability to reflect the

cultural aspects of the English language. Basically it lacks cultural content related to English-speaking countries, such as traditional customs, landmarks, holidays, or everyday life aspects that could provide students with a richer understanding of the language within its cultural context. Instead of having British names, it has predominantly Turkish names and settings, which detracts from the immersion into English-speaking cultures. It misses some opportunities to include cultural specifics, such as right-hand driving in the UK, or engaging students with cultural phenomena like the London Eye, which could have sparked interest and curiosity. The absence of materials that bridge the gap between learning the language and understanding the culture it originates from, leading to a more Turkish-centric approach in teaching English. The books cultural reflecting content can be improved incorporating more culturally relevant names, visuals, stories, and songs that reflect English-speaking countries' cultures, alongside creating activities that immerse students in those cultures.

Table 22: Classification of teachers regarding the book's success in reflecting the culture of the language

	<i>The number of teachers</i>
Lack of cultural elements	17
The use of Turkish names instead of English Names	8
Absence of cultural visuals (cities, landmarks etc.)	9
Lack of motivation due to missing cultural Content	6

The ideas of teachers are given as follows:

“There is no cultural aspect of the language. It seems like it has been translated word for word from Turkish to English. There is nothing related to English culture. For example, the steering wheel in the car could have been drawn, and the steering wheels could have been on the right side. If there were an English name like TOM, speaking in English would make sense, but the

names are Merve and Kübra. Speaking English doesn't make any sense. Where they live is not clear. The city they are in is not evident. There is no background. There are no visuals indicating which city it is. There is no background such as having the London Eye or a clock tower, a square, etc. It's entirely a photographic place, like the inside of a house or a room, and they are speaking English there, and it doesn't benefit anyone.” (T1)

“In my generation, I also studied abroad. I received language education abroad. I have seen textbooks from the second grade to the twelfth grade. Some books are directly translated from a foreign source, and they have no relevance to our culture. Some are tailored to the culture here, but, in fact, they have no applicability abroad. When talking to foreigners or those who use this language as their mother tongue, they don't see the necessity of such things, or they don't have much sharing about that activity or topic. We need to write more up-to-date and useful books. I find some units very unnecessary. Especially, there are units that I think could have been replaced with something better, even if not taught to this child. In that sense, it's not sufficient. I believe it doesn't reflect the target culture. I see errors in both types of books. Some fashion terms have been translated from a contrasting culture that doesn't exist in our culture, so we can't convey them to the students here. While trying to explain that culture, I realize that we provide unnecessary information. Therefore, I think it doesn't reflect.” (T2)

“Does it reflect the culture of the language, or does it simply show examples from our culture and create a connection? I haven't been able to fully understand whether it reflects the culture of the language or just establishes a connection with examples from our culture. In both our culture and other cultures, language is not spoken or used strictly according to a pattern. Just as we have accents in our language, English also has accents and dialects. Language teaching cannot be accomplished solely by teaching grammar rules or patterns from there. Learning and using the language implies living it. Perhaps, if we were to take the children out and simply engage in conversations, sing songs, and have fun in the classroom without any books, we might provide a more effective education by reflecting a bit of the external culture, in this case, the English culture, to them.” (T3)

“I don't think it's very cultural. When we were language students, especially during those high school years, we used to find a lot of things within that culture. Maybe for many of us, it was the reason we chose that language and enjoyed studying it more. There were very interesting things. We used to find information about the culture of that place, specific points, and locations. However, there are so many things that could attract their interest about English and American culture. There could be fascinating places from where the language is spoken. There could be historical figures from there. I don't think it gives the culture of the language in a cultural sense. I don't know, maybe I missed it. When I learned that they put milk in tea, I was amazed. I was in middle school or high school, and I thought there was a mistake. I asked my teacher, and my teacher said it is part of their culture. I think this is a

tremendous richness for a student, and there are many other things like this, such as special days. They should describe prominent places like London.” (T5)

“No, it doesn't. Even in terms of pronunciation, it doesn't resemble at all. When you listen to the songs, for example, I don't think it resembles. When you look more at it as Turkish culture, it definitely doesn't match or reflect the lifestyle there.” (T6)

“Unfortunately, I don't think it is successful in this regard. I say this from the perspective that when I was teaching Turkish to Russians while living in Russia, I wasn't just thinking in terms of English. Regardless of the language you learn, you also have to learn its culture. While teaching Turkish to my students in Russia, I was teaching them observation or how to kiss the hands of elders because it is part of our culture. Therefore, language becomes somewhat meaningless without culture. In this book, unfortunately, I cannot see anything related to the culture of the language I am teaching. It's one of the biggest shortcomings. That's why it becomes meaningless. I can't teach the lesson with joy, not only in terms of culture but because language is a whole.” (T8)

“When I look at the book, I see many Turkish names. If the targeted language is English, I think there should be English names. However, in our book, for example, I saw the names Ümit or Ayşe. I don't see many elements reflecting English culture, to be honest. I see a lot of Turkishized English in the book. The child is not aware of this, but we notice. I think it's not sufficient in this regard.” (T11)

“There is not much content related to the culture of the language we aim to teach. There is no information related to cultural transmission. Second-grade topics generally focus on teaching concepts. Actually, concepts like colors, numbers, etc., can be supported with visuals. Cultural transmission can be achieved through visuals, but I do not think it is successful in that aspect due to insufficient visuals.” (T13)

“The book is written by Turks. It's evident from the songs, pictures, and everything. The book should be one that brings together two cultures, and we feel the lack of that, to be honest.” (T14)

I definitely don't think it's successful. There's truly English that smells completely Turkish here. I don't see any English culture, nor anything related to English. Even the title on the cover says "English," while I'm Turkish. It couldn't capture that originality. It would have been good to have an English flag, even a faint map of England at the bottom, and those activities could include buses, phones, and booths.” (T16)

“The book teaches language more like teaching a lesson rather than teaching the language. It doesn't focus on things the child can use in daily life; instead, it continues in the way we learned in our childhood. It could be better if it leaned a bit more towards the native language. Honestly, I don't think the visuals reflect the culture of the language. In some books, you might find visuals

related to the culture of the UK or the USA, but I don't see that much in the Ministry of Education's book. There are occasional English names, but I believe the language education in the book emphasizes Turkish culture more. I don't think it reflects the culture very much, to be honest.” (T17)

“I don't think the book delves much into the cultural aspect. In situations, there is honestly not much clue about that culture. In our daily lives, when we greet or talk about colors, there is not much cultural context. Games that they play more could be included to introduce them to our culture. Because in this way, books open up children to the world. It provides motivation to learn the language, after all, the goal of learning English for us is to open up to the world, to communicate with people around the world.” (T19)

Based on the question 9, The Bonny English book demonstrates its capability to reflect the target language's culture through a nuanced and topic-specific approach. It beautifully incorporates aspects of English-speaking countries' cultures, notably through the inclusion of foods and dishes that are emblematic of these cultures, even if they are not commonly consumed in the learners' own culture. This careful selection of topics, such as countries and their culinary traditions, offers students a taste of the cultural diversity and richness of English-speaking societies. By integrating these cultural elements, the Bonny English book not only aids in language acquisition but also enriches students' understanding of the cultural context in which the language is used, making for a more engaging and comprehensive learning experience.

“It varies from topic to topic. For example, it beautifully reflects the culture in terms of countries or includes foods that represent the culture of that language. There are some food names used there that might not be commonly consumed in our culture.” (T23)

Based on the responses to Question 10 regarding the impact of the writers' native language not being English on the book's language usage, content richness, and cultural transfer, all respondents underscore a significant need for a more culturally authentic and linguistically rich approach to English language teaching materials. Teachers highlight the importance of incorporating genuine cultural elements and using native English influences to better support language acquisition and cultural understanding among students. They have a consensus on that the book fails to adequately reflect English-speaking cultures, often resorting to literal translations or culturally incongruent examples. They further concern about the authenticity and richness of the English language used in the book, with many noting it feels like a translation rather than natural English. There's a notable disappointment in the book's ability to transfer English-speaking cultures to students, with mentions of missing

cultural markers, holidays, and traditions that could have enriched the learning.

Table 23: Classification of teachers regarding the impact of writers' native language not being English on the book's language usage

	<i>The number of teachers</i>
The language in the book feels (Translation from Turkish to English)	10
It affects cultural representation	21
Native speakers should be involved	14
Lack of authentic material due to Turkish Authorship	12

“Due to the fact that the authors are Turkish, there are inevitably approaches from Turkish culture. It doesn't feel like it's written by an English person. The book seems to be translated. It looks like the Turkish second-grade curriculum translated into English. It feels as if Turks, instead of speaking Turkish, have opted for English here. The culture should be captivating, but as I mentioned, it falls short.” (T1)

“The fact that the author is Turkish may have influenced the preparation a bit with a Turkish mindset. If someone from a foreign culture had prepared it, they would have at least reflected their own cultures, and it could have been more beneficial for students to learn about English culture. They could have learned the use of the language better.” (T4)

“We also have people in our country who write very good books. Very good. There are people who are proficient in the language. However, in this book, I see something like, how can I say? It's like a curriculum that teaches English at a basic level, completely. Because the language used in that country is really different from the language you learn. Language is a living thing. We use a somewhat dead version of it here. Not the living version. The living version of the language is the one used in that country. Because everything is there. The language in the book sounds like Turkish.” (T8)

“Authors should include both native English speakers and Turks because, in the end, we are teaching Turks. They need to come together for idea meetings. It should include both our own culture and different things from theirs.” (T9)

“Someone whose native language is English should write it so that there isn't a huge difference between the English we learn in our book and the English we see in a series or movie. The authors contribute to filling our minds with many

things by paying attention to things that no English speaker or American pays attention to.” (T10)

“Since the book is written by Turkish teachers, we inevitably reflect our own culture, with names like Ayşe and Fatma in the book. Because many teachers preparing these materials have not seen or embraced the culture of the foreign country. Working in a rural school, the children are not even aware of why they are learning English.” (T11)

“Since we write it, it becomes English with a Turkish mindset; I call it “Turkish English”. We teach Turkish English. We use Turkish English books in lessons and committees. I believe there should be competent foreign instructors in this regard. For example, “you’re welcome” is a structure they don’t use to express gratitude. We insist on teaching it. At the simplest, they say, “If we’ve pleased someone, we say other things; we don’t say this.” Honestly, we don’t want to teach Turkish English. Let’s teach British English, let’s teach American English, let’s reflect their culture. I avoid giving New Year’s greeting cards. There are complaints, but it’s in their culture. We also need to teach their holidays. I verbally mention it, show photos from the outside. They have holidays, special days. They do things like this. We do it this way. It could be taught this way, with pictures of children coloring eggs, even eating chocolate, collecting candy, small videos could be made and taught. This wouldn’t corrupt us. Just as they try to learn our culture, we also need to learn theirs. Sometimes at the end of the term, I show animated films for the children. It happens there too.” (T14)

“What I just described is the result of the authors being Turkish. If native English speakers wrote it, it would naturally reflect their own culture without even intending to. That would have been much better. Honestly, in our daily usage, no matter what we do, we tend to slip into our own culture and language a bit, or we try to convey what we have learned. When the book is like this, it becomes entirely our own culture.” (T17)

“In my humble opinion, whoever writes the book should, in this regard, take a bit of inspiration from foreigners. In this sense, I think it falls a bit short. They could use an external team. The focus should not just be on filling in voice recordings for English and American children but enriching the content of the books a bit more.” (T18)

“The author of our book, whose native language is not English, might be a reason for the shortcomings in preparing our book, but unfortunately, there is no awareness in the book about why we are teaching this language. I believe we ourselves do not fully embrace it. Culture would naturally come with it. As I mentioned, there is too much content and too many activities, but it is not possible to do so many activities. Simpler and more achievable activities could have been more enjoyable. Having someone whose native language is English would have added a different vision, a richness.” (T20)

Based on the question 10, The Bonny English book stands out for its ability to transcend the linguistic background of its authors, presenting content that does not noticeably

reflect the fact that the authors' native language is not English. It is lauded for achieving a level of quality and authenticity comparable to materials produced by native English-speaking authors. This accomplishment suggests a careful and considered approach to language instruction, focusing on delivering a curriculum that is both accessible and engaging for learners, without the drawbacks typically associated with non-native constructions of language learning materials. The response highlights the book's effectiveness in providing an educational experience that feels authentic and is not diminished by the authors' different linguistic backgrounds.

“It doesn't reflect much that the authors' native language is not English. We can say it is as good as if it were written by foreign authors.” (T23)

Based on responses to Question 11 regarding the strengths and weaknesses of the book and areas needing improvement or development, while some strengths of the book are acknowledged, such as its provision of material for class use and some engaging activities, there is a significant consensus on areas needing improvement. Key areas highlighted for development include enhancing cultural reflection, improving visual and print quality, simplifying content, expanding and enriching activities, and providing more comprehensive supplementary materials. Teachers express a desire for materials that are more engaging, culturally informative, and better suited to the developmental and educational needs of second- grade students.

Identified weaknesses and needs for improvement are:

Table 24: Classification of teachers regarding the weaknesses of the book.

	The number of teachers
The book falls short in reflecting English-speaking cultures.	2
There is a need for more supplementary materials and activities for both students and teachers.	7
Improvement is needed in the visual quality and print of the book.	3
Content overload and suggestions to reduce the number of units are stated.	3

Selection of better, more engaging songs is necessary.	2
Better-targeted activities should be involved.	3

“... The weakness is, as I mentioned, the language, context, and the lack of reflection of culture, as well as not providing additional materials, making it difficult for it to be a free-access book for children.” (T1)

“... The fact that it is not written by native English speakers and reflects Turkish culture more could be considered another weakness. Improving these weaknesses would be better in my opinion.” (T17)

“... The activities are not sufficient; sometimes the book itself should meet our photocopy needs. In terms of activities, there could be more cut-and-paste activities. I want more storytelling... ” (T5)

“... Let there be more activities even when teaching colors in a more enjoyable way...” (T8)

“... But, as I mentioned, there is a deficiency. More activities should be provided to teachers for ease. In this regard, I shouldn't have to find additional resources online; they should already be provided to me.” (T11)

“... As mentioned earlier, it should be supported with more activities, allowing children to participate interactively with individual activities.” (T12)

“...The variety of activities can be increased.” (T13)

“I think it needs to be further developed in terms of activities. The biggest shortcoming is the lack of activities. There are not many suitable activities for children....” (T15)

“... The additional materials are quite inadequate. Alongside this book, there could have been free flashcards or a storybook. Children could create puppets, and there could be more coloring activities. There could also be visual communication cards. Including interactive elements, whether visual or auditory, would make it much more effective.” (T20)

“One of the general things we discuss is that, personally, I believe children would be more engaged if the pictures were more practical, up-to-date, and real. People get excited if there is an official picture from England with real images. Diving into the picture, a child can imagine and see themselves there, but we don't have that here. It's very superficial, and the drawings seem too simple for us; I think it's now behind our time. ...” (T2)

“... but as for its weak points, as I mentioned, the book is not very lively. There is an issue with the print quality.” (T9)

“... If the curriculum is reduced, activities are increased, and higher quality printing is done, it would be better.” (T15)

“The definitely weakest aspect is having too many units in the books, meaning, we can teach by selecting important words and emphasizing the significant ones....” (T10)

“... Content can be simplified.” (T14)

“... The songs are not engaging; better songs could be selected. Also, there should be small assessment exercises at the end of the units.” (T5)

“I don't play any of these songs; I find my own. There are much more entertaining songs on the internet. The songs definitely need improvement.” (T21)

“... In terms of activities, there could be cut-and-paste activities. I want more storytelling. It could be more colorful and attractive. The songs are not engaging; better songs could be selected. Also, there should be small assessment exercises at the end of the units.” (T5)

“... Improvements can be made in activities. Activities can be made more target- oriented. If there are activities that make the child more active, it may be more appropriate. The variety of activities can be increased.” (T13)

“I think it needs to be further developed in terms of activities. The biggest shortcoming is the lack of activities. There are not many suitable activities for children...” (T15)

Identified Strengths are:

Table 25: Classification of teachers regarding the strengths of the book.

	The number of teachers
There is appreciation for cut-and-paste, interactive, and play activities.	6
The book is somewhat age-appropriate and having a few engaging activities.	1
The book strongly aligns with the curriculum.	1

“... It's nice to have cut-and-paste, interactive, and play activities in the content. It would be great if such activities could be distributed to students in a way that allows them to play games. For example, instead of cutting, if there were stickers, and students could peel off the numbers from that page. We try to

do this ourselves, but we will stick it on the child's back. Everyone will turn around, and the child's name will be that number. It would be a game, but the book would guide it.” (T2)

“Both listening and speaking, and in some places games, are not bad. Matching and completing exercises are also okay...” (T5)

“Its strengths include being somewhat age-appropriate and having a few engaging activities, ...” (T17)

“The strong aspect of the book is its alignment with the curriculum, but it doesn't have many strong points...” (T22)

Based on the response from T23, the Bonny English book shows notable strengths in its comprehensive approach to engaging second-grade learners, with a specific focus on accommodating diverse learning styles:

The book stands out for its wide range of activities designed to cater to various learning preferences and intelligences. This diversity ensures that every student, regardless of their preferred learning mode, finds something engaging and beneficial for their language acquisition journey. Highlighting its adaptability to modern educational needs, the book includes specialized activities, such as code-solving, tailored to students with a stronger inclination towards numerical intelligence. This thoughtful inclusion demonstrates the book's commitment to fostering an inclusive learning environment where every child's unique cognitive strengths are recognized and nurtured.

T23's satisfaction with the book's content suggests that it effectively covers the necessary curriculum to teach English to second-grade students. The absence of mentioned weaknesses indicates that the book fulfills the educational requirements and expectations, providing a solid foundation for language learning.

“The strong features of the book definitely include the variety of activities. The presence of activities that appeal to different types of intelligences. For example, there are activities like code-solving that appeal more to numerical intelligence. I can't really mention a weak aspect related to the book. It satisfies me quite well. It is sufficient for teaching the lesson.” (T23)

Based on the provided responses to Question 12 regarding suggestions and comments on the book, teachers highlight a desire for improvements in physical quality, interactivity, and the incorporation of culturally and linguistically authentic materials.

There is a significant emphasis on the potential impact of a well-designed second-grade English book on students' long-term interest and proficiency in the language. Teachers suggest collaborative efforts in authorship and content creation to ensure the book meets

educational standards while also engaging students effectively. The suggestions reflect a consensus on the need for a more vibrant, interactive, and culturally representative English language teaching resource for second-grade students.

“It could be made on glossy paper, and there could be more vibrant visuals. Names can be changed, too. Even Turks could design this by taking inspiration from good examples.” (T1)

“The book is very inadequate. This is a book that we have been using for students in a similar way for years. In fact, the second-grade book is so important because it is the first book a child encounters in English. Therefore, after the second grade, there is English in every stage and every class. If a child likes the lesson with a nice book and nice activities in the second grade, even if they don't like their teacher later on, they will still like English. This can only happen with the second-grade book. The second-grade book will capture the child's interest for once. After that, they will learn the lesson better by liking it so that the second-grade English book should be much more effective.” (T2)

“I think our book would be much more beneficial if it were prepared by a foreign author or if both a foreign and a Turkish author worked together.” (T4)

“The book needs to be enriched more. It should include activities from easy to difficult, and interactive content suitable for smart boards.” (T12)

“A book with richer activities before, during, and after listening texts and flashcards would be more beneficial.” (T14)

“There is much that can be improved. There are some aspects that are sufficient, such as activities. The songs are not favorable; I don't actually play the songs, but if the activities they do while listening can be done, I do those. In that sense, the book at least provides some listening practice.” (T20)

The response regarding suggestions for the Bonny English book, provided by T23, expresses a general satisfaction with the current state of the book, highlighting its adequacy in meeting educational needs for second-grade students. The educator believes that the book is sufficiently equipped to help children achieve the outlined learning outcomes, emphasizing the inclusion of varied activities tailored to support students who may find the lessons challenging. These activities are designed to be accessible and manageable, ensuring that all students, regardless of their proficiency level, have the opportunity to engage with the material and improve their skills.

While T23 notes satisfaction with the Bonny English book, there is an acknowledgment that there is always room for enhancement within educational resources. However, the emphasis is placed on the need for improvement in the books provided by the Ministry of Education, suggesting that, in comparison, the Bonny English book meets the

expectations and requirements for effective second-grade language learning. This perspective indicates that while educational materials can always benefit from updates and refinements, the Bonny English book currently serves its purpose well, offering a comprehensive and supportive resource for both teachers and students navigating the challenges of language acquisition.

“I don't think there is a great need for improvement and development. It is sufficient for children to achieve the outcomes. There are activities inside for children who struggle with the lessons. Even if the lesson is not very good, there are activities that the child can do more easily. I believe that the books of the Ministry of Education need to be improved.” (T23)

The interviews conducted with teachers revealed a general dissatisfaction with the textbook provided by the Ministry of National Education. The primary concerns highlighted by the teachers include the poor print quality, the fact that the author is Turkish, and the absence of culturally rich content. These shortcomings were consistently emphasized as key factors contributing to their discontent.

SECTION V

DISCUSSION, CONCLUSION and SUGGESTIONS

5.1. Introduction

This section details the outcomes of the study, exploring the analysis of young learners' readiness, analysis of second grade English syllabus, the evaluation based on the researcher's checklist and the insights gathered from teachers through interviews. An in-depth discussion of these findings will be conducted, framed by the research questions outlined earlier. This analysis will be organized into specific sub-sections for clarity. The discussion will integrate relevant theories and prior research to contextualize the results. The insights from the four research questions will be examined in relation to each other. Drawing on the literature review and the revelations of preceding chapters, this section aims to synthesize and draw conclusions, addressing the research questions posited in the first chapter.

5.2. Conclusion and Discussion

Research delves into the critical aspects of second-grade English textbooks, their alignment with cognitive, language, and emotional development levels, their ability to captivate students' interest, and their cultural representation. The literature review laid a comprehensive foundation, drawing on child development theories, theories of second language acquisition, and the critical period hypothesis, underscoring the complexity of language learning and the significant impact of textbooks in this process.

Integrating the comprehensive insights from the literature review with the findings from the analysis of young learners' readiness, analysis of second grade English curriculum, the checklist evaluation and interviews concerning the use of MoNE's English Textbook and Bonny English for second-grade education, this discussion seeks to offer a holistic analysis grounded in existing educational theories and research. The overarching aim is to derive meaningful conclusions and identify potential areas for enhancement in English language teaching resources tailored for young learners.

The literature review underscored several crucial elements fundamental to the efficacy

of language learning materials. These include the significance of embedding cultural representation, ensuring the inclusion of engaging and developmentally appropriate activities, and addressing the diverse learning styles of young students. A central theme throughout the literature is the value of authentic material in creating meaningful learning experiences, with Kramsch (1993) emphasizing the indispensable role of cultural context in the acquisition of a new language.

The analysis of 2nd grade students' readiness for learning English as a foreign language, grounded in their 1st-grade learning experiences, reveals a strong foundation for language acquisition. The focus of Turkish Language Syllabus on auditory skills, such as differentiating sounds and imitating them, establishes a critical base for phonological awareness. This foundational knowledge is pivotal for learning the pronunciation and phonetic systems of English, thereby facilitating smoother transitions to practical communication skills like greeting people, giving instructions, and making inquiries.

The 1st-grade Turkish speaking objectives further enhance this readiness by promoting vocabulary acquisition, spontaneous speaking, and the application of effective speaking strategies. These skills directly support the 2nd grade English syllabus's emphasis on basic conversational abilities and social interactions, such as expressing thanks and talking about likes and dislikes. The parallel development of listening and speaking skills in the native language equips students with the cognitive and communicative tools necessary for engaging with English language objectives.

Additionally, the integration of mathematical concepts and social studies in 1st grade contributes to students' overall readiness. The understanding of natural numbers, basic arithmetic operations, and fractions not only enhances logical reasoning but also supports the cognitive processes involved in language learning. Similarly, social studies objectives, which include self-introduction, personal hygiene, and cultural awareness, foster essential social and environmental awareness. These competencies are invaluable for understanding and navigating the cultural and contextual nuances of English.

The 2nd grade English curriculum, aligned with the CEFR descriptors, aims to develop learner autonomy, self-assessment, and an appreciation for cultural diversity. By focusing on listening and speaking skills, the syllabus lays the groundwork for students to take charge of their learning, assess their progress, and engage with diverse cultural contexts. This approach not only prepares students for more advanced language studies but also promotes lifelong learning and intercultural competence.

The comprehensive and well-rounded educational experiences provided in the 1st-grade curriculum across various subjects contribute significantly to the readiness of 2nd grade students for learning English. The skills and knowledge acquired in Turkish, mathematics, and social studies create a robust foundation for engaging with the English language, ensuring that students are well-prepared to meet the objectives of the syllabus. This readiness is indicative of a positive trajectory in their foreign language acquisition journey, laying the groundwork for future success in English language learning.

However, checklist evaluation and teacher interview on second graders' textbooks shed light on some issues to be improved. An analysis of the feedback from the checklist evaluations and teacher interviews revealed a series of observations that resonate strongly with the literature. For instance, the Bonny English book is commended for its ability to cater to a broad spectrum of learning styles and intelligences, aligning with Gardner's (1983) Multiple Intelligences Theory. This theory advocates for educational content that spans across various cognitive abilities, suggesting that the Bonny English book effectively accommodates the multifaceted nature of student intelligence. Nonetheless, the call for more activities to support portfolio assessment indicates a notable gap in offering learners reflective and personalized learning experiences, which could significantly bolster student engagement and ownership over their language learning journey.

Interviews with teachers unveil the strengths and weaknesses within the existing English language teaching materials. The Bonny English book's diverse range of activities, tailored to cater to different intelligences like logical-mathematical intelligence through code-solving tasks, underscores the importance of inclusive education that meets the varied needs of learners, a concept supported by Tomlinson (2001) in her advocacy for differentiated instruction.

Conversely, the feedback points to a considerable deficiency in cultural representation and authenticity within the language presented, potentially impeding students' ability to connect with the material and its application in real-world contexts. This aligns with Byram's (1997) intercultural communicative competence model, which posits that cultural knowledge and awareness are critical to language education. The scant presence of culturally engaging content and a reliance on translations or culturally mismatched examples suggest a missed opportunity to deepen students' understanding of English-speaking cultures and foster a more meaningful engagement with the language.

Reflecting on the material content and student engagement, the contrasting levels of

student interest and engagement between textbooks, notably the praise for Bonny English's activity variety, echo the literature's emphasis on the need for stimulating, age-appropriate, and culturally enriched materials that resonate with young learners' developmental stages (Singleton, 2003; Dulay & Burt, 1974).

Furthermore, the concern over insufficient cultural representation, especially in the MoNE's English textbook, and the lack of supplementary materials for educators and students, accentuates the necessity for textbooks to be complemented by additional resources to ensure effective teaching and learning, as advocated by Yangın Ekşi (2012).

The evaluation of MoNE's English Book and Bonny English book through both objective assessments and teacher insights reveals a landscape of strengths and areas for improvement. While the variety of activities and the alignment with syllabus goals stand out as commendable features, the limited cultural representation and the challenges in capturing students' interest underscore the need for materials that are not only pedagogically sound but also engaging and culturally enriching.

To address these gaps, future development of English language teaching materials for young learners should prioritize the inclusion of authentic cultural content that reflects the diversity and richness of English-speaking societies. Moreover, fostering a more interactive and student-centered approach, perhaps through the integration of digital resources and multimedia, could enhance engagement and make learning more relevant and enjoyable for second graders. By bridging the gap between theoretical principles and practical application, educational stakeholders can ensure that English language teaching materials not only meet curricular requirements but also inspire curiosity, cultural appreciation, and a lifelong love for learning among young language learners.

5.3. Limitations

The scope of this study is confined to the examination of English language coursebooks utilized by second-grade students and teachers instructing 2nd grade classes in Türkiye during the 2023-2024 academic year. Due to constraints related to time and resources, particularly when involving teachers, there were challenges in controlling the application and conducting interviews across the entire country. Consequently, the study is delimited to English teachers available in a specific area within central Antalya, who voluntarily participated in this segment

of the research. The initial aim was to interview all English teachers in an area comprising 25 primary schools. Despite efforts to visit all the schools, the researcher was able to successfully interview 23 out of the 25 teachers. The omission of two teachers from the interviews was due to one having used the book for only one week and the other being unavailable during the data collection period. Thus, the inclusion of a sample size of 25 teachers could be considered a limitation of the study.

It was discovered during preliminary research that a textbook was distributed nationwide by the Ministry for mandatory use in Turkey. This constituted the first limitation of the study. The research was designed to include an analysis of three textbooks: the one provided by the Ministry of National Education (MoNE), the Boony English Book, and the Adventures of Zury. However, it was later discovered during the interviews that the Adventures of Zury book was not being used by any of the interviewees, leading to its exclusion from the analysis. This represents a limitation, as the study's breadth was intended to encompass a wider range of textbooks for a more comprehensive understanding. Consequently, the focus was narrowed down to analyzing the textbook provided by MoNE, with an additional examination of the Boony English Book based on the actual use by the teachers interviewed. Specifically, the researcher connected with one teacher using the Boony English Book and 22 teachers using the MoNE's book, highlighting a significant skew in the distribution of textbook usage among the participants.

This investigation relies on the researcher's analysis of young learners' readiness, analysis of second grade English curriculum, checklist analysis of the two textbooks and the perspectives of teachers, aiming for an objective outcome. The exclusion of the Adventures of Zury book from the practical analysis due to its non-use by the interviewees adds another dimension to the study's limitations, potentially affecting the breadth of educational materials evaluated.

5.4 Suggestions

In light of the findings and implications drawn from this investigation into English language teaching materials for 2nd grade students, future research endeavors hold the potential to significantly contribute to the refinement and advancement of language education practices. A promising direction for subsequent studies involves delving into the cross-cultural adaptation and application of English teaching resources. Such research could

illuminate the diverse strategies employed globally to accommodate the cultural dimensions of language learning, offering a rich tapestry of best practices and pedagogical innovations that enhance language acquisition and cultural comprehension.

Moreover, the longitudinal effects of culturally enriched materials on learners' language proficiency, cultural awareness, and motivational levels present a fertile ground for exploration. By tracking the progression of students over several years, researchers can glean insights into the enduring impact of these materials, providing a more nuanced understanding of their role in fostering sustained interest and deeper linguistic and cultural engagement.

The integration of technology in language learning also warrants thorough investigation. As digital tools become increasingly prevalent in educational settings, understanding their efficacy in bolstering language skills and engagement can guide educators in selecting and utilizing these resources most effectively. This research could particularly focus on comparing the outcomes of digital versus traditional methodologies, shedding light on the optimal blend of resources for maximising student learning experiences.

Also, the impact of collaborative authorship on the quality and effectiveness of teaching materials merits close examination. By analyzing the outcomes of partnerships between native speakers, cultural experts, and local educators in the creation of these resources, the field can better understand the benefits of such collaborations in ensuring the authenticity, cultural richness, and educational value of language teaching materials.

Through these multifaceted research endeavors, the academic community can continue to elevate English language education, ensuring it not only achieves linguistic goals but also fosters comprehensive cultural understanding and critical thinking among young learners.

Apart from researchers, The Ministry of National Education (MoNE) and textbook authors should collaborate to enhance the quality of English textbooks for 2nd grade students in Türkiye. MoNE should ensure that textbooks comprehensively reflect the target culture by including elements such as traditions, holidays, and everyday life in English-speaking countries. Clear standards should be established for activities, which must cater to various learning styles, promote critical thinking, and encourage communicative competence while being age-appropriate and engaging. Visual and design elements should be improved to make the textbooks more appealing, and digital resources should be integrated to provide an immersive learning experience. Regular review and feedback mechanisms involving teachers, students, and parents are essential for maintaining relevance and effectiveness. On the other

hand, textbook authors should base content on research into language acquisition and young learner pedagogy, ensuring that activities like role-plays, storytelling, songs, and games foster interaction and participation. Authentic materials and real-life scenarios representing English-speaking cultures should be incorporated to provide cultural exposure. Collaboration with illustrators and graphic designers is crucial to create visually appealing layouts, and the inclusion of interactive e-books and supplementary apps can enhance the learning experience. Finally, pilot testing in classrooms with feedback from teachers and students will help refine the content, ensuring its effectiveness and engagement before applied for the use throughout the whole country.



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APPENDICES

Appendix 1: Textbook Evaluation Checklist

First Impression		Poor	Fair	Good	Excellent
	The cover is attractive.				
	The cover and binding are durable.				
	The illustrations are appealing for children.				
	The illustrations are suitable for the cognitive development of children.				
	The illustrations successfully convey the concepts.				
	The layout is appropriate (densely cluttered pages, appropriate print, large margins, etc.)				
	The price is fair.				
	The book's contents and supplementary materials look fun and interesting to children.				
	The units are well organized and offer easy progression.				
Content		Poor	Fair	Good	Excellent
	The topics are interesting and relevant				

	for children.				
	The content is graded in terms of difficulty.				
	The content is free of material that might be offensive in terms of accepted community standards.				
	The content serves as a window into the target language culture.				
	The cultural aspects presented are significant and appropriate for children.				
	There is a broad and diverse presentation of other cultures and countries.				
	The content is up to date and accurate.				
	The content is adaptable to students' needs interest and abilities.				
	The vocabulary and language are significant and presented appropriately for the age group				
	The skills (listening, speaking, reading and writing) are integrated and practised appropriately for children.				
	There is constant revision of the vocabulary and structures learned.				
	The language is introduced in a meaningful context.				

Teacher and Learner Issues	The teachers book gives useful and complete guidance.	Poor	Fair	Good	Excellent
	It offers extra activities (optional activities for various types of learners, photocopiable sheets ETC).				
	The suggestions for the teacher are flexible and adaptable to a variety of student needs				
	the solutions to the activities and exercises are correct and clear.				
	The book is part of a series, all of which are suitable for other levels in your school.				
	The book covers the syllabus of the school to a sufficient extent.				
	The coursebook meets the long term and short term goals specifically young learners.				
	The activities focus on different ways in which students learn (various learning styles and multiple intelligence).				
	The activities and tasks are appropriate for children in terms of context and level.				
Assessment		Poor	Fair	Good	Excellent

	The material provides adequate opportunities for learner assessment.				
	The material provides periodical revisions for diagnostic purposes.				
	The material offers various tasks that allow for portfolio assessment.				



Appendix 2: Interview Questions

1. Which book are you using in 2nd grade?
2. Are you satisfied with the English book that you use for 2nd grade? Explain which contents you like and dislike.
3. To what extent does the book capture students' interest? Which sections or activities attract students' attention the most?
4. How do the appearance, paper quality, visuals, and colouring of the book affect students' interest?
5. How do you find the presentation of the activities in the book? How are transitions between activities handled? Are there sufficient warm-up activities?
6. Is the book suitable for the cognitive, language, and emotional development levels of 2nd grade students?
7. Does the book you use align with the 2nd grade curriculum goals of the Ministry of National Education?
8. Do the books provide additional materials for students and teachers? If not, how do you meet these needs?
9. How successful do you think the book you use is in reflecting the culture of the language you aim to teach?
10. How do you think the fact that the writers' native language is not English may have affected the language usage, content richness, and cultural transfer of the book?
11. What are the prominent strengths and weaknesses of the book? In which areas do you think there is a need for more improvement or development?
12. Do you have any suggestions and comments?

Appendix 3: Informed Consent Form

Purpose of the Study

The purpose of this study is to provide a better understanding on the teachers' perspectives in coursebooks' design and content and its suitability for young learners. The data collected in this study will be used to draw conclusions to help highlight the needs of young learners in ways to develop appropriate coursebooks for them and enlighten the administrators to take steps towards improving better coursebooks for a better teaching experience.

Thank you for agreeing to be interviewed as part of the above research project. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying **information** and then sign this form to certify that you approve the following:

Subject's Understanding

- I agree to participate in this study that I understand will be submitted in partial fulfilment of the requirements for the degree of Master in English Language Education at Akdeniz University.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorized by Akdeniz University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher have been made available to me along with a duplicate copy of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

Subject's Full Name: _____

Subject's Signature: _____ **Date Signed:** _____

Researcher: MUSTAFA ARSLAN

e-mail:

Advisor: Doç. Dr. Fatma Özlem SAKA

Bilgilendirilmiş Onam Formu

Çalışmanın Amacı

Bu çalışmanın amacı, öğretmenlerin ders kitaplarının tasarımı, içeriği ve çocuklara uygunluğuna karşı bakış açılarının daha iyi anlaşılmasını sağlamaktır. Bu çalışmada toplanan veriler, çocuklara daha uygun kitap geliştirilmesi konusunda ihtiyaçlarını vurgulamaya yardımcı olacak sonuçlar çıkarmak için kullanılacak ve daha iyi bir öğretim tecrübe edebilmek için kitapların daha uygun hale getirilmesi hususunda yetkilileri aydınlatacaktır.

Yukarıdaki araştırma projesinin bir parçası olarak röportaj yapmayı kabul ettiğiniz için teşekkür ederiz. Bu onay formu, katılımınızın amacını anladığınızdan ve katılım koşullarını kabul ettiğinizden emin olmamız için gereklidir. Bu nedenle, ekteki bilgileri okuduktan sonra aşağıdakileri onayladığınızı belgelemek için bu formu imzalar mısınız?

Denek'in Anlayışı

Akdeniz Üniversitesi'nde İngiliz Dili Eğitimi Yüksek Lisans derecesi için gerekliliklerin kısmen yerine getirilmesinde sunulacağını anladığım bu çalışmaya katılmayı kabul ediyorum.

Katılımımın gönüllü olduğunu anlıyorum.

Toplanan tüm verilerin bu kullanımla veya Akdeniz Üniversitesi tarafından izin verilen araştırma ile ilgili diğer kullanımlarla sınırlı olacağını anlıyorum.

Nihai üründe isimle tanımlanmayacağımı anlıyorum.

Tüm kayıtların araştırmacının güvenli mülkiyetinde gizli tutulacağını farkındayım.

Araştırmacının iletişim bilgilerinin bu onay formunun bir kopyası ile birlikte tarafıma sunulduğunu kabul ediyorum.

Sağlayacağım verilerin bir öğretmen olarak performansımı değerlendirmek için hiçbir şekilde kullanılmayacağını anlıyorum.

Herhangi bir olumsuz sonuçla karşılaşmadan istediğim zaman çalışmadan çekilebileceğimi anlıyorum.

Denek'in Tam Adı: _

Kişinin İmzası: _____ **İmza Tarihi:** _____

Researcher: MUSTAFA ARSLAN

e-mail:

Advisor: Doç. Dr. Fatma Özlem SAKA

Appendix 4:Permission for the Checklist

10.03.2024 11:27

Gmail - Kontrol listesi kullanım izni



Mustafa Arslan

Kontrol listesi kullanım izni

Gonca Yangın Ekşi
Alıcı: Mustafa Arslan

4 Aralık 2023 13:28

Elbette.
İyi çalışmalar dilerim

Mustafa Arslan, 3 Ara 2023 Paz, 14:26 tarihinde şunu yazdı:
Merhaba hocam, adım Mustafa ARSLAN, Akdeniz Üniversitesinde yüksek lisansımı yapıyorum. Tez çalışmamı "young learners" üzerine yapmayı planlıyorum. Eğer izniniz olursa, Teaching English to Young Learners: An Activity-Based Guide For Prospective Teachers kitabında yazmış olduğunuz Materials bölümündeki kitap analizi kontrol listenizi tez çalışmamda kullanmak istiyorum. İyi günler dilerim.

—
Gonca Yangın Ekşi
Prof. Dr.

Gazi University,
Gazi Faculty of Education,
Foreign Languages Education Department,
ELT Programme C - 203
06500
Teknikokullar / Ankara
TURKEY

<https://websitem.gazi.edu.tr/site/ygonca>

Appendix 5: Ethic Committee Permit Document

Evrak Tarih ve Sayısı: 14.12.2023-803433



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 14.12.2023
TOPLANTI SAYISI : 23
KARAR SAYISI : 545

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Fatma Özlem SAKA**'nın danışmanlığını, **Mustafa ARSLAN**'ın araştırmacılığını üstlendiği, "2. Sınıf İngilizce Ders Kitaplarının Analizi" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurusu ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK

Üye
Prof. Dr.
Taner KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Üye
Prof.
Ceren HEPYÜCEL

Appendix 6: Approval from the MoNE

	T.C. ANTALYA VALİLİĞİ İl Millî Eğitim Müdürlüğü	 
Sayı : E-98057890-20-94389059		15.01.2024
Konu : Araştırma Uygulama İzni Mustafa ARSLAN		
İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE		
İlgi : 21/01/2020 tarih ve 1563890 sayılı Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi.		
Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Programı öğrencisi Mustafa ARSLAN'ın, Doç. Dr. F. Özlem SAKA danışmanlığında yürüttüğü "2.Sınıf Ders Kitaplarının Analizi" isimli araştırmasını, ilimizde bulunan resmi ve özel ilkokullarda görevli İngilizce öğretmenlerine yönelik uygulama isteği ile ilgili Akdeniz Üniversitesinin 05/01/2024 tarih ve 819564 sayılı yazısı Müdürlüğümüz Ar-Ge Birimi Değerlendirme ve İnceleme Komisyonunca incelenmiş olup;		
Adı geçenin ilgi Genelge kapsamında 2023-2024 Eğitim Öğretim Yılı içerisinde olmak üzere, ilimizde bulunan resmi ve özel ilkokullarda görevli İngilizce öğretmenlerine yönelik araştırmasını, Okul Müdürlüklerinin sorumluluğunda Eğitim Öğretim faaliyetlerini aksatmaksızın yürütülmesi.		
Söz konusu araştırmanın bitimine müteakip; sonuç raporunun bir örneğinin ÜD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmeye kaydıyla uygulanması, Komisyonca uygun görülmüştür.		
Makamlarınıza da uygun görüldüğü takdirde, Valilik Makamının 25/08/2020 tarih ve 24911 sayılı yetki devrine göre olurlarınıza arz ederim.		
	Fatma Zeynep GERAN Müdür a. Müdür Yardımcısı	
	OLUR Salih KAYGUSUZ Vali a. İl Millî Eğitim Müdürü	

Appendix 7: Bildirim Sayfası

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☐ Tezimin tamamı her yerden erişime açılabilir.

Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

[Tarih ve İmza
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CURRICULUM VITA

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