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AN EVALUATION OF THE NEW ENGLISH COURSE BOOK OF
THE FOURTH GRADE OF STATE SCHOOLS IN TURKEY AND
PREPARING SUPPLEMENTARY MATERIALS IN REFERENCE
WITH THE NEW ENGLISH CURRICULUM

M.A. THESIS

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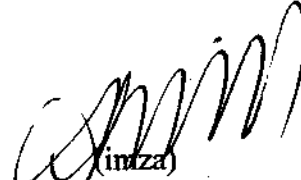
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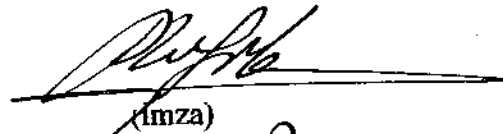
Eğitim Bilimleri Enstitüsü Müdürlüğü'ne,

Güliden SÜMEN'e ait "An Evaluation of the New English Course Book of the Fourth Grade of State Schools in Turkey and Preparing Supplementary Materials in Reference with the New English Curriculum" (Türkiye Deki Devlet Okullarının Dördüncü Sınıf İngilizce Ders Kitabının Değerlendirilmesi ve Yeni İngilizce Öğretim Programına Uygun Ek Materyaller Hazırlanması) adlı çalışma jürimiz tarafından Eğitim Fakültesi İngilizce Öğretmenliği Anabilim Dalı'nda YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.



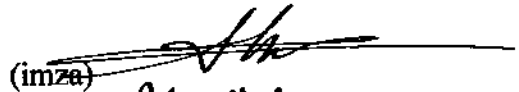
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ÖZET

Bu çalışmada, öncelikle 2006–2007 yılından itibaren değişen ilköğretim (4–5–6–7–8) İngilizce dersi programıyla birlikte ders kitabı olarak kullanılmaya başlanan “Time for English” öğrenci kitabı, öğrenci çalışma kitabı, öğretmen kitabı ve yardımcı materyallerin incelenmesi amaçlanmıştır. Ek olarak anket verilerinden elde edilen sonuçlara göre eksikliklerinin giderilmesi amacıyla yeni programa uygun ek materyal hazırlanması planlanmıştır.

Birinci kısım araştırmaya yönelik genel bir zemin hazırlamak amacıyla bilgiler vermektedir. Bu bölüm ayrıca araştırmanın amacı, sınırlılıkları ve varsayımlar hakkında da bilgiler içermektedir. İkinci kısımda, ilgili araştırmayla ilgili bilgiler verilmiştir. Bu bölümde öğretim programı tanımlanmış, Türkiye’deki İngilizce öğretimi ve öğretim programlarının tarihi hakkında bilgi verilmiş, ders kitaplarının sınıftaki rolü anlatılmış, ders kitabı değerlendirmesi ve adaptasyonu hakkında bilgiler verilmiştir. Bunların dışında, dil öğretim materyalleri tanıtılmış, çocuk öğrencilerin kimler olduğu tanımlanmış, çocuk öğrencilerin karakteristik özellikleri hakkında bilgi verilmiş, çocuk öğrencilerin nasıl dil edindikleri ve İngilizce sınıfındaki ihtiyaçları konusunda ayrıntılı bilgi verilmiştir. Ayrıca çocukların ne tür dil öğretim materyallerinden hoşlandıkları, öğrenme şekilleri ve çeşitleri hakkında da bilgi verilmiştir.

Üçüncü bölümde, araştırmanın metodu açıklanmış ve araştırmada kullanılan veri toplama yöntemleri açıklanmıştır. Elde edilen sonuçlar grafik ve yorumlarıyla birlikte yine bu bölümde verilmiştir. Dördüncü bölümde öğrenci kitabının, çalışma kitabının, öğretmen kitabının ve diğer materyallerin İngilizce öğretiminde daha etkili bir şekilde kullanılmasını sağlamak amacıyla önerilen aktivite ve materyaller yer almaktadır. Beşinci bölümde araştırmanın genel bir özeti ve sonuçları yer almaktadır. Bu çalışmada beş adet ek bulunmaktadır. Birinci ekte İngilizce öğrenci anketi, ikinci ekte Türkçe öğrenci anketi, üçüncü ekte İngilizce öğretmen anketi, dördüncü ekte Türkçe öğretmen anketi ve beşinci ekte örnek ders kitabı değerlendirme listesi yer almaktadır.

ABSTRACT

This study has been carried out to analyze and evaluate the new English course book "Time for English". Workbook and materials of the course book which accompany the new English curriculum that are being used in the fourth grades of also evaluated in terms of their form and content.

The first chapter attempts to give the background to the study as well as the aim and the scope. The second chapter reviews literature relevant to the subject and provides the definition of curriculum and the history of foreign language education and English curriculum in Turkey, the role of course books in the classroom, course book evaluation and adaptation, language teaching materials, the definition of young learners, general characteristics of young learners, how they acquire language, their needs in English classes and kinds of materials that young learners like, the definition of learning style and types of learning styles.

In the third chapter methodology of the study is presented. In chapter four, the data collection techniques used in the present study are introduced and the interpretation of results is presented along with remarks on the results. Chapter five contains the suggested activities that are compatible with the new curriculum and supplementary materials and ideas for the teacher's book. The sixth chapter includes a brief summary of the study. The present study has five appendices. The first Appendix is the English version of the student questionnaire. The second Appendix is the Turkish version of the student questionnaire. The third Appendix contains the English version of the teacher questionnaire. The fourth Appendix contains the Turkish version of the teacher questionnaire. The fifth Appendix displays a sample checklist for evaluation and selection of a course book.

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter aims to present the reasons that have led to the present study, "An Evaluation of the New English Course Book of the Fourth Grade of State Schools in Turkey and Preparing Supplementary Materials in Reference with the New English Curriculum." Chapter 1 has five sections. 1.1 gives the general background to the study. Section 1.2 introduces the aim of the study. In section 1.3, the scope of the study is presented. Section 1.4 is for the assumptions, which will be undertaken in the course of the study, and finally 1.5 is for the methodology of the study.

1.1 General Background to the Study

In order to communicate with other people in the world, most people want to learn a foreign language at different age levels. Speaking at least one foreign language-preferably English is becoming a requirement in the fields of technology, economy, politics, and science. Parents see early English education as a prerequisite for children's later success. English is being recognized as a world language, and many people believe that the earlier children start learning English, the better. A great deal of interest in teaching of English to young learners has been increased highly in recent years. It is widely believed that starting the study of English as a Foreign Language before the critical period 12 or 13 years old will build proficient speakers of English. In accordance with this, teaching English to Young Learners has become its own field of study as the age of compulsory English education has become lower and lower in most of countries around the world and also in Turkey.

However, there is no empirical evidence supporting the idea that an early start in English language learning in foreign language contexts produces better English

speakers (Nunan, 1999:3). Levels of proficiency seem to be dependent on other factors—type of program and curriculum, number of hours spent in English class, and techniques and activities used (Rixon, 2000). Thus, early start to English is not the only solution to be better speakers of English. The type of program and curriculum, number of hours spent in English class, environment, teachers' adequacy, and efficiency in language and language teaching techniques and activities should be appropriate to students' age level and learning styles.

As technology grows rapidly and widely, students are exposed to English more than before by the help of internet and digital TV broadcasting. However, Turkish students still depend on their teachers and course books to learn English. Learning English and practicing the language mostly take place in language classrooms. In Turkey, in order to get effective results, foreign language teaching starting with the fourth grade was included in the curriculum of Primary Education in 1997 – 1998 academic years according to the resolution number 144, dated 17.09.1997, by the Board of Education. In order for students to use English appropriately and correctly, English language curriculum was changed with the resolution number 14, dated to 10.02.2006, by the Board of Education. Later, number of hours of English lesson increased to 3 hours in the fourth and fifth grades with the resolution number 111, dated to 04.06.2007, by the Board of Education. As we need teachers who are adequate and efficient in language and language teaching techniques and activities, Turkish Ministry of Education gave teacher trainer courses to English teachers in 2006 and 2007. Thereinafter 2006, the teachers who had taken teacher trainer courses started to gave courses to other teachers all around Turkey and they introduced the new curriculum and new methods to English teachers. Not only the new curriculum introduced to the teachers but also new teaching methods, techniques and activities were introduced.

In addition to curriculum, materials used in language teaching are other important components of foreign language teaching and learning. Today we can count lots of English teaching materials; blackboard/whiteboard, flashcards, posters,

maps, audio cassettes, CDs/ CD players, course books, workbooks, etc. but among them the most important one is course books and workbooks.

Textbooks (used transitively with “course book” in this research) and other instructional materials used in classrooms are usually regarded as the core of teaching English. A published English language teaching textbook can be defined as a commercially available book that provides content, teaching, and learning activities including explanations, examples, exercises, tasks, activities, and graphical elements to help learners of English improve their language skills and abilities (Byrd, 2001:415). In Turkey, when we think of financial impossibilities of both teachers’ and students’, textbooks and workbooks seem to be almost the only materials for English language teachers. Students intensely depend on their teachers, course books and their notebooks to learn English as schools are the only place that they are exposed to English. It is stated that language teaching books usually help the teacher and students exploit classroom opportunities more effectively (Crawford, 2002:82).

Once again, the importance of the course books and workbooks arises. Firstly, a well written and curriculum compatible course book assists teachers and secondly, it provides learners with vocabulary and the context of the vocabulary. Then, it is used as a resource for texts, activities, and songs that students engage in at home. Thirdly, a good textbook helps learners realize how much progress they have made. Besides, it provides practice for what has been learned so far, and lastly it gives students opportunities to review materials on their own.

There are various advantages of using a textbook in language teaching (Richards, 2001:251). First of all, experienced and well-qualified professionals prepare textbooks. They are generally prepared by expert writers, they save time and effort. Secondly, textbooks are usually piloted in real teaching environments before they are published. As a third reason, Crawford (2002:81), suggest that textbooks provide invaluable help to inexperienced teachers and a bank of useful ideas, activities, and tasks for more experienced teachers. In addition to above

mentioned course books often provide a framework for course syllabi since what will be learned and taught, and the order of the subjects that will be taught, because the subjects have already been defined by the authors of the textbook. Moreover, a language textbook can help teachers to save time by providing a set of visuals, activities, readings, exercises, tasks, and so on that can be used in class. In addition, course books contain useful and readymade materials.

It is a known fact that teaching a language to young learners and teaching a language to teenagers or adults are completely different subjects. Philips (1999:5) refers the term 'young learners' to the children from the first year of formal schooling to eleven or twelve years of age. The needs, expectations, interest, psychological and cognitive developments of children are completely different from those of adults and teenagers. For example, young children are not interested in rules, explanations or the subjects that they are unfamiliar in their own world. As they are kinesthetic, easily get bored, easily lose their interest and attention, they do not like just sitting on a chair and listening to their teacher in a strict learning atmosphere.

The teacher with the help of a well-written course book can create a learning atmosphere in which students are motivated and ready to learn English. As Tice (1997:22) points out if students enjoy their English lessons, it can provide powerful motivation. Ensuring that lessons and of course the textbooks are well paced and contain different kinds of activities, students' interest will be kept active. It is also important to cater for different kinds of learner. According to Krashen (1985:2) humans acquire language in only one way-by understanding messages, or receiving 'comprehensible input'. So teaching activities should be designed in such a way as to supply the child with enjoyable and easy to understand input. Games, connecting dots, coloring pictures, songs, chants, stories, craft activities, mazes and puzzles are wonderful materials and activities in that respect. They are easily comprehensible and enjoyable and those are what young learners need. They, especially games are a part of children's lives.

As mentioned above game like activities is a part of the young learners' life and they should be added to teaching and learning situation. Children like playing games and learn easily when they are having fun. Although it is the teacher's responsibility and at the same time, ability to make learning process enjoyable and effective, course books also play a very important role by directing the teacher from time to time. With the help of games, connecting dot activities, coloring picture activities, songs, chants, mazes, puzzles and craft activities, children learn subconsciously. As Scott and Ytreberg (1990:6) mention, children have an amazing ability to absorb language through play and other activities that they find enjoyable, Course books should provide effective teaching tools for children and teacher.

A student spends most of his or her time at school so a teacher plays a great and important role in his or her world. The importance of textbooks again arises in his or her world because textbooks are the only resources for students to recycle and practice language at home. Both teachers and course books can motivate the learner to continue learning after school, and can make him/her love learning a foreign language that may well lead to life-long learning.

In the last century, people were seeking for better ways of teaching foreign languages. People generally believed that solution to the language-teaching problem could only be found in new approaches and methods. Given the fact that, Ministry of Education has taken new decisions in the last two years, Firstly, the curriculum - accompanying a new book "Time for English"- was changed in 2006 and two hours of elective English lessons were added to the English language curriculum. Then the number of lesson hours were increased to three in the fourth and fifth grades.

1.2 Aim of the Study

Keeping in mind the fact that, in our country learners highly depend on their teachers and teaching/learning materials to learn English as their schools are the only places in which they are exposed to language. The present study aims to evaluate the new English course book, workbook, and materials of the course book of fourth grades that accompany the new English curriculum and then prepare supplementary materials in reference with the new English curriculum. It also aims to provide foreign language teachers with a scope of language teaching materials, activities and games by discussing the general features, characteristics, needs, and expectations of young learners.

1.3 Scope of the Study

This study will be carried out in Gölbaşı Atatürk Primary School in Gölbaşı, which was founded in 1973 and Şehit Komando Onbaşı Mükremin Başaran Primary School in Haymana that was founded in 1928. There are approximately 225 students studying in Gölbaşı Atatürk Primary School and 30 students studying in Şehit Komando Onbaşı Mükremin Başaran Primary School. 125 participants are chosen from 10-11 year old students who are studying English at the fourth grade of Gölbaşı Atatürk Primary School using "Time for English" and 25 participants are chosen from 10-11 year old students who are studying English at the fourth grade of Şehit Komando Onbaşı Mükremin Başaran Primary School using "Time for English". These students were studying English 2 hours per week. A questionnaire, which consists of four parts; A) student profile, B) student needs analysis, C) student course book evaluation form, D) student workbook evaluation form and E) activities-totally 42 questions were given in the questionnaire and applied to fourth graders.

Another questionnaire was sent to teachers all around Turkey, 61 of the teachers replied to the mail and 50 participants are chosen among them. All the chosen teachers are teaching "Time for English" to fourth grades. A questionnaire

which consists of five parts; A)teacher profile, B)student needs analysis, C)student course book evaluation form, D)student workbook evaluation form and E)teacher book and material evaluation form-totally 76 questions were given in the questionnaire and applied to fourth grade teachers.

1.4 Assumptions

The following assumptions will be considered throughout this study.

1- The new English course book "Time for English" meets the needs of new curriculum that fulfills the necessary educational requirements of European Union.

2- The new English course book "Time for English" meets the needs of teachers and students and motivate the learner to continue learning after school.

3- Although the new English course book "Time for English" is useful and compatible, additional activities and materials would be efficacious.

4- Time for English workbook meets the needs of new curriculum but it needs some adaptation to be more effective.

5- Although the students part of this study was carried out in Gölbaşı Atatürk Primary School in Gölbaşı and Şehit Komando Onbaşı Mükremin Başaran Primary School in Haymana the results can be generalized for all state schools in Turkey. Additional materials, games, and activities can be used for all fourth graders and fourth grade teachers who are studying at such schools, which are following the same syllabus all over Turkey.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

This chapter consists of five sections. 2.0 is for presentation. The definition of curriculum and the history of foreign language education and English curriculum in Turkey are presented in 2.1. 2.2 includes the role of course books in the classroom, course book evaluation and adaptation, and English teaching materials. 2.3 covers the definition of young learners, general characteristics of young learners, how they acquire language, their needs in English classes and kinds of materials that young learners like. Lastly, 2.4 deals with the definition of learning style and types of learning styles, and multiple intelligences.

2.1 Definition of Curriculum

According to the well-known internet dictionary Wikipedia's definition, in formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow and mature in becoming adults. In addition, in the English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 And 8) curriculum is defined in four sentences; a curriculum is a statement that specifies learning objectives, the selection and sequencing of linguistic data and a way to evaluate the set objectives. It contains a broad description of general goals that reflect an overall educational-cultural philosophy. In a way, it is the reflection of the national education policy. A curriculum is the result of the social factors that covers four interrelated elements: objectives, content, methods, and evaluation.

Designing a curriculum is a very challenging task. In the process of designing a curriculum there are a lot of factors that has to be taken into consideration; national aims, learners' and teachers' needs and expectations, linguistic content and sequencing, materials, resources and activities, physical space, number of students, hours of lessons. These are some of the concerns relating to the organizational dimension in foreign language curriculum planning.

Bellon and Handler (cited in Aydelot, 1995:30) identify three areas of curriculum organization:

- Resources: time; people; instructional materials; facilities, and equipment.
- Organizational process: the interaction network of the resources serving the curriculum.
- Program units within the organization: all the other extra-curricular programs within the institution to support the goals of the curriculum.

While designing a curriculum, after all the attributes that the curriculum is identified, objectives of the curriculum are written. A well-designed curriculum has clear aims that reflect national aims for education and learners' needs as individuals and citizens. It promotes the intellectual, personal, social, and physical development of all learners, and identifies outcomes relating to knowledge and skills.

A well-designed curriculum is organized to achieve its aims. It helps every learner to make progress, building on his or her experiences both within and outside the school. It should be based on a clear and shared understanding of how learners learn. It recognizes the dynamic interplay between content, pedagogy, and assessment and provides a coherent and relevant set of learning experiences in lesson time. It uses time flexibly to meet learning needs, provides opportunities for learners to experience the benefits of different learning approaches, including learning through different techniques through problem identification. It provides opportunities for learners to learn on their own, in a pair, in a team, in a group, in a large group of

collaborators. It includes global, national, local, and personal dimensions, reflects, and makes use of current technology.

2.1.1 History of English Language Teaching and English Curriculum in Primary Education in Turkey

‘English is now the dominant or official language in over 60 countries and is represented in every continent’ (Crystal, 1996:106). Therefore, it can be understood that English language is a vital means of communication for millions of people around the world as well as Turkish citizens. In Turkey English is the only language taught as a compulsory subject at all levels of education. ‘Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English’ (Crystal, 1996:106). This quote seems to explain why English is the only language taught as a compulsory subject in Turkey.

Since English language’s first introduction into the Turkish educational system, it has experienced several changes. ‘The first institution teaching through the medium of English was Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary’(Kırkgöz, 2007:217). After 1923, proclamation of the Turkish Republic, Turkey turned its face to Europe and the USA and especially political relations with Europe and the USA gained speed and English become important in Turkish Education.

Up to 1997, English is prioritized in Anatolian high schools and private schools that were consisted of one-year English preparatory class plus three-year secondary, and a three-year high school. Kırkgöz stated that students graduating from private and Anatolian high schools achieve a higher level of English language proficiency since they enable the students to be exposed to English for a longer period compared to other state schools (Kırkgöz, 2007:218). However, in state schools-both secondary

and high schools, although it is compulsory, English language Education was ignored or given less importance. Hours of English lessons, teachers and materials were insufficient and inefficient then. The mid 1980s mark the second phase in the spread of English. Following this period, forces of globalization through the English language (Friedman 1994; Robins 1996 in Kırkgöz, 2007:218) have increasingly influenced Turkey.

The Law concerning eight-year compulsory, uninterrupted primary education was adopted and put into action by the Turkish Grand National Assembly with law number 4306, dated to 16.08.1997 and was published in the official Journal in 18.08.1997. In order to get effective results and provide a longer exposure to English, foreign language teaching starting with the fourth grade, has been included in the curriculum of Primary Education in 1997 – 1998 academic year according to the resolution number 144, dated to 17.09.1997, by the Board of Education. Above decisions and laws were parts of a plan called ‘The Ministry of Education Development Project’. In the 1997-1998 academic year English became a compulsory subject and started to be taught to young learners in the fourth and fifth grades. In line with this act, a two-hour English course was implemented in the weekly programs of fourth and fifth grades. Kırkgöz expresses that;

“The new curriculum promotes student-centered learning and emphasizes the philosophy of total quality in ELT and teachers are encouraged to promote students’ communication skills, address students’ different learning styles, and minimize the use of students’ mother tongue.” (Kırkgöz, 2005:164).

Again, in her survey Kırkgöz mentions:

“...findings revealed that the communicative language teaching proposed by The Turkish Ministry of National Education did not seem to have the expected impact on teachers’ classroom practices because classroom activities were largely based on traditional methods of teaching. While lowering the starting age for learning English had been considered worthwhile by the teachers, as this had a positive

influence on children's acquisition of English, the following negative aspects of the curriculum were identified:

- the content of the curriculum, particularly for upper grades was too dense;
- textbooks did not support the proposed communicative teaching methodology;
- teaching time allocated for each grade was insufficient;
- large class size made it difficult to implement the syllabus effectively and
- a large number of schools lacked adequate resources. (Kirkgöz, 2007:223)."

In addition to the aspects mentioned, there were other things that affected the failure of the program. Such as; the English language program suffered from lack of teachers, insufficient qualifications of existing teachers, inappropriate program goals, and inappropriate teaching methodologies especially for young students. It lacked of coordination and articulation across levels of instruction and evaluation procedures for students and teachers. Özkan mentions in her doctoral thesis;

"...learners will achieve the intermediate level after the primary schooling". This is an unrealistic expectation considering the fact that learners have only 2 hours of exposure to English at 4th and 5th grades and 4 hours of exposure to English at 6th, 7th and 8th grades. In addition, the objectives are not consistent and do not have a unity linguistically." (Özkan, 2004:54)

Together with the efforts of Turkey in joining the EU, new decisions has been taken in almost every range of politics as well as language education. The Turkish National Policy concerns development of a new ELT curriculum that is compatible to European Union (EU) standards. Özkan (2004:62) claims; "considering the fact that the Turkish National Policy aims at becoming a member of the EU, the best thing to do will be integrating the European Language Passport in our language teaching in order to prepare our students for future operations." She also suggested that the format would be cyclical syllabus where the objectives are duplicated for both grades will be more realistic and practical and the syllabus type should be

mixed including properties of topic based, skill based, task based, communicative and structural (Özkan, 2004:62).

In order students to use English appropriately and correctly and to coordinate with EU standards English Language Curriculum was changed with the resolution number 14, dated to 10.02.2006, by the Board of Education. The new curriculum was put into practice in the 2006-2007 academic years starting from the fourth grades, gradually proceeding to upper grades year by year. Considering the new curriculum, it is different from the former one in almost all points. In the new curriculum, learning-centered approaches, process-oriented approaches to curriculum design are adopted. Cross-curricular model is preferred. In the curriculum it is said that;

“Cross-curricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter and cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience.” (Ersöz, *et al.* 2006:22).

As stated before the new curriculum is more comprehensive than the former version. Another distinction is the components of the curriculum. It covers detailed, theoretical, and beneficial information about English language teaching. Reasons for teaching English at different levels at schools, different approaches and methods, components of a course, English language teaching materials, reasons for teaching English to children and the importance of parental cooperation, definition of young learners and the way they learn a language are summarized in the curriculum. The distinction between language acquisition and language learning, the proportion of English and the mother tongue used in the English language classroom, activity types suitable for young learners—songs, plays, games and drawing/coloring activities are explained in the new curriculum, too. Moreover, reasons for teaching English to

adolescents, ways that adolescents learn a language, activity types suitable for adolescents and lastly how to encourage learner autonomy and strategies for training are briefly summarized in the new curriculum (Ersöz, *et al.* 2006).

Another major distinction is in the evaluation process of language-testing/assessment. Recent curriculum document is based on the European Language Portfolio. Performance-based assessments such as; portfolio assessment, classroom assessment, writing assessment, self assessment and teacher assessment (anecdotal records, checklists, rating scales, scoring rubrics and benchmark standards) superseded traditional 'paper and pencil' tests.

Lastly, in the 2007-2008 academic years with the resolution number 111, dated to 04.06.2007 the Board of Education increased the number of hours of English courses to 3 hours in the fourth and fifth grades. As it is stated before, teachers who are competent in language, language-teaching techniques, and language teaching activities should teach English. Turkish Ministry of Education gave teacher trainer courses to English teachers in 2006 and 2007. In the following years, the teachers who take teacher trainer courses gave courses to other teachers all around Turkey and they introduced the new curriculum. Not only the new curriculum introduced to the teachers but also new teaching methods, techniques and activities are introduced.

2.2 Course books

"A published English language teaching textbook can be defined as a commercially available book that provides content, teaching, and learning activities including explanations, examples, exercises, tasks, activities, and graphical elements to help learners of English improve their language skills and abilities."

(Byrd, 2001: 415)

Using a course book is probably the most common way of teaching English today. It is rare to find teachers of English who do not use any course books in their classes; most teachers prefer using course books (Pakkan, 1997:7). In Turkey,

language practice in class is mainly based on course books. In addition to this, in most schools, these books are viewed as the only resources necessary for an effective language-teaching program. When we think of teachers' and students' financial impossibilities, it would be realistic to say that, textbooks and workbooks seem to be almost the only materials for English language teaching in Turkey. Students intensely depend on their teachers and course books and their notebooks to learn English as schools are the only places they expose to the language.

A poor selection in the course books therefore, often results in unsuccessful implementation of the course. Once again, the importance of the course books and workbooks arises.

2.2.1 The Role of Course Books

Özkan (2004:31) points out materials can be anything that is deliberately used to increase the learners' knowledge and/or experience of language. Among English language teaching materials course books play the most important role in English classrooms. The role of the textbook in the language classroom is a difficult one to define perfectly and exactly but it is no doubt that they are crucial for both language learners and teachers.

According to Grant (1987:118), a good textbook has to satisfy three conditions for a teacher:

- It should suit the needs, interests, and abilities of your students.
- It should suit you. (The best book in the world will not work in your classroom if you have good reasons for disliking it.)
- The textbook must meet the needs of official public teaching syllabuses or examinations.

A well written and curriculum compatible book assists teachers and it provides learners with vocabulary and the context of the vocabulary. In addition, a course book is used as a resource for the texts, activities, and songs that students engage in at home. It helps learners realize how much progress they have made and it is a major tool in enabling learners to progress. It provides practice in what has been learned so far, and gives students opportunities to review materials on their own at home. Ersöz (1990: 56) adds that the teachers need a course book to make the best use of time in the classroom and avoid unintended repetition or neglect of essential language patterns.

As it is pointed out before textbooks often, provide the framework for course syllabi since what will be learned and taught, and the order in which it will be taught, has already been defined by the authors of the textbook. In one of his article, Sheldon claims;

“Course books are perceived by many to be the route map for any ELT program, laying bare its shape, structure, and destination, with progress, program, and even teacher quality being assessed by learners in terms of sequential, unit -by-unit coverage”

(Sheldon 1988:237)

Sheldon (1988: 239) identified three main reasons he believes course books are so heavily utilized. Firstly, developing their (teachers') own classroom materials is an extremely difficult, arduous process for teachers. Secondly, teachers have limited time in which to develop new materials due to the nature of their profession. Thirdly, external pressures restrict many teachers. Course books lessen preparation time, provide ready-made activities, and they are the concrete samples of classroom progress through which external stakeholders can be satisfied.

Course books are inevitable materials for English classes and Cunningsworth (2008:7) states the roles of course books in English language teaching as;

- A resource for presentation material(spoken and written)
- A source of activities for learner practice and communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, etc
- A source of stimulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determined)
- A resource for self-directed learning or self-access work
- Support for less experienced teachers who have yet to gain in confidence.

In addition, Ersöz (1990: 57) points out that a good course book should

- have practicality,
- be easily obtained and affordable,
- be suitable for the learner's level; level of education, age, social attitudes, intellectual ability, and level of emotional maturity, and the general goals of ELT in the country it is used,
- be motivating,
- be flexible enough to allow for creativity and variety to provide opportunities for learners who have different learning strategies,
- have both situational and linguistic realism, should provide situations where language is used for real and genuine communication.

2.2.2 Course Book Evaluation and Adaptation

Cunningsworth says;

“We should not be looking for the perfect course book which meets all our requirements, but rather for the best

possible fit between what the course book offers and what we as teachers and students need.”

(Cunningsworth, 1984:88)

It is seen that textbooks are one of the best materials in language learning process but it has always been a very difficult job to find a book that can meet the objectives of the syllabus, the needs of students, and the aims of the teacher. Generally, various teachers teach a textbook in many classes to numerous students. Although the same curriculum, same course book, and same syllabus are used in a country; schools, classes, teachers and students are different and their needs can vary. There is no doubt that students' levels in a class are not alike. Therefore, teachers have to look at course books from the angle of their appropriacy to match all students' levels and needs in a class. Seen from this aspect, no matter how carefully materials are designed, teachers need to make some changes that had better suit his/her students' needs.

Throughout textbook evaluation, teachers find the missing points in the course book and adopt new activities. It is a complex issue because it can be carried out in different ways and at different levels with different textbook-evaluation methods. Nunan gives advice on what appears to be the most common reason for course book evaluation:

“When selecting commercial materials, it is important to match the materials with the goals and objectives of the program, and to ensure that they are consistent with one's beliefs about the nature of language and learning, as well as with one's learners' attitudes, beliefs, and preferences.”

(Nunan 1991: 209)

McDonough and Show (1993:66) introduce two stages for course book evaluation; an external evaluation which offers a brief 'overview' of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation.

McDonough and Show says;

“During this external evaluation stage... the intended audience, the proficiency level, the context and presentation of language items, whether the materials are to be core or supplementary, the role and availability of a teachers' book, the inclusion of a vocabulary list/index, the table of contents, the use of visuals and presentation, the cultural specificity of the materials, the provision of audio/video material and inclusion of tests are examined.”

McDonough and Show (1993:74)

“In the internal evaluation stage we have suggested that as evaluators we need to examine the following criteria: the treatment and of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking and writing materials contained in the materials, appropriacy of tests and exercises, self-study provision and teacher-learner 'balance' in use of the materials.”

McDonough and Show (1993:77)

Adapting materials is trying to bring together these individual elements under each heading, or combinations of them, so that they match each other as closely as possible.

In addition to McDonough and Show's evaluation stages, Cunningsworth (2008:14) points out three types of evaluation; pre-use evaluation, in-use evaluation and post-use evaluation. The first type, pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the course book. In-use evaluation, from another perspective, is a kind of evaluation for suitability, involving matching the course book against a specific requirement including the learners' objectives, the learners' background, the resources available, etc” (Cunningsworth, 1995, 14). On the other hand, post-use evaluation refers to an assessment of a textbook's appropriateness over a period of continual use. Evaluation of this kind can be practical in helping to decide whether to use the same textbook on future occasions.

Cunningsworth (2008:15) also proposes four criteria for evaluating course books:

1. They should correspond to learners' needs. They should match the aims and objectives of the language-learning program.
2. They should reflect the uses (present or future) which learners will make of the language and which would help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method."
4. They should have clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Cunningsworth (2008:3) presents a detailed checklist for textbook evaluation organized under the following categories: aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books, practical considerations. (See appendix five for the checklist) He also states;

"Material evaluation is a complex matter due to the existence of many variables that affect the success or failure of course books when they are in use. These variables are reflected in the range and multiplicity of possible evaluation criteria. However, it is important to limit the number of criteria used, the number of questions asked, to manageable proportion. Otherwise, we risk being swamped in a sea of details."

(Cunningsworth, 1995:5)

In his book "The Practice of English Language Teaching" Harmer points out;

Whether assessing or evaluating course books, not only teachers and well-experienced individuals' opinions to be considered but students' ones as well they are the true users of the course books. Although they have no good command of ELT compared with their teachers, they often know which books they like and which they do not. Their views of lay out, design, content, and feel should inform our pre-use assessment and our post-course evaluation.

(Harmer, 1996:301)

Cunningsworth argues that some students can go further than this and give very cogent reasons for their preferences. After all, they are primary users of materials and with some prompting and carefully chosen questions; they can provide very useful feedback (2008:8).

Evaluating a course book is not just for selecting a book but it is also for adapting it. Madsen and Bowen's (1978: vii) following quotation clearly points out the importance of adaptation on the part of teachers; "...a good teacher is constantly adapting. He adapts when he adds an example not found in the book ..." So, using only textbooks without any supplementary material and/or not adapting a course book is not the most satisfactory method for meeting students' needs.

By adapting language materials classrooms will be using course books to meet many of the program and needs of learners. McDonough and Shaw (1993:88) give the adaptation techniques as follows: adding, deleting, or omitting, modifying, simplifying, and re-ordering. And in the below list Gabrielatos (2004:3) identified what can be adapted, how can be adapted and where to find alternative materials;

Adaptation Alternatives	
What can I adapt?	• Aims • Topics • Texts • Visuals • Guidelines and Explanations • Exercises, Activities, Tasks • Games, Quizzes, Questionnaires
How can I adapt it?	• Omit • Re-order • Replace • Change • Combine • Add
Where do I find alternative materials?	• Same CB • Other ELT books • Publications (newspapers, magazines, encyclopedias, novels etc.) • Media (radio, TV) • Internet • Corpora • Own materials

There are a number of ways of adapting materials that does not suit to a particular situation. In the "Teaching Knowledge Test (TKT)" (2005:111) some ideas are given in a chart to solve problems;

Strategies	Problems	Possible solutions
Extending material	• The task or exercise is too short. • The learners need more practice.	• Write extra items, following the same pattern.
Shortening material	• The task or exercise is too long. • The learners do not need so much practice.	• Use as much as you need but do not feel you have to use it all. • Give different parts of the text or task to different learners.
Changing the form of tasks	• The task does not suit the learners' learning style. • You want a change of pace. • The course book often repeats the same kind of task.	• Change the interaction pattern-e.g. use a matching task as a mingling activity (i.e. one in which learners move around the class. In this case to find their partners).
Changing the level of the material	• The texts or tasks are too easy or too difficult	• Make material more challenging, e.g. learners try to answer comprehension questions before reading. Make material less challenging, e.g. • break up a long text into shorter sections
Reordering material	• The activities in the units in the book always follow the same sequence. • The learners need to learn or practice things in a different order.	• Change the order of the material, e.g. ask learners to cover up a page or part of a page, so that they focus on what you want them to do first.
Making use of all the resources in the book	• There is not enough practice material in a particular unit. • The learners need to revise particular items. • You want to preview material in a future unit	• Use extra material from the book: grammar summaries, word lists, lists of irregular verbs, etc. Give whole-book tasks, e.g. searching through the book for texts, pictures. language examples

To conclude, Cunningsworth says;

NO course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirement, but rather for the best possible fit between what the course book offers and what we as teachers and students need."

(Cunningsworth, 1984:89)

2.2.3. English Language Teaching Materials

Materials are essential components of teaching. The responsible and well-trained ESL teacher must be aware of all the teaching aids that s/he might have at hand. S/he must then select and use those aids that best serve the objectives of the lesson, the needs of the students, and his or her own teaching style. Teachers need a wide variety of teaching materials in their language classroom. By using materials meaning becomes clear because they usually provide a context in which learners can develop a range of language and transferable skills and students and teachers will reach their aims more easily through a more entertaining way. Materials are a source of motivation for students because they represent variance and change in routines of the language classrooms. Nunan clearly points out the importance of materials;

"Materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role. Good materials also provide models for teachers to follow in developing their own materials."

(Nunan, 1988:28)

Tomlinson (1998:2) describes materials as "anything which is used by teachers or learners to facilitate the learning of a language and they are deliberately used to increase the learners' knowledge and/or experience of the language". According to

him (1998:7), in order to develop materials designers should consider following factors;

- Materials should achieve impact (attractive),
- Materials should help learners to feel at ease,
- Materials should help learners to develop confidence,
- Materials should require and facilitate learner self-investment,
- Materials should expose the learners to language in authentic use,
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes,
- Materials should take into account that the positive effects of instruction are usually delayed,
- Materials should take into account that learners differ in learning styles,
- Materials should take into account that learners differ in affective attitudes,
- Materials should permit silent period at the beginning of instruction,
- Materials should maximize learning potential by encouraging intellectual, aesthetic & emotional involvement which stimulates both right and left brain activities,
- Materials should not rely too much on controlled practice,
- Materials should provide opportunities for outcome feedback.

McDonough and Shaw (1993:9) list the following materials as needed in the English classroom: "books and paper, audio-visual material (hardware and software for cassette and video), laboratories, computers, reprographic facilities and so on." In addition, Pakkan (1997:6) classifies language teaching materials into three categories; the course book, the supplementary materials (teacher's book and workbook or exercise book), and the supporting materials (visual, audio and audio-

visual materials). And in the English Language Curriculum for Primary Education (2006:27) teaching materials are divided into three major categories: visual materials, audio materials and printed materials as follows;

VISUAL MATERIALS:

- a) teacher, gestures, body and hand movements, facial expressions
- b) blackboard/whiteboard,
- c) magnet boards /flannel boards /pegboards,
- d) flashcards and/or index cards,
- e) wall charts, posters, maps, plans,
- f) board games, puzzles,
- g) mounted pictures, photos, cartoons, line drawings,
- h) puppets, objects/realia,
- i) pamphlets/brochures/leaflets/flyers,
- j) equipment operation manuals,
- k) newspapers/ magazines,
- l) overhead projector and transparencies, the opaque projector,
- m) slides, filmstrips, TV programs,
- n) computer software/hardware,
- o) DVD and video cassettes.

AUDIO MATERIALS:

- a) teacher,
- b) audio cassettes,
- c) records/record players,
- d) CDs/ CD players,
- e) radio programs,
- f) multimedia lab,
- g) the language laboratory (not common today because it is extremely unnatural and not user friendly).

PRINTED MATERIALS: They are course books, teacher's books, and workbooks (or exercise books / activity books).

2.2.3.1 Student's Book

The student's book is the main tool in the hands of the learners that is explained broadly in 2.2.1. In brief, it introduces new language items progressively and it provides activities to be used both in class and at home.

2.2.3.2 Workbook Book

The workbook provides further practice of the items introduced in the student's book. The activities in the student's workbook are often designed to be done by the children in an autonomous way and at home.

2.2.3.3 Teacher's Book

Teacher's book provides a key for the whole course, suggestions about the introduction of new language and practicing it in connection with the students' book, advice for classroom management and instructions for the activities. Some teacher's books include examples of tests and photocopiable additional material for the children.

2.2.3.4 Audio Cassettes - CDs/ CD players

They provide materials for listening comprehension and a correct model of speaking. They should be of good technical quality. They should use right speed for students. Generally, the cassettes accompanying books usually contain songs, rhymes, and chants.

2.2.3.5 Blackboard

A chalkboard, a whiteboard or a blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers. It is one of the most important materials for a teacher. It is used for drawing, writing, and mapping and/or for games. True use of blackboard is very important for learners in gathering information.

2.2.3.6 Flashcards

They are pieces of paper or cardboards with words or pictures on them. Teachers usually use flash cards in a lesson to teach or reinforce certain ideas. They can be used as an introduction to reactivate students' language. In a classroom, students usually wait for a sign from the teacher before they speak and using picture or verbal clues are effective ways of making students speak in class. Flash cards that can be held briefly or "flashed" in front of the class to cue an answer or a response. They are also used for presenting the new words. Pictures give clues about the words that are learned newly. They are very effective materials for visual learners. Small flash cards can be used in nearly all the activities with the whole class. Teachers can also create games instantly by using flashcards in which students work in pairs or in small groups.

2.2.3.7. Flannel Board

A flannel board is a useful storytelling device. Teachers and students can create the essential images to illustrate a story (e.g., characters, trees, houses) and plan the order in which the pieces will be placed on the board. As the story is being told, the pieces are placed on the flannel board in the order in which they appear.

2.2.3.8 Puppets

Puppets allow students to create a voice, characterization, and action in a non-threatening format. Stick puppets, finger puppets, paper bag puppets, sock puppets, paper plate puppets, and hand puppets are easy to make and they easily make students speak. They develop children's thinking, and imagination.

2.2.3.9 Newspapers and Magazines

Magazines and newspapers are well known authentic materials generally used for students who reach to a specific level. They are generally used to simulate reading and discussion of current events.

2.2.3.10 Wall charts, Wall pictures, Wall posters

Wright (1976:75) defines these materials as follows: Wall charts illustrate aspects of a topic. Wall posters illustrate a limited bit of information. They are used in advertising and propaganda in language teaching they may be used to represent single action or objects; they may also be a part of a sequence of pictures. Wall pictures represent subjects containing a mass of information. These may be composite wallpictures, meant by the publishers to be used for language work, or cultural information pictures.

2.2.3.11 Overhead Projector and Transparencies

Overhead Projector is an equipment that projects an image on a screen by passing light through a transparent slide or other transparency. Teachers can prepare some transparencies by themselves by drawing some pictures stories, writing the lyrics of songs or chants, preparing tables of sentence structures etc. Moreover, any kind of written material can be photocopied on transparencies and can be used in class easily and they are real timesavers in language classrooms. Besides, they can be

used without the need to turn back to the class. Moreover, students can write or draw whatever they want which is related to the subject on transparencies. Celce- Murcia states that they are functional materials in language classrooms and possibilities for using this material effectively in the language classrooms are virtually limitless (2001:309).

2.2.3.12 Videos

They provide a great deal of authentic language for the learners. They can be used for both listening and speaking practice; they are also equipped with new vocabulary. Simultaneous use of language and image helps students to contextualize language in a way that is difficult with audio tapes.

2.2.3.13 Computers and CDs

In the last decade language teaching through computers, expand rapidly. Computers are used to enhance language teaching and learning process. They serve unlimited materials for both the teacher and the learner and language practice for the learner. It is known that there are CD programs that facilitate language learning. Those CD programs contain activities such as listening (songs, chants, dialogues etc...) repetition, matching activities, games, and puzzles. By connecting a projector to a computer, it becomes a very effective visual and audio material. Internet can also be used in language teaching situations very effectively but it is an important fact that teachers should be aware of the technology and should know how to use it.

2.2.3.14 Realia

Realia means any real objects used by teachers to demonstrate real life in the classroom; to bring the class to life. Brown clarifies realia as; '... probably the oldest form of visual aids, but they are still effective in helping students to connect language to reality' (Brown, 2001: 143). By using realia in the classroom, learning

becomes more realistic and they facilitate learning process. True use of realias is very effective generally for visual and kinesthetic learners.

2.2.3.15 Mind Maps

Mind maps are diagrams used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. They are used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, decision-making, and writing. They encourage brainstorming and they may aid recall of existing memories.

2.2.3.16 Slides

Slides can make a unique contribution to language classes. Slides are usually in color and provide large, life-like images and stimuli for practicing language in real-world contexts. Colorful maps, charts, exercises etc., be all projected using slides (Celce-Murcia, 2001:309).

2.2.3.17 Cameras

Cameras are extremely effective when used to record the activities during the class. The students can be recorded giving speeches or doing exercises, and this can then be played back for self-evaluation or self and peer correction, etc. A given segment can be viewed as many times as necessary. If the whole class is recorded (teacher and students), the teacher can also observe his or her own teaching and look for areas to improve, as well as noting with greater accuracy.

To conclude, Dubin and Olshtain (1977:110) states: "... if used effectively, they add a very important dimension to classroom activities. The modern language classroom must contain a variety of such aids, if it is to provide the learner with an active teaching-learning situation."

2.3 Young Learners

A great deal of interest in teaching of English to young learners has been increased in recent years. In accordance with this, teaching English to young learners has become its own field of study as the age of compulsory English education has become lower and lower in most of countries around the world and also in Turkey.

It is a known fact that teaching a language to young learners and teaching a language to teenagers or adults are completely different subjects. Philips (1999:5) refers the term 'young learners' to the children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. The needs, expectations, interests, psychological and cognitive developments of children are completely different from those of adults and teenagers. For example, young children are not interested in rules, explanations or the subjects that are unfamiliar to them in their own world. They are creative and imaginative and as they are kinesthetic, they easily get bored and lose their interest and attention, they do not like just sitting on their chair and listening to their teachers in a strict learning atmosphere. Teaching children should be designed in such a way as to supply the child with enjoyable and easy to understand activities like games, connecting dots, coloring pictures, songs, chants, stories, craft activities, mazes and puzzles and activities in that respect. These kinds of activities are comprehensible and enjoyable for children and those are what young learners really need.

With the help of games, connecting dot activities, coloring picture activities, songs, chants, mazes, puzzles and craft activities, children learn subconsciously. As Scott and Ytreberg (1990:6) mention, children have an amazing ability to absorb language through play and other activities that they find enjoyable so course books of young learners should provide effective teaching tools for children and teacher.

Philips (Philips, 1999:7) proposes some ideas to bear in mind while teaching young learners:

- The activities should be simple enough for the children to understand what is expected of them.
- The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- The activities should be largely orally based-indeed, with very young children listening activities will take up a large proportion of class time.
- Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.

She also suggests that (1999:7) the kinds of activities that work well are games and songs with actions, total physical response activities, tasks that involve coloring, cutting, and sticking, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value.

It is clear that if students enjoy their English lessons, this can provide powerful motivation. It is important to bear in mind that lessons that contain different kinds of activities will keep students' interest active.

2.3.1 General Characteristics of Young Learners

Every age group has specific characteristics and needs. While teaching a new language, all these characteristics play an important role for both the book writers and teachers of young learners'. Children learn differently than adults do. As stated before children learn best in a joyful atmosphere, they learn by what they see, hear, and do.

In the book by Jean Brewster, Gail Ellis and Denis Girard (2002:27) general characteristics of young learners are listed as follows;

- They have a lot of physical energy and often need to be physically active
- They have a wide range of emotional needs
- They are emotionally excitable
- They are developing conceptually and are at an early stage of their schooling
- They are still developing literacy in their first language
- They learn more slowly and forget things quickly
- They tend to be self-oriented and preoccupied with their own world
- They get bored easily
- They have excellent mimics
- They can concentrate for a surprisingly long time if they are interested
- They can be easily distracted but also very enthusiastic.

Klein (1993:14) claims that young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults do to do things that appeal to them. As Scott and Ytreberg (1990, 2) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times." They also express:

"Some children develop early. some later. Some children develop gradually, others in leaps and bounds. It is not possible that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten they can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching"

(Scott, Ytreberg 1990:1)

Scott and Ytreberg (1990:2) differentiate what five to seven year olds can do at their own level and what eight to ten year olds do at their level as follows:

Five To Seven Year Olds;

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan activities.
- They can argue for something and tell why and what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interactions.

Eight To Ten Year Olds;

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like doing and do not like doing.

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

2.3.2 How Do Young Learners Acquire Language?

According to Wikipedia, a well-known source of information in the internet, language acquisition means;

“...the process by which the language capability develops in a human. First language acquisition concerns the development of language in children, while second language acquisition focuses on language development in adults as well. Historically, theorists are often divided between emphasizing either nature or nurture as the most important explanatory factor for acquisition.”

Second language acquisition is generally defined as learning. As it is defined above, there is an important distinction between language acquisition and language learning. Children acquire language unconsciously, they are unaware of grammatical rules, and they acquire it through a long process. However, in language learning students are conscious about what they are learning.

Young children are in need of more time than adults because although there are distinctive differences, learning a second language is in a way similar to learning mother tongue in that a child needs to experiment and produce utterances and this experimental stage may take a long time.

Scott and Ytreberg (1990:4) states that there are also many similarities between learning one's mother tongue and learning a foreign language that is most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom. They (Scott and Ytreberg, 1990:4) propose strategies for young learner teachers to be used in language teaching classes under eight headings.

1. Words are not enough: Activities for young learners should include movement and involve the senses. Have plenty of objects and pictures to work with, and to make full use of the school and your surroundings. Demonstrate what you want them to do.

2. Play with the language: Let the pupils talk to themselves. Make up rhymes, sing songs, and tell stories. Let them talk nonsense, experiment with words and sounds: 'Let's go - pets go.' 'Blue eyes - blue pies.'

3. Language as language: Becoming aware of language as something separate from the events taking place takes time. Do not forget to accompany the words by other clues - facial expression, movement, etc.

4. Variety in the classroom: Since concentration and attention spans are short, variety is necessary - variety of activity, variety of pace, variety of organization, variety of voice.

5. Routines: Have systems, have routines, organize, and plan your sessions. Use familiar situations, familiar activities. Repeat stories, rhymes, etc.

6. Cooperation not competition: Avoid rewards and prizes. Other forms of encouragement are much more effective group the children together whenever possible.

7. Grammar: Children have an amazing ability to absorb language through play and other activities that they find enjoyable. Include the barest minimum of grammar taught as grammar, and then for the older children only. Explanations should be given on an individual/group basis when the pupils themselves are asking the questions, that the explanations are kept as simple as possible, and that the pupils are able to grasp the point and so benefit from the explanation.

8. Assessment: Make regular notes about each child's progress, this can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master.

2.3.3 Young Learners' Needs

Firstly, in language teaching classrooms children need to feel comfortable because rules are not designed according to their world. They must feel free to interact with their peers and teachers, and they must feel comfortable in taking risks with their learning experience. In language classes, children need to be able to touch, move, sample, select, share, and enjoy. McKay (2006:318) states that young learners need a breadth of experiences with the target language. They need to combine the use of the language with physical encounters with their environment, and they need opportunities to encounter the language in a range of social situations.

Olha Madylus in www.onestopenglis.com, which is one of the most comprehensive resources on the Web for English teachers, has given general characteristics, implications, and needs for specific ages in a chart given below.

4 - 6 Year Old Children;

Characteristics	Implications	Need
Pre-school or just beginning school	Not used to classroom conventions	Training in class routines e.g listening to teacher
Limited motor skills	Clumsy control of pen / scissors etc.	to develop motor control e.g. coloring, copying
Learning holistically	Whole child needs stimulation	opportunities to move, sing, play, explore, touch etc
Cannot distinguish between different parts of language	Cannot analyze language	Exposure to *chunks of language e.g. chants, stories, classroom language

Limited reading/writing skills in L1	Introducing reading/writing in English	Lots of listening, speaking activities. Fun introduction to English letters and words
See no need to communicate in English	Students use L1 exclusively	Reasons to speak English e.g. games, chants
Love stories, fantasy	Bored with many topics	Stories, fantasy, fun

*chunks of language = words that naturally come together e.g. 'thank you very much', 'glass of water', 'have a nice day' – that are easily learnt, repeated and do not need analysis.

7 - 9 Year Old Children

Characteristics	Implications	Need
Beginning to be logical and analytical	Can see patterns, aware of language	Opportunities to experiment e.g. making up own chants
Asking questions	Need answers	Freedom to express themselves and learn more than language
Reading and writing still minimal in L1	Still need support and help	Practice and success oriented activities
Still have problems sharing	Group activities not always successful	Teacher to guide them and chances to work alone
Developing confidence to express themselves	Students will have views on what they want to do / talk about	Chance to state opinions
Developing knowledge of the world around them	Know more than we often give them credit for	Chances to use what they know

10 - 12 year old children

Characteristics	Implications	Need
Longer attention span	Greater range of activities possible in class	Opportunities to engage in tasks that require focus and commitment
Knowledge of the world growing	More topics can be addressed	Stimulation e.g. information from internet or cross-curricular
Taking learning more seriously	Can be given responsibility	Chances to be independent
Still children	Have need for security and pleasure	Teacher sensitive to their needs and moods
More cooperative with peers	Can do more group work	Variety of grouping in class i.e. work on own, in pairs, in group, as class
Intellectual, motor and social skills developing	Can be challenged more	Activities that challenge them
Developing own learning strategies	Children won't all react in the same way to the same task/topic	Chance to personalize their learning experience

2.3.4 What Kind of Materials Do Young Learners Like?

As stated before Scott and Ytreberg (1990:2) claim , their(children's) own understanding comes through hands and eyes and ears. The physical world is dominant at all times. Some of ways to attract students' attention and keep them occupied in activities are doing activities with lots of colored visuals such as posters and flashcards, toys, pictures, maps, puppets, realia and songs. If there is enough

time, it is also good for students to prepare their own materials, or they can be given projects as homework to color posters, pictures or make their own puppets. Preparing their own materials also shortens teachers' time.

Children are fond of connecting the dots activities, coloring pages, art craft activities, handcraft activities, games, pair work activities, puzzles, songs, chants and rhymes, storytelling, story reading, drama and dramatization, riddles, jokes and mazes.

Vanessa Reilly and Sheila M. Ward stated, "It is important for the language teacher to remember that young children may spend a long time absorbing language before they actually produce anything." (1999:7)

The following table presented by Reilly and Ward presented gives an outline of the young learners' characteristics, needs and the possible ways of meeting their needs (cited in Pazarbaşı, 2001:36).

General Characteristics	Needs because of these characteristics	Possible ways of meeting these needs
Have limited language skills and experience	Need clarity	Well-defined, well-explained activities
Have emotional needs	Need to feel part of or integrated in a group	Group work
Have short memories	Need constant recycling of input and activities complete in themselves	Topic-led work
Are imaginative	Need to be able to use their imagination in the L2 classroom	Prediction and participation
Are creative	Need to be able to create things and learn by doing	Art and crafts activities

Are energetic	Need to move and learn by doing	Total Physical Response
Have a short attention span	Need activities that appeal and make sense to them	Games
Are easily excited	Need activities to calm them down	'Setting' activities
Short attention span	Need different kinds of activities	Change the activity before they get bored.
Their timing differs from one to another	Remaining times needs to be fulfilled	Have some toys, games or jigsaws for the quicker students

2.4 Learning Styles

People learn in many different ways and nobody learns in exactly the same way to another. All children in language classrooms have different learning styles. In a class, a learning style is a student's preferred way of taking in new information, in other words, it is a set of strategies a student uses to gather information. These learning styles affect how students process information. Students usually learn best and quickest when they are allowed to learn the subject by using their own favorite learning style but it is difficult for a teacher to appeal all kinds of learners in a class environment. There are three primary learning styles: (VAK)

Visual learning (seeing)

Auditory learning (hearing)

Kinesthetic / tactile learning (moving/touching)

Although each student has his/her own learning style, most students will have learning styles that are predominately grouped into one of VAK. It is important to teach each student in the way that students learn best. In 2.4.1, strategies to help visual learners are listed for both teachers and learners. In part 2.4.2, strategies to

help auditory learners are listed for both teachers and learners. In section 2.4.3, strategies to help kinesthetic learners are listed for both teachers and learners.

2.4.1 Visual Learners

In language classes, visual learners like to learn through written language, such as reading and writing tasks. They remember what has been written down easily. Learners who are visual, usually learn by looking at charts, demonstrations, videos, and other visual materials. They are interested in class surroundings such as posters, flashcards, and wall charts. Elliot (2005:161) gives clues for teachers in his book "Teaching on Target: Models, Strategies, And Methods That Work" as follows;

- Use flash cards
- Have students attempt to visualize words or information with eyes closed (to minimize distraction)
- Ask students to write memos and notes to themselves concerning important words
- Write definitions for assignments in clearly discernible lettering and post them
- Use videos, computers, further media to reinforce classroom instruction

Moreover, Lobb (2003:6) gives ideas for visual students to make learning easy in her book "Learning Strategies for School, Home, and Work" as follows;

- Write down things you want to remember.
- Take notes. Read them over and over.
- Make flash cards. Look at them over and over.
- Study alone.
- Study in a quiet place.
- Underline or highlight main ideas. Read these many times.

- Write notes. Cover them. Try to see them in your mind. Write them again.

- Make outlines of important points.
- Use charts, maps, and pictures to study.
- Keep study materials neat.

2.4.2 Auditory Learners

Auditory learners are the kinds of learners that often benefit from reading the text aloud, and they do not afraid of speaking in class. They learn by hearing and speaking. They listen to teachers' instructions very carefully so giving clear instructions is very important for auditory learners. They easily learn by listening and enjoy listening to songs; even listening to classical music facilitates their learning. They also learn by talking and studying with others and/or in groups and/or in pairs. Elliot (2005:161) gives clues for teachers in "Teaching on Target: Models, Strategies, And Methods That Work" as follows;

- Give oral as well as written directions.
- Tape important reading material for students to listen while they are reading a passage.
- Put assignment directions on tape so students can replay them when needed.
- *Give* students oral rather than written tests.
- Have students read or drill essential information with a tape recorder, reciting information into the recorder and playing it back.
- Use published audiotapes with students.
- Have students read or drill aloud to themselves or with another pupil.
- Have another pupil read important information to students with learning disabilities.

- Have students repeat words aloud while writing them down on paper in order to keep them from leaving out words or phrases.
- Have students silently vocalize material mentally.
- Have learners close their eyes and try to "hear" words or information, repeating in order to block out distractions

Lobb (2003:6) gives ideas for auditory students to make learning easy in "Learning Strategies for School, Home, and Work" as follows;

- Listen carefully when information is explained.
- Talk about the information with a friend.
- Say information you want to remember aloud several times.
- Make a tape of something you want to learn. Listen to it repeatedly.
- When you read, stop and say aloud what each paragraph is about.
- Make flash cards. Read them aloud as you study.
- Read aloud when you can.
- Have directions explained to you.
- Study with a friend.
- Underline or highlight main ideas. Read these aloud repeatedly.

2.4.3 Kinesthetic Learners

Kinesthetic learners are those who learn through experiencing/doing things. They prefer to learn by getting their body into action and moving around. They cannot sit still for long time in class so games and moving competitions work well with these kinds of students. They tend to lose concentration quickly; they have a very short attention span. They like learning through role-plays and dramatizations.

Elliot (2005:161) gives clues for teachers in “Teaching on Target: Models, Strategies, And Methods That Work” as follows;

- Provide clear orientations in space and location in the world
- Use charts, maps, graphs, and contrasting images
- Provide hands-on activities in all subject areas
- Make use of appropriate teacher touch while talking in order to get and maintain attention
- Permit learning by moving or doing
- Challenge students with role-playing, sports, drama, simulated life situations, and so on
- Reward with free exploration of manipulative or hands-on art

CHAPTER III

DATA COLLECTION AND ANALYSIS OF THE DATA COLLECTED

3.0 Presentation

Chapter 3, which consists of six sections aims to introduce the research technique used, and this chapter aims to analyze and evaluate the results of the questionnaire, which has been administered to the target students. 3.0 is for presentation. 3.1 gives information about the research technique used in this thesis. 3.2 presents information about the student questionnaire and participants, 3.3 presents information about the teacher questionnaire and participants, 3.4 is designed to present the findings of the results along with the graphics of student questionnaire, 3.5 is designed to present the findings of the results along with the graphics of teacher questionnaire.

3.1 Methodology

This study has been carried out with action research technique, which represents an educational research whose main characteristic is to pursue action and research outcomes at the same time. Action research is intended to be a workable technique for working classroom teacher. It is directly related to the issue or program that a teacher has chosen to explore.

Action research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practice, their understanding of these practices, the situation in which the practices are carried out.

Action research is the systematic study of attempts to improve educational practice groups of participants by means of their own practical actions and by means

of their own reflection upon the effects of those actions.

Action Research is a tool for teacher and curriculum development. It aims to increase the teacher's understanding of classroom teaching and learning and young learners' needs and developing supplementary materials for them.

The main purpose is self-improvement and increasing knowledge about curriculum, teaching and learning situation. The ultimate result is improvement in the class and school.

Defining and describing; exploring and analyzing; interpreting and explaining; planning, implementing and evaluation are the routines of an Action Research.

Therefore, in the light of these, this study has been carried out by in the form of an Action Research. The findings will help the researcher to introduce sample activities, additional and supplementary materials for the fourth graders in reference with the New English Curriculum.

3.2 Student Questionnaire and the Participants

The student questionnaire consists of five parts; A- student profile, B- Student needs analysis, C- Student course book evaluation form D- workbook evaluation form, and E- Activities. The student questionnaire consists of totally forty-two items

The major reason of applying this questionnaire is to evaluate the course book from the view of students. As the age group of the participants is 10-11, the questions have been organized in a simple way, so that they can understand and answer the questions easily. The researcher has provided a relaxed atmosphere and has preferred to be silent while the participants are responding the questions. The questionnaire has been given to 169 students. However, nineteen of the questionnaires have been eliminated, since they were incomplete or contained more than one answer for some

of the questions (for the English version of the questionnaire, see Appendix 1 and for the complete version of the questionnaire in Turkish, see the Appendix 2).

3.3 Teacher Questionnaire and the Participants

The teacher questionnaire consists of five parts; A- teacher profile, B- student needs analysis, C- student course book evaluation form, D- workbook evaluation form and E- teacher's book and supplementary materials evaluation form. The student questionnaire consists of totally seventy-six items

The major reason of applying this questionnaire to the teachers is to evaluate the course book from the view of teachers. The researcher has sent the questionnaire to the teachers who live and teach in different cities via e-mail. The major aim is to reach many teachers from different cities to get valid results. The questionnaire has been sent to over 90 teachers and 61 of the teachers replied to mail. 11 of them have been eliminated, since they were incomplete or because the teachers who are not teaching the book answered them. (For the complete version of the questionnaire, see Appendix 3 and for the complete version of the questionnaire in Turkish, see the Appendix 4).

**STUDENT QUESTIONNAIRE
AND
DATA ANALYSIS**

3.4 Analysis and Evaluation of the Student Questionnaire

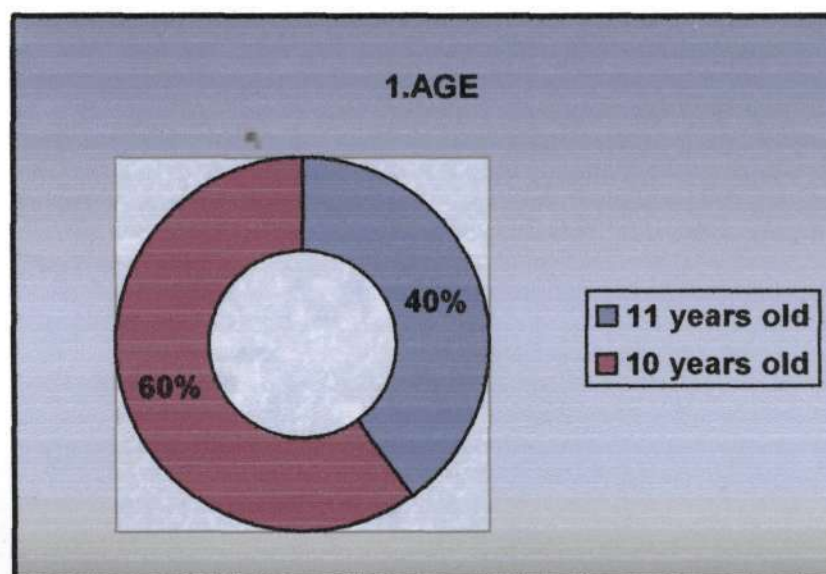
Students are given a questionnaire that consists of five sections. The first part aims to analyze the profile of the students; sex and age of the learners are identified in this part. In the second part (student needs analysis), students' expectations, their preferences in language learning, their thoughts about course books and especially Time for English are identified. In the third part, the course book is evaluated from the point view of students in detail and in the fourth part, workbook is evaluated in detail. Lastly, the fifth part is designed to discover students' preferences about the activities in the course book. Randomly chosen sixteen kinds of activities are listed (with the pictures to make them remember the activities easily) and students are wanted to choose the activity they liked the best and the activity they think they learned English much. The items have been designed in a simple way, so that students can understand and answer them easily.

STUDENT PROFILE

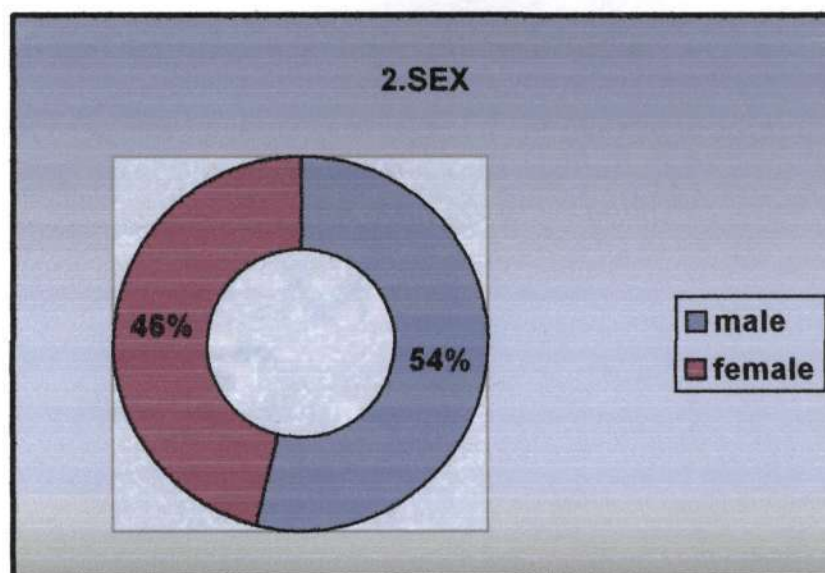
1. AGE:

60-11 years old

90- 10 years old



In the graphic, it is seen that 60% of the students are 11 years old and 40% of the students are 10 years old.

2. SEX:**81 Male****69 Female**

It is understood from the graph that 54% of the students are boy and 46% of the students are girl.

STUDENT NEEDS ANALYSIS

3. Where do you expect to use English in the future?

In this question, nearly all of the students stated that they would use English for educational and academic purposes. They said that they would also use English when they go abroad. Some of the students also mentioned using English for touristy purposes.

4. Which one is the most important skill in learning English?

12 reading

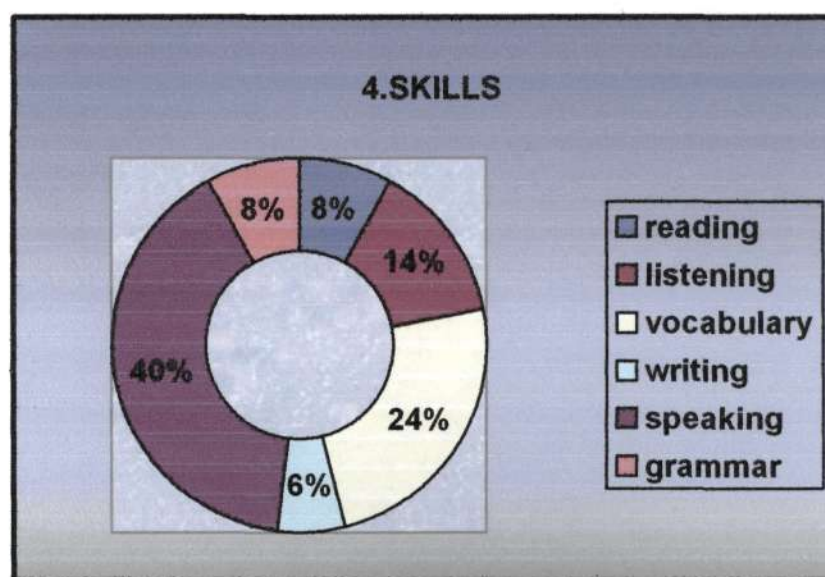
21 listening

36 vocabulary

9 writing

60 speaking

12 grammar



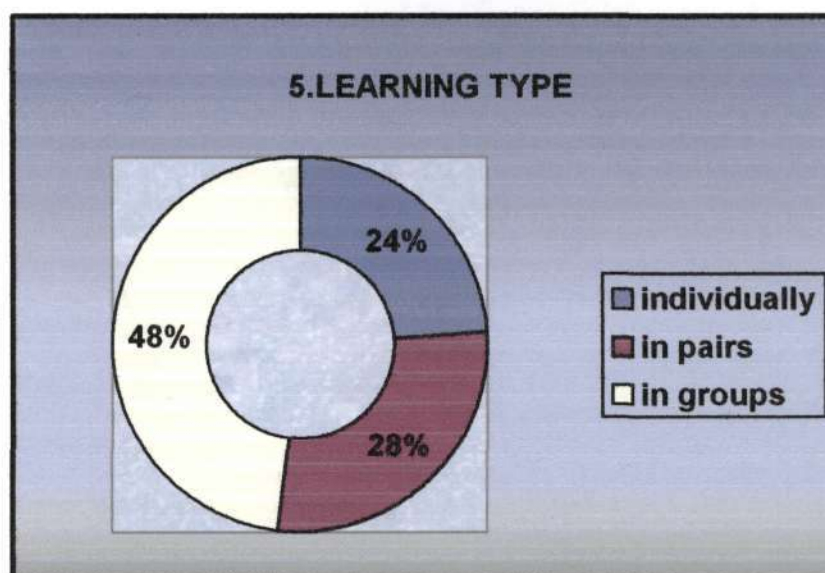
Considering the given answers to the most important skill item, students are mostly aware of the importance of speaking. 40% of the students marked speaking as the most important skill in learning English. Vocabulary (24%) and listening (14%) follow the importance order of the skills according to the students. The least important skills according to the students are reading (8%), grammar (8%) and writing (6%).

5. Choose one of the below;

36 I like learning individually.

42 I like learning in pairs.

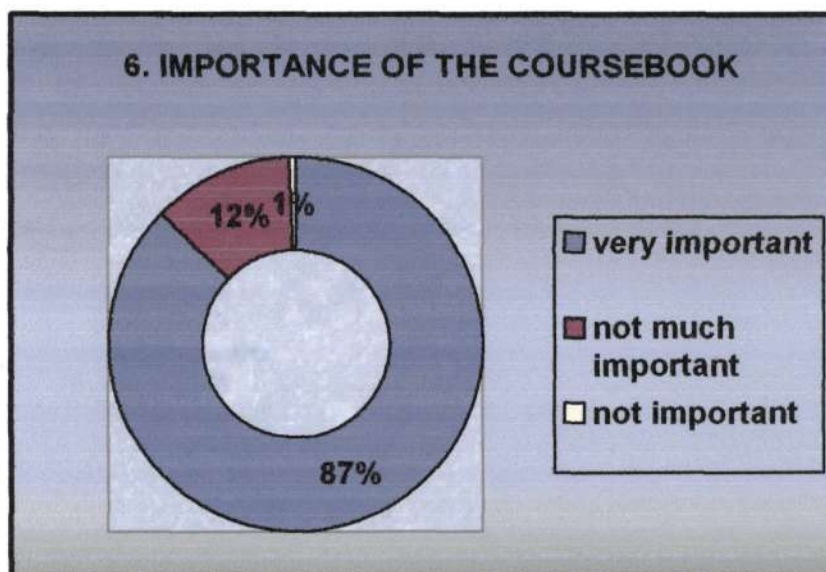
72 I like learning in groups.



48% of the students prefer to study and learn English in a group. 28% of the students prefer to study and learn English with a partner. 24% of the students prefer to study and learn English individually. Most of the students' choice is I like working in a group, so more group work activities can be included to the student's book.

6. What is the importance of a course book in a language-teaching program?

131 very important **18** not much important **1** not important

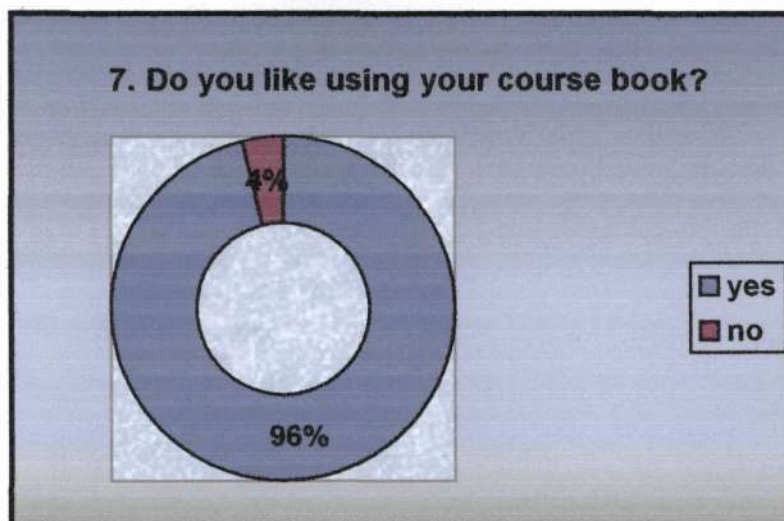


Nearly all of the students (87%) agreed that course book is very important in learning a language. As course books are the only resources they can refer at home, they play a very important role in reviewing the learned subjects.

7. Do you like using your course book?

144 yes

6 no



It is clearly seen that substantial part (96%) of the students liked the book very much.

If yes, why? The mostly given answers to this question are “because it is colorful”, “there are a lot of coloring activities”, “there are a lot of games”, and “there are connecting dot activities”

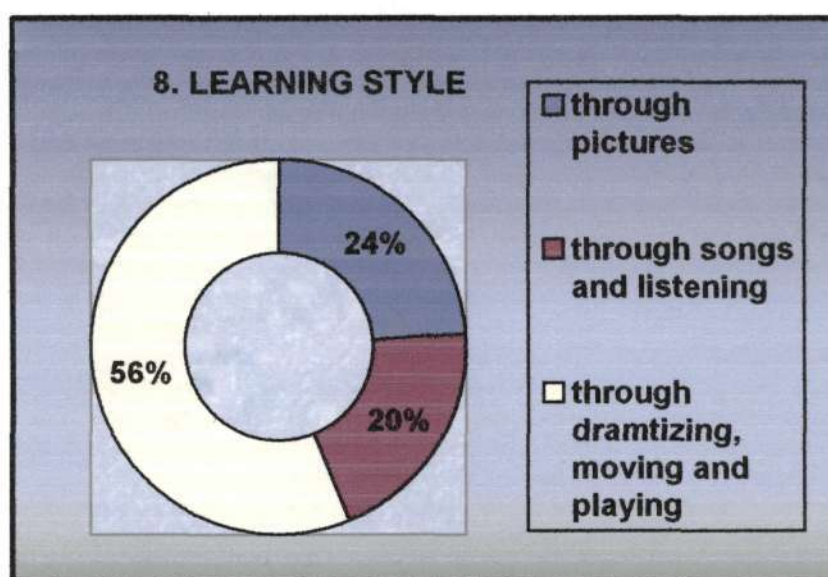
If no, why not? Only six of the students said no and two of them written that the course book is boring and the other four did not write any reason for this question.

8. Choose one of the below;

36 I like learning through pictures

30 I like learning through songs and listening

84 I like learning through dramatizing, moving and playing



It appears that more than half (56%) of the students like learning through dramatizing, moving in class and playing. As they are ten /eleven year olds, their major characteristic is their being very active. These ages of learners are generally kinesthetic learners. When it is considered, it is crucial to attach importance to games, competitions and songs-especially, which contain acts and body movements. As songs (especially which contain body movements) both address to kinesthetic and auditory learners, they play an important role in English classes and "Time for English" satisfies the needs of learners. "Time for English" is also a very colorful and enjoyable book, which attaches children's interest. As it is seen from the preceding question they liked the book very much and the very basic reason is that it is being colorful and because it contains games or game like activities.

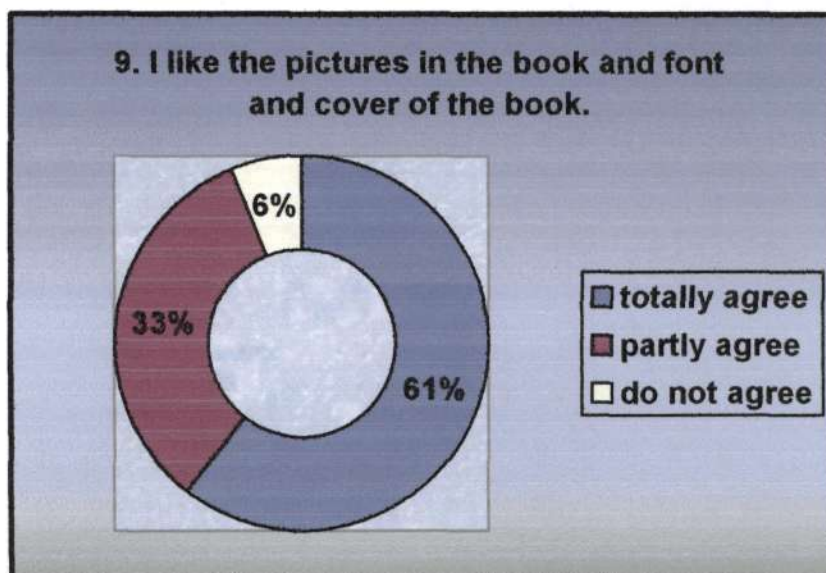
STUDENT COURSE BOOK EVALUATION

9. I like the pictures in the book and font and cover of the book.

91 totally agree

50 partly agree

9 do not agree



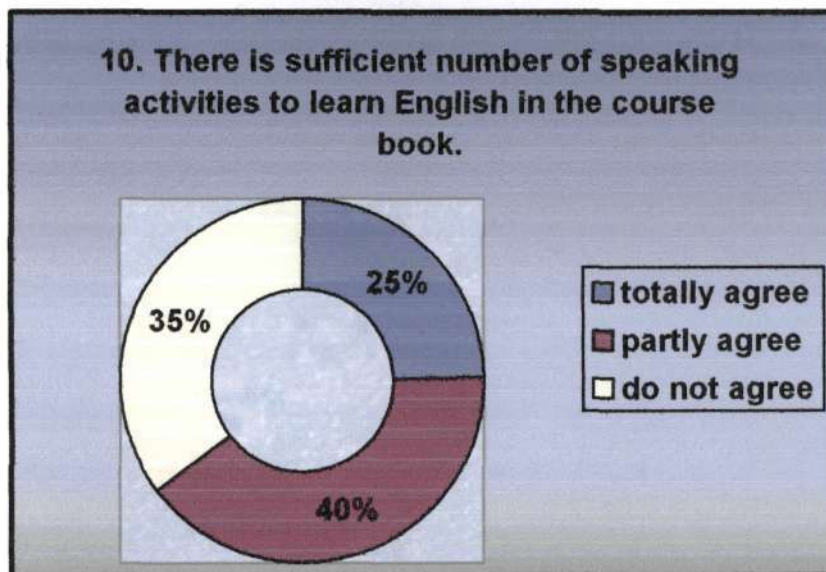
It can be seen that more than half of the students (61%) like the pictures, font, and cover of the book. A very small percent (6%) of the students did not like the pictures, font, and cover of the book.

10. There is sufficient number of speaking activities to learn English in the course book.

37 totally agree

60 partly agree

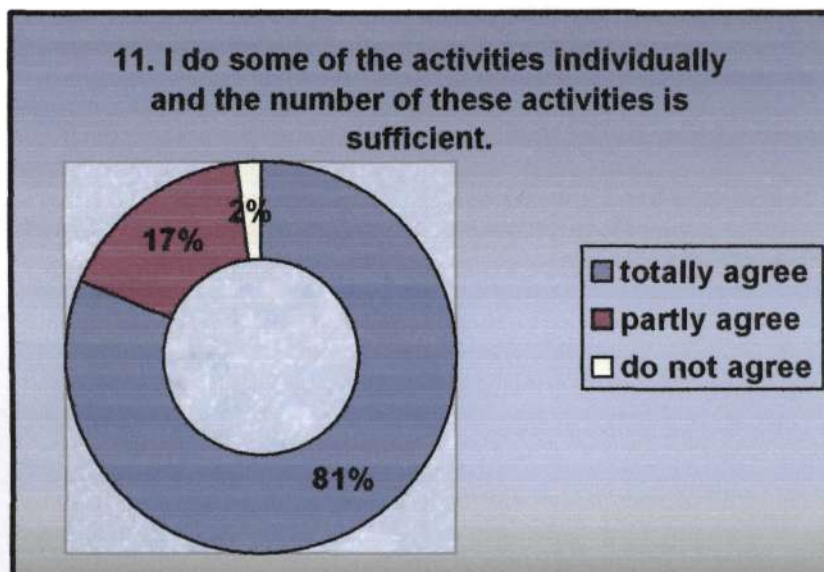
53 do not agree



25% of the students totally agree that there is sufficient number of speaking activities in the course book but majority of the students do not agree or partly agree that there is sufficient number of speaking activities in the course book. It is known that some of the activities involve speaking but according to the students, it is not enough. It is clear that, they have little language capacity so the number of speaking activities to be inserted into the book is limited.

11. I do some of the activities individually and the number of these activities is sufficient.

122 totally agree 25 partly agree 3 do not agree



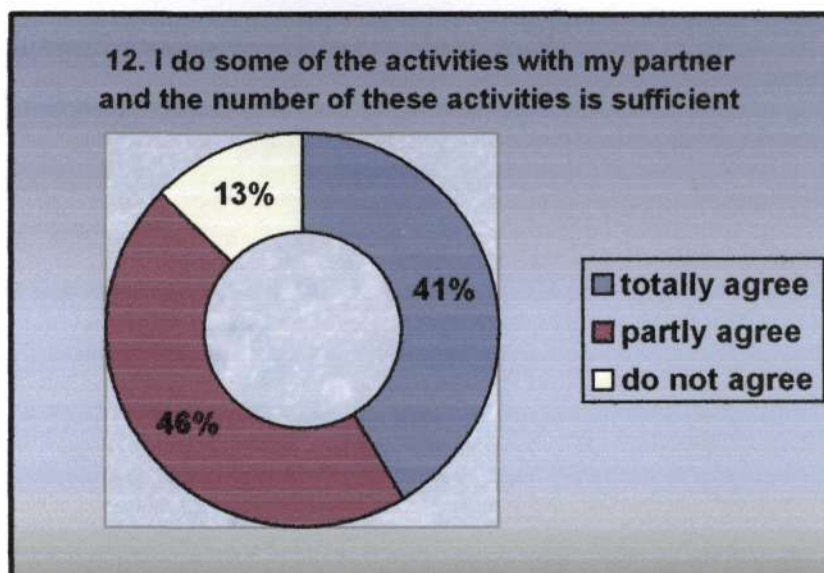
It is seen that 81% of the students totally agree and 17% of the students partly agree that they do some of the activities individually and the number of these activities is sufficient. It can be seen that there is enough number of activities that the students do by themselves, individually.

12. I do some of the activities with my partner and the number of these activities is sufficient.

62 totally agree

69 partly agree

19 do not agree



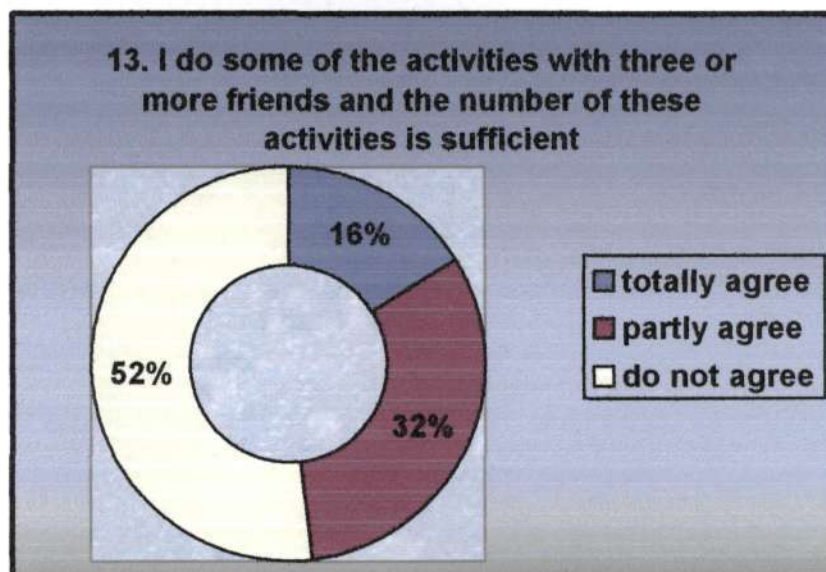
It is seen that 41% of the students totally agree and 46% of the students partly agree that there are some activities that involve pair work. It is understood that there are enough number of pair work activities in the book.

13. I do some of the activities with three or more friends and the number of these activities is sufficient.

24 totally agree

48 partly agree

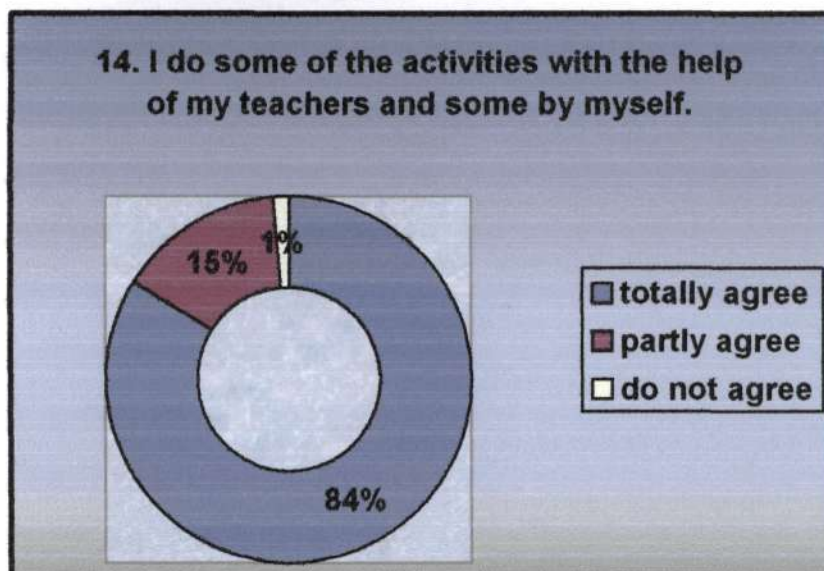
78 do not agree



It is understood from the chart that only 16% of the students totally agree and 52% of the students do not agree that there are some group work activities in the course book. It is understood that students generally like studying in groups therefore, there should be more group work activities in the course book. On the other hand, when management problems are thought the number of group work activities seems sufficient.

14. I do some of the activities with the help of my teachers and some by myself.

126 totally agree 22 partly agree 2 do not agree



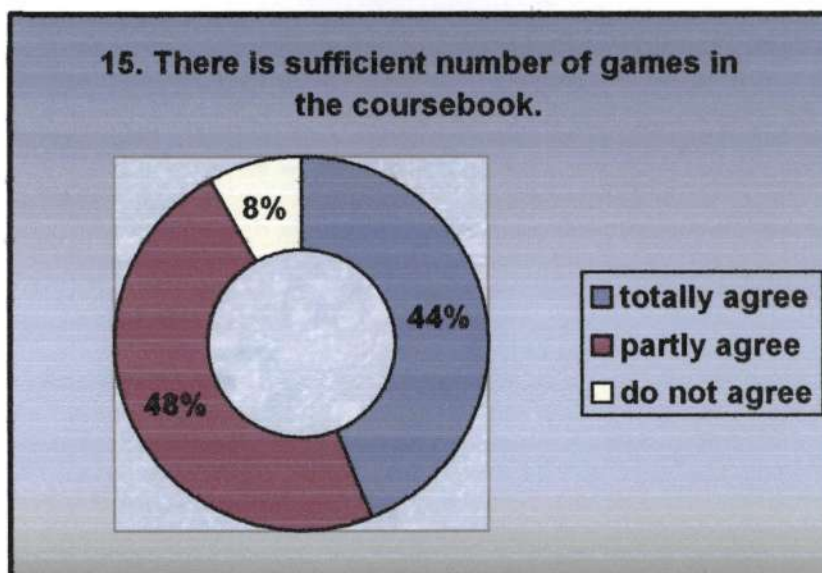
84% of the students totally agree that they do some of the activities with the help of their teachers and some by themselves. It is understood that the course book covers both teacher bounded and free activities.

15. There is sufficient number of games in the course book.

66 totally agree

72 partly agree

12 do not agree



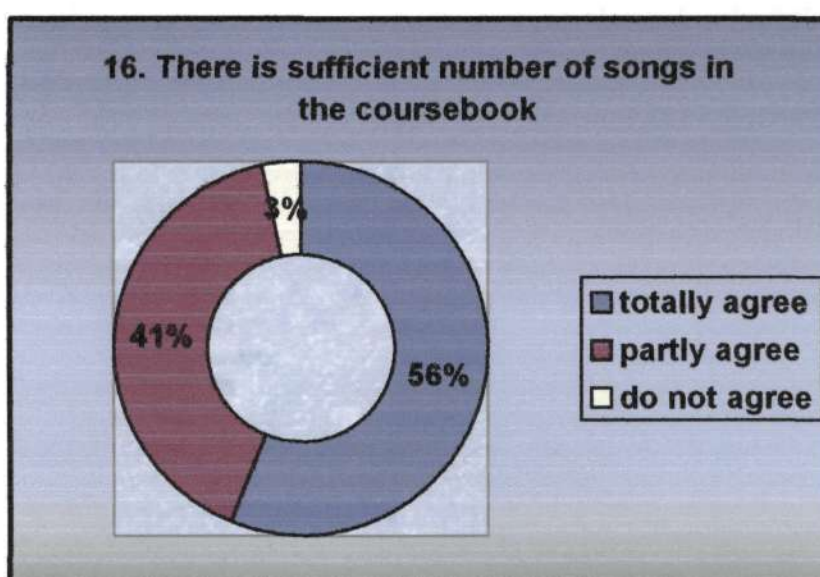
It is a well-known fact that young learners' world is composed of games. Although they will never be satisfied with games, the graph shows %44 of the students totally and 48% of students partly satisfied with the number of games in the course book. Therefore, it can be said that the number of the games in the course book is sufficient.

16. There is sufficient number of songs in the course book.

84 totally agree

61 partly agree

5 do not agree



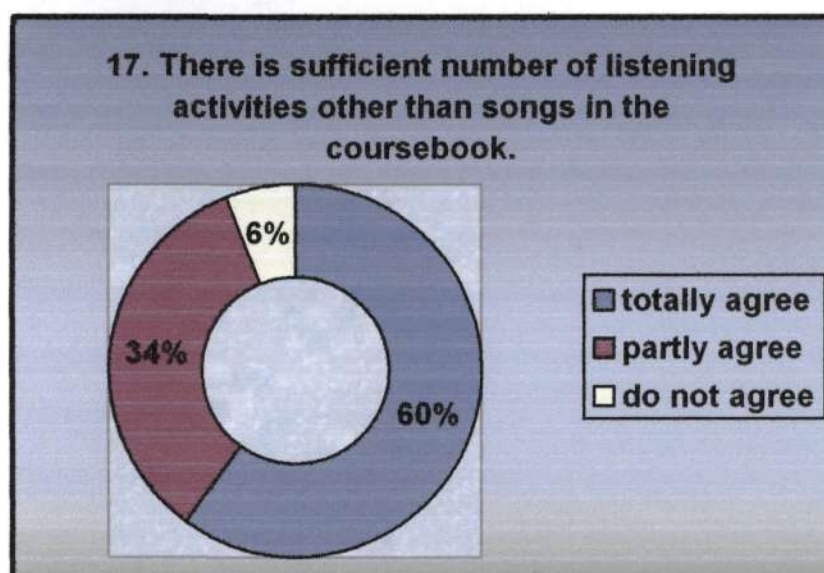
It is also a well-known fact that children love songs and love dancing. The graph shows %56 of the students totally and 41% of students partly satisfied with the number of songs in the course book. Therefore, the number of the songs in the course book is sufficient according to the given answers.

17. There is sufficient number of listening activities other than songs in the course book.

90 totally agree

51 partly agree

9 do not agree



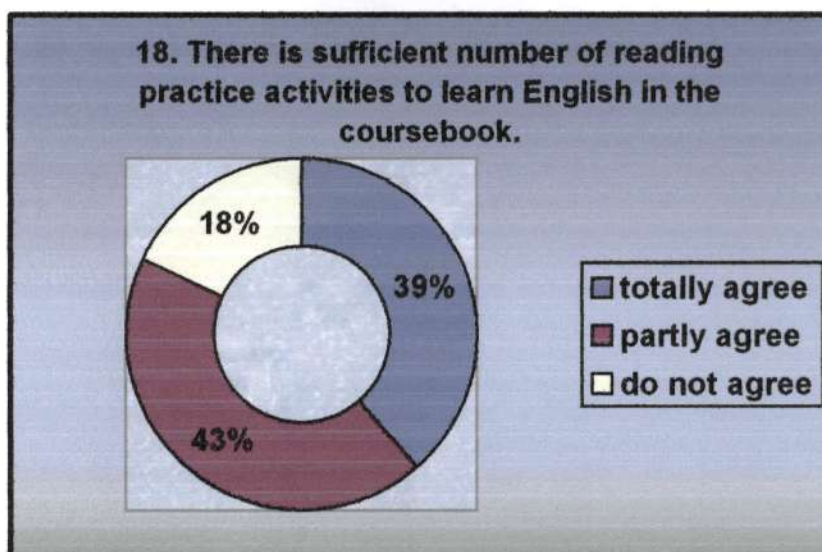
The graph shows 60% of the students totally and 34% of students partly agree that there is sufficient number of listening activities other than songs in the course book. Only 6% of the students do not agree that there is sufficient number of listening activities other than songs in the course book. Therefore, it is clear that the number of listening activities other than songs in the course book is sufficient according to the students.

18. There is sufficient number of reading practice activities to learn English in the course book.

58 totally agree

65 partly agree

27 do not agree



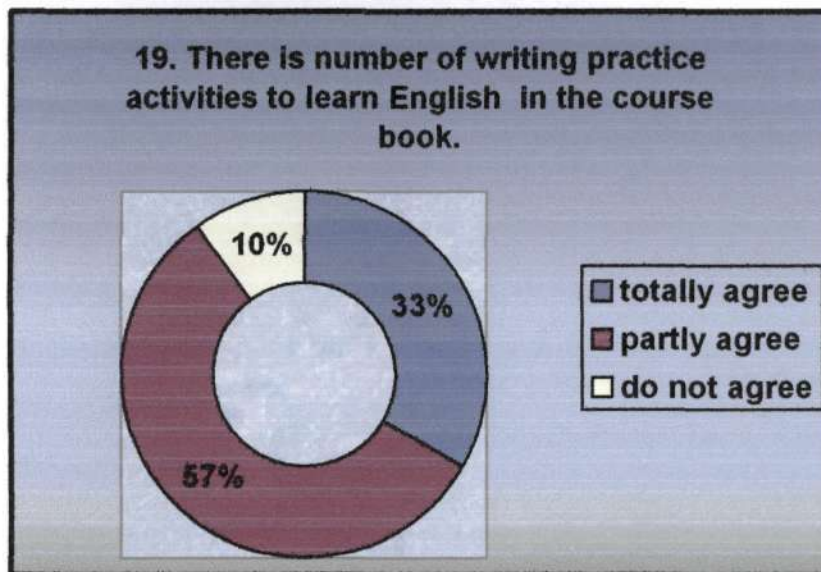
According to the given answers, 39% of students totally agree and 43% of students partly agree that there is sufficient number of reading practice activities in the course book. Only 18% of students do not agree that there is sufficient number of reading practice activities in the course book. It is clear that beginner level students reading capability is limited. In the book, sentence-level reading and short paragraphs are given to satisfy the needs of learners.

19. There is sufficient number of writing practice activities to learn English in the course book.

50 totally agree

85 partly agree

15 do not agree



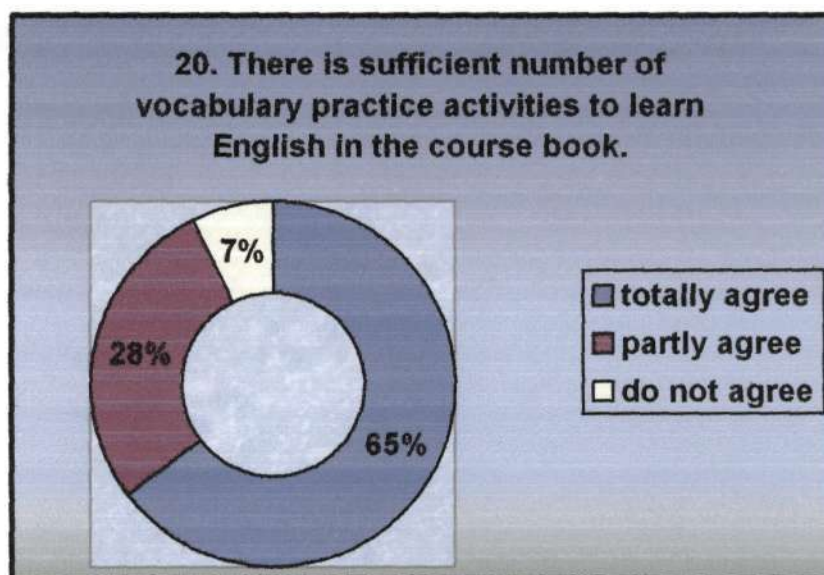
According to the given answers, 33% of students totally agree and 57% of students partly agree that there is sufficient number of writing practice in the activities. Only 10% of students do not agree that there is sufficient writing practice in the activities. It is important for students to practice writing, as English words' spelling is different from their pronunciation. However, as stated before, the first skills to be learned in second language acquisition are listening and speaking so the course book covers enough writing tasks with different kinds of activities.

20. There is sufficient number of vocabulary practice activities to learn English in the course book.

97 totally agree

42 partly agree

11 do not agree



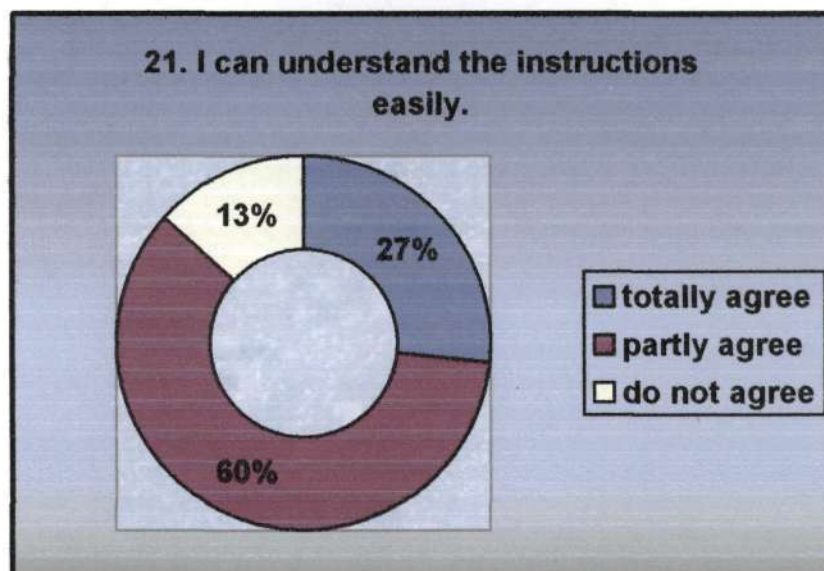
According to the given answers, 65% of students totally agree and 28% of students partly agree that there is sufficient vocabulary practice in the activities. Only 7% of students do not agree that there is sufficient vocabulary practice in the activities. Vocabulary learning is crucial at the beginning stage of language learning. With regard to this, there are many vocabulary practice activities in the course book and the number of these activities is sufficient.

21. I can understand the instructions easily.

40 totally agree

90 partly agree

20 do not agree



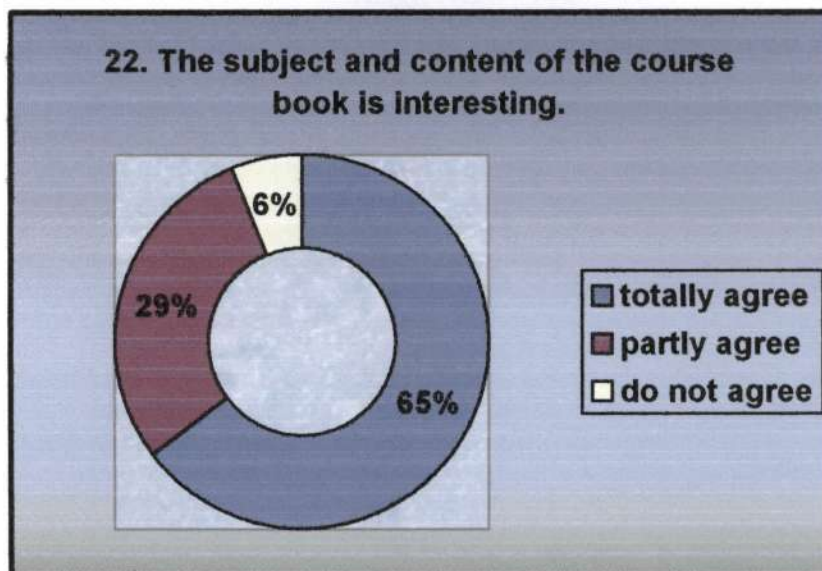
According to the given answers, 27% of students totally agree and 60% of students partly agree that they can understand the instructions easily. Only 13% of students do not agree that that they can understand the instructions easily. After students make some progress, they get used to the instructions and start to understand them unconsciously.

22. The subject and content of the course book is interesting.

97 totally agree

44 partly agree

9 do not agree



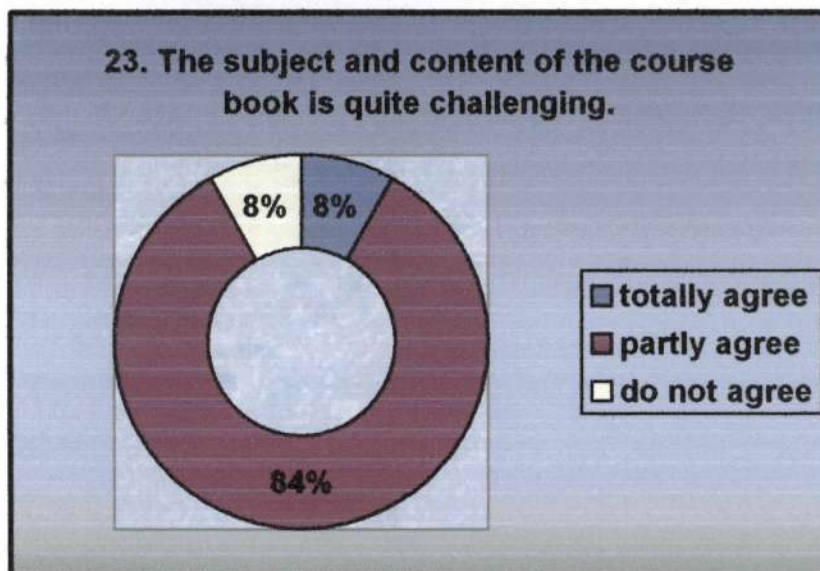
According to the given answers, more than half of the students (65%) totally agree and 29% of students partly agree that the subject and content of the course book is interesting. Only 6% of students do not agree that the subject and content of the course book is interesting. It is a known fact that interesting subjects increase motivation of the students. It is clearly seen from the graph that the subject and the content of the course book attaches students' attention.

23. The subject and content of the course book is quite challenging

12 totally agree

126 partly agree

12 do not agree



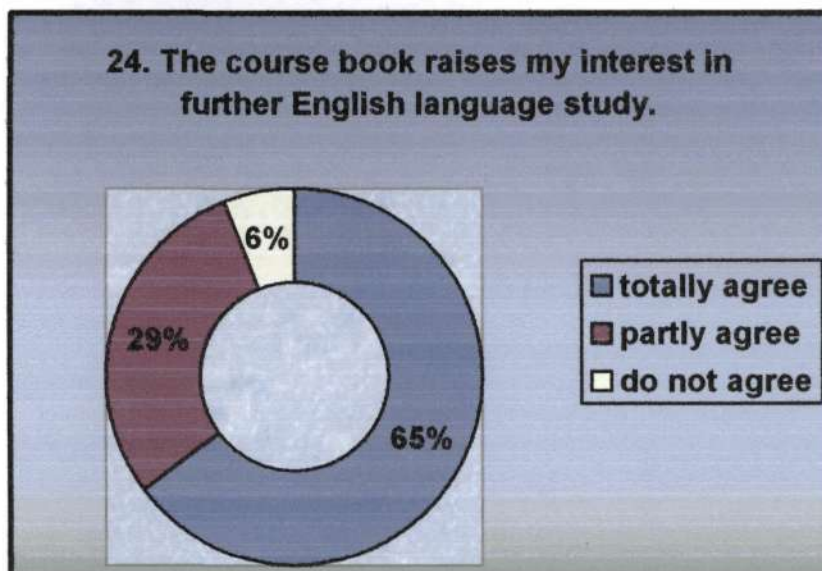
Nearly all of students (84%) partly agree that the subject and content of the course book is quite challenging. By the help of teacher, subjects being quite challenging is beneficial for the students. According to Krashen's "i+1" theory we acquire language only when we understand language that contains structure that is 'a little beyond' where we are now. So being a little beyond where students are now is desired for language acquisition. In addition, when students experience success in difficult subjects, they gain confidence and they understand that they can learn subjects that are even more difficult.

24. The course book raises my interest in further English language study.

97 totally agree

44 partly agree

9 do not agree



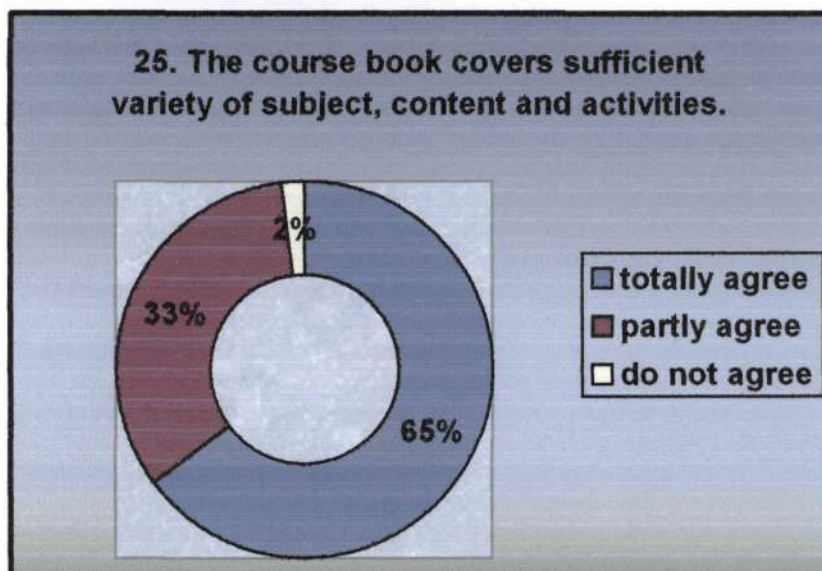
According to the given answers, 65% of the students totally agree and 29% of students partly agree that the course book raises their interest in further English language study. Only 6% of students do not agree that the course book raises their interest in further English language study. The results show that they liked the course book; preceding question also supports this result.

25. The course book covers sufficient variety of subjects, content and activities.

97 totally agree

50 partly agree

3 do not agree



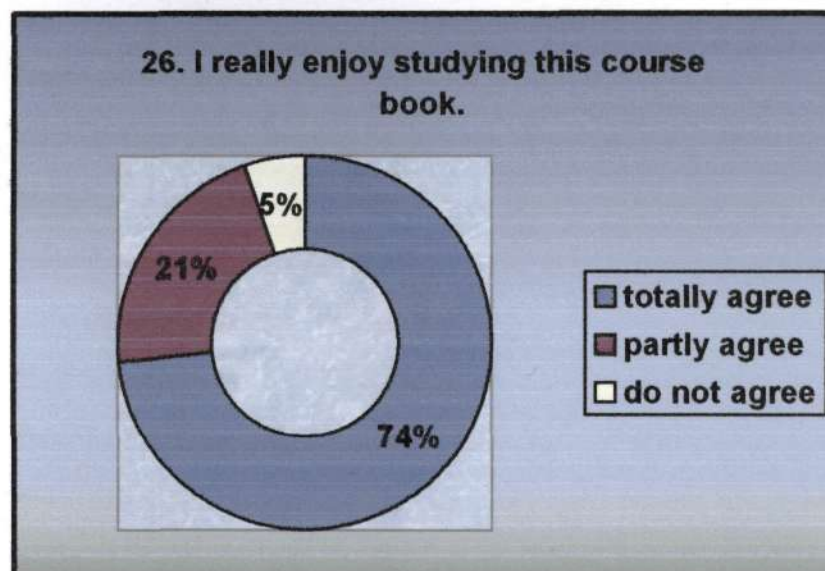
65% of the students totally agree, 33% of students partly agree and only 2% of students do not agree that there is sufficient variety of subjects, content, and activities in the course book. These ages of learners easily get bored and distracted and diversification in subjects, content, and activities is significant in language classes to attach their attention continuously to the subject. In addition, there are different types of students in class and by containing different kinds of subjects, content, and activities; the course book addresses every kind of students in at least one aspect.

26. I really enjoy studying this course book.

106 totally agree

32 partly agree

12 do not agree



According to the given answers, 74% of the students totally agree and 21% of students partly agree that they really enjoy studying this course book. Only a very small part of the students does not agree that they really enjoy studying this course book. It is understood that the course book is generally approved and liked by the students.

27. What are other positive or negative thoughts about the course book that are not mentioned?

Students generally mentioned that they liked the book very much. They said that the activities are colorful and enjoying. They said that they like studying English with this book. Only a few students stated that they do not like the cover.

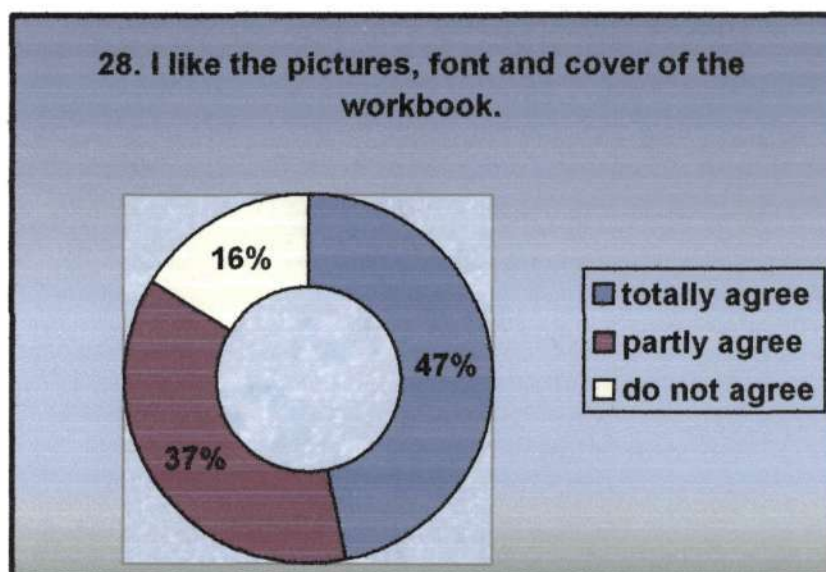
STUDENT WORKBOOK EVALUATION

28. I like the pictures, font, and cover of the workbook.

70 totally agree

56 partly agree

24 do not agree



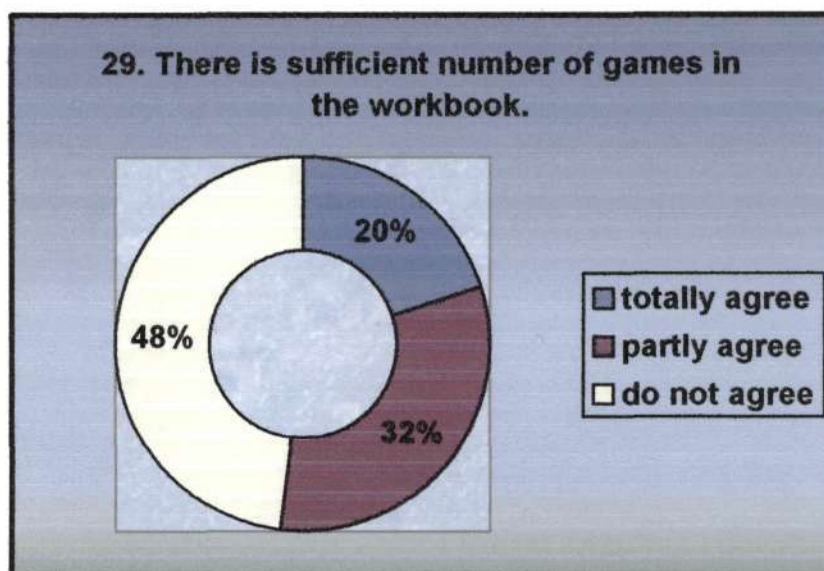
It can be seen from the graph that nearly half of the students (47%) like and 37% of the students partly liked the pictures, font and cover of the workbook. 16% of the students did not like the pictures, cover, and font of the book. The majority of the students like the pictures, cover, and font of the book.

29. There is sufficient number of games in the workbook.

30 totally agree

48 partly agree

72 do not agree



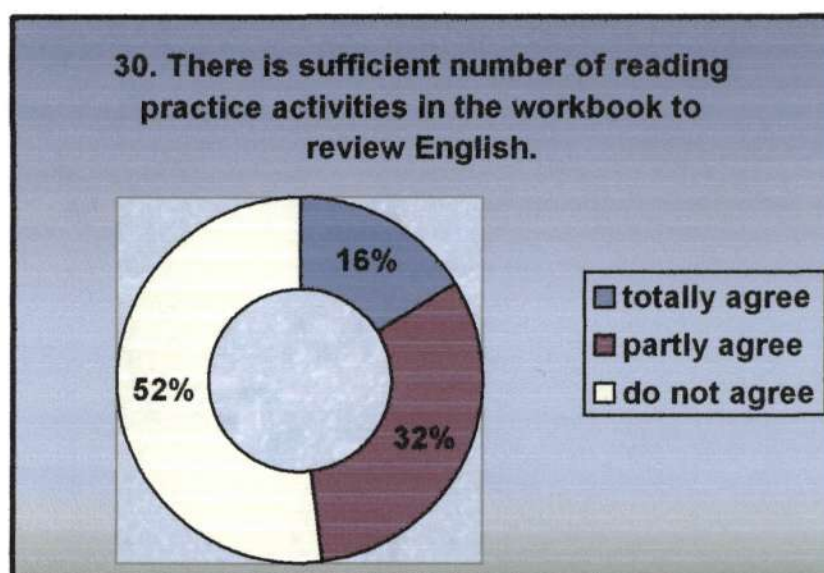
The graph shows that only 20% of the students totally and 32% of students partly satisfied with the number of games in the workbook. Almost half (48%) of the students believe that the number of the games in the workbook is not sufficient. More game like activities should be inserted into the workbook.

30. There is sufficient number of reading practice activities in the workbook to review English.

24 totally agree

48 partly agree

78 do not agree



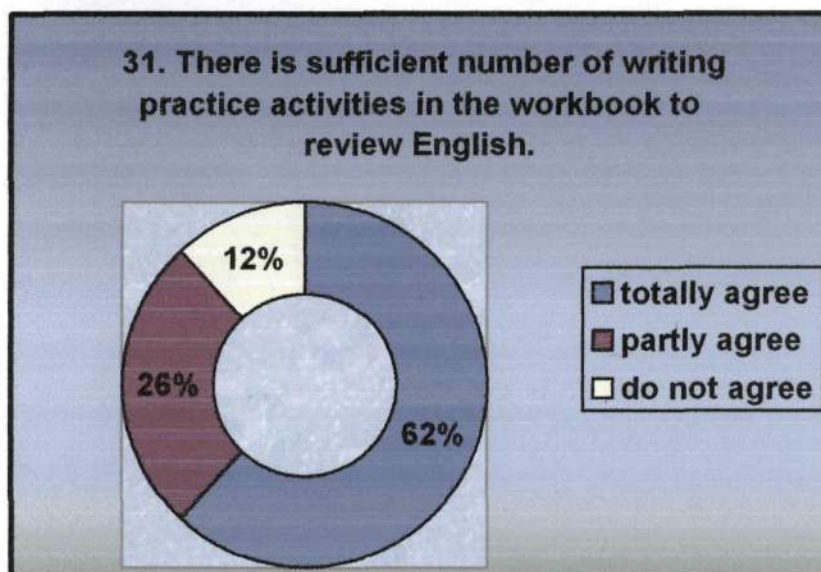
According to the given answers, 16% of students totally agree that there is sufficient reading practice in the workbook. 32% of students partly agree and more than half of the students do not agree that there is sufficient number of reading practice activities. When the results are taken into account, more reading practice activities should be added to the workbook.

31. There is sufficient number of writing practice activities in the workbook to review English.

92 totally agree

40 partly agree

18 do not agree



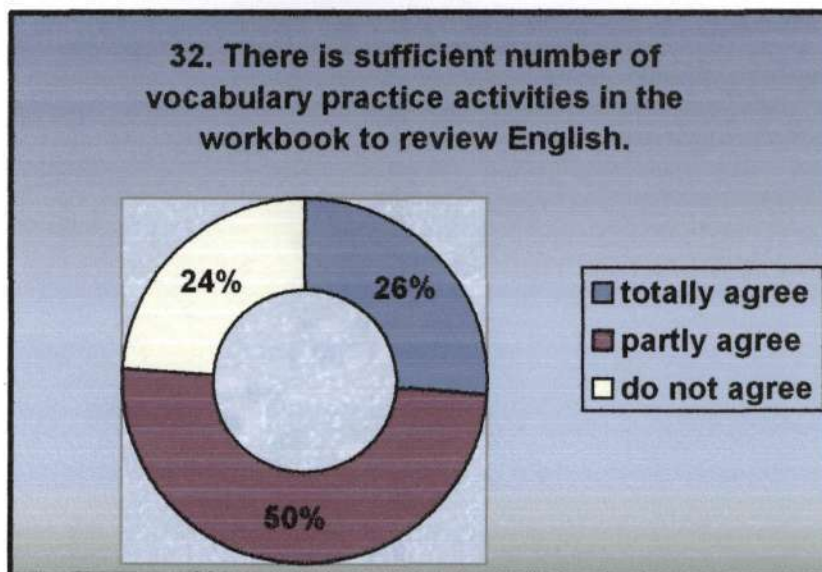
According to the given answers, 62% of students totally agree and 26% of students partly agree that there is sufficient number of writing practice activities in the workbook. Only 12% of students do not agree. The results show that workbook provides adequate writing practice.

32. There is sufficient number of vocabulary practice activities in the workbook to review English.

39 totally agree

75 partly agree

36 do not agree



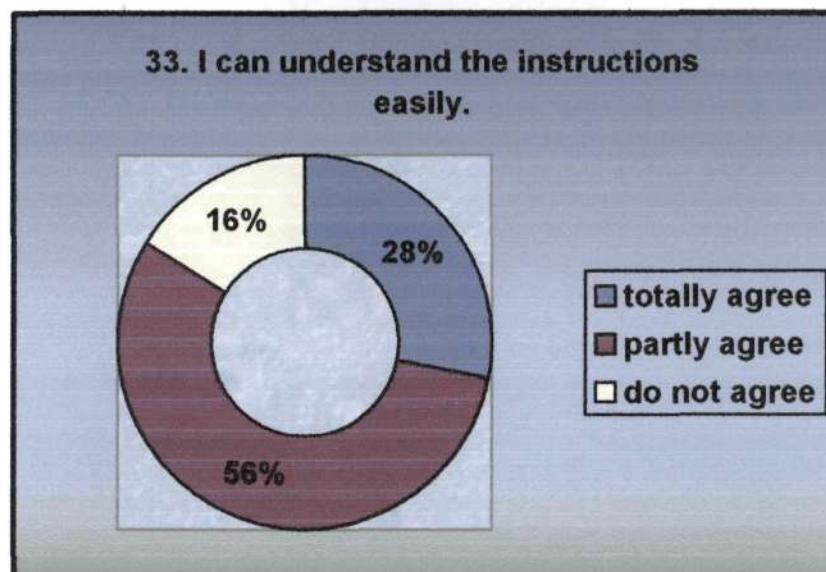
According to the given answers 26% of students totally agree (it was 65% in the course book) and 50% of students partly agree (it was 28% in the course book) that there is sufficient vocabulary practice in the workbook. 24% of students do not agree that there is sufficient vocabulary practice in the workbook. Workbook is a little bit poor in vocabulary practice activities when compared to course book. Therefore, there would be more vocabulary practice activities in the workbook to review the learned vocabulary in the course book.

33. I can understand the instructions easily.

42 totally agree

84 partly agree

24 do not agree



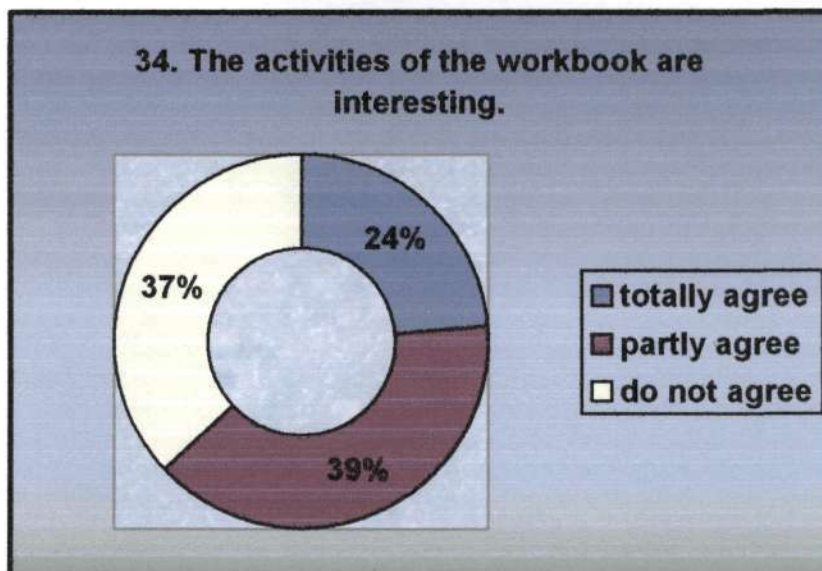
According to the given answers 28% (it was 27% in the course book) of students totally agree and 56% (it was 60% in the course book) of students partly agree that they can understand the instructions easily. Only 16% (it was 13% in the course book) of students do not agree that that they can understand the instructions easily. As it can be seen, the results of the same question to the course book and workbook are very close because same kind of instructions are used in both course book and workbook. They not only review the learned subjects but also instructions in the workbook in the same way.

34. The activities of the workbook are interesting.

36 totally agree

60 partly agree

56 do not agree



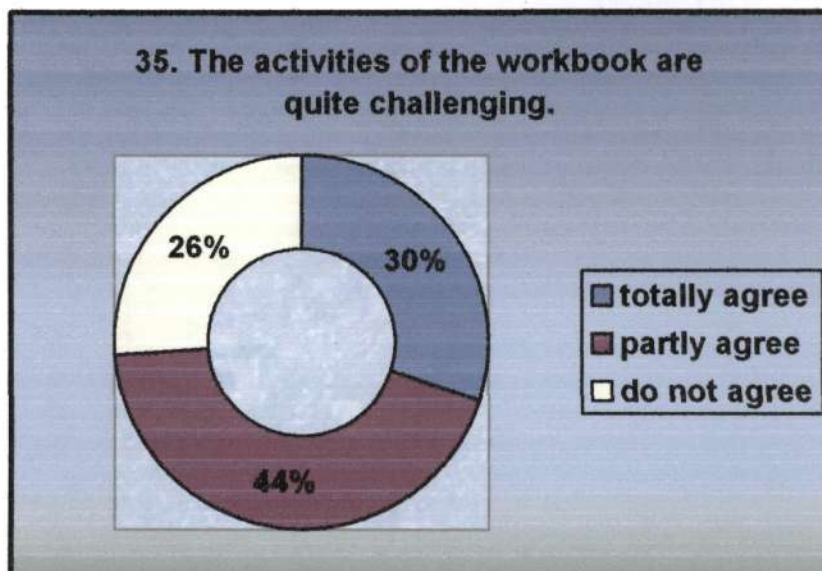
According to the given answers, 24% of the students totally agree and 39% of students partly agree that the activities of the workbook are interesting. A good few of students (39%) do not agree that the activities are interesting. When compared to course book students find workbook less interesting. To attract students' attention there should be more craft and puzzle like activities in the workbook.

35. The activities of the workbook are quite challenging.

45 totally agree

66 partly agree

39 do not agree



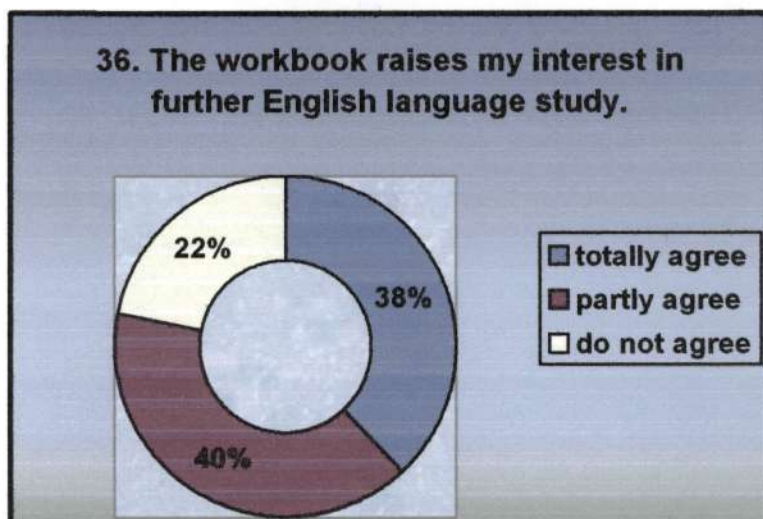
30% of the students find activities challenging in the workbook. 44% of the students partly agree that the activities of the workbook are quite challenging and 26% of the students do not agree that the activities of the workbook are quite challenging.

36. The workbook raises my interest in further English language study.

57 totally agree

60 partly agree

33 do not agree



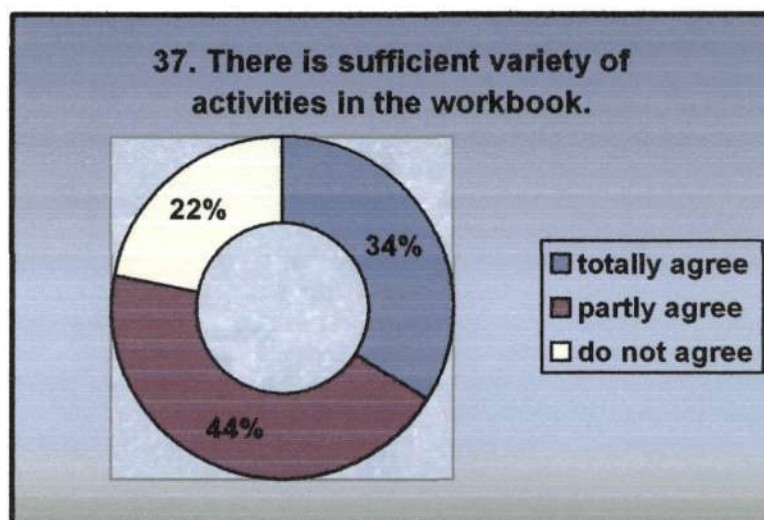
According to the given answers 38% (which was 65% in the course book) of the students totally agree and 40% (which was 29% in the course book) of students partly agree that the workbook book raises their interest in further English language study. 22% (which was 6% in the course book) of students do not agree that the workbook raises their interest in further English language study. The results show that they liked the course book much more than their workbook. Students are less willing to study with the workbook than course book. Therefore, more activities that raise students' motivation should be added to the workbook.

37. There is sufficient variety of activities in the workbook.

51 totally agree

66 partly agree

33 do not agree



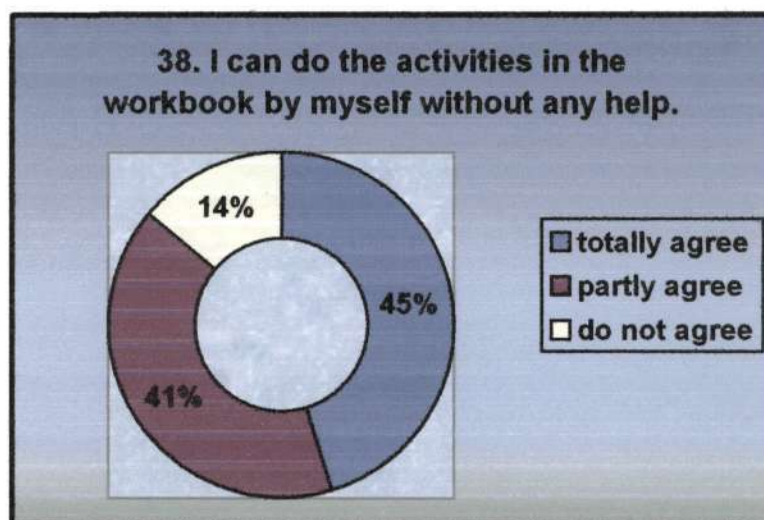
34% of the students totally agree, 44% of students partly agree and 22% of students do not agree that there is sufficient variety of activities in the workbook. Again when compared to the course book, it raises notice to have less variation in the workbook.

38. I can do the activities in the workbook by myself without any help.

68 totally agree

61 partly agree

21 do not agree



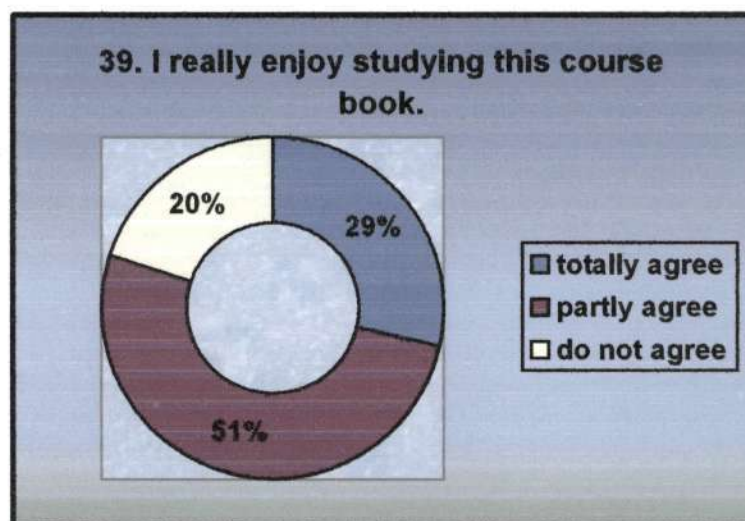
According to the graph 45% of the students said that they could do the activities without any help. 41% of the students partly agree that they are able to do the activities by themselves and only 14% of the students do not agree that they are able to do the activities by themselves.. It is important for a workbook to be able to be studied without any help because it is a self-study book, students generally study workbook at home, and sometimes they do not have anyone to ask at home. The results show that students study with the workbook by themselves easily.

39. I really enjoy studying this workbook.

43 totally agree

77 partly agree

30 do not agree



According to the given answers, 29% of the students totally agree and 51% of students partly agree that they really enjoy studying this workbook. Small part (20%) of the students does not agree that they really enjoy studying this workbook. The results are quite close to the results of item no: 36. Although students did not find workbook as interesting and various as the course book, they did not totally disapprove studying with the workbook. If there were more coloring activities, puzzle, and cut and paste activities in the workbook they would be more willing to study with the workbook.

40. What are other positive and negative thoughts about the course book that are not mentioned?

Some of the students said that they liked the workbook but course book much more. Some of the students stated that it is not much colorful like the course book. Many of the students said that the workbook is very thin and there should be more activities.

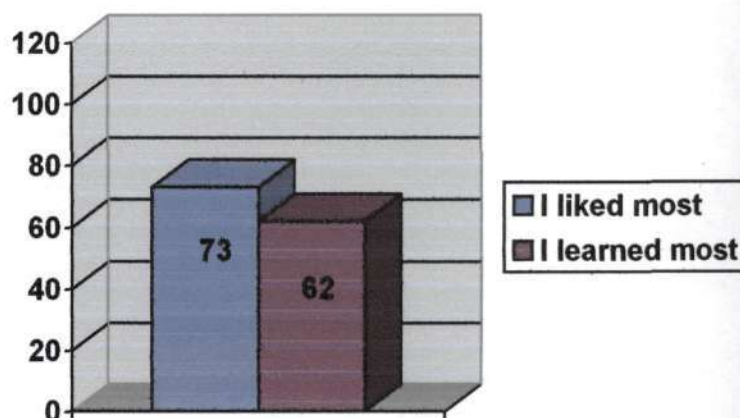
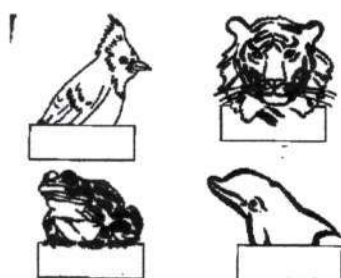
ACTIVITIES

41. Put two of the papers side by side and choose five of the activities which you liked the most ____ , ____ , ____ , ____ , ____

42. Put two of the papers side by side and choose five of the activities which you think you learn English most: ____ , ____ , ____ , ____ , ____

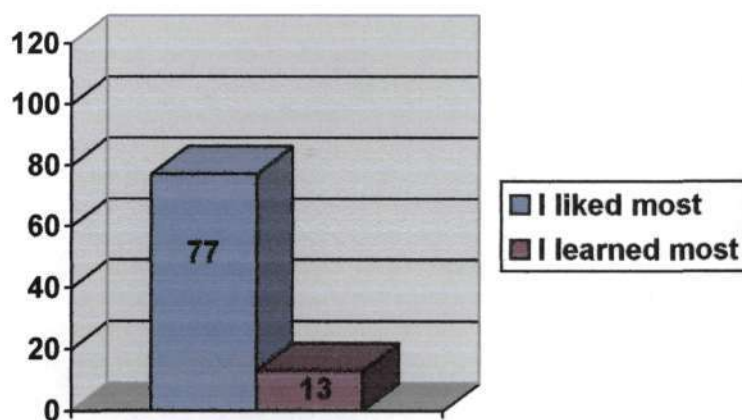
1. making puppets and make them talk

a.73 b.62



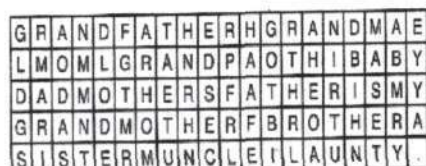
2. find the way and write the words

a. 77 b.13

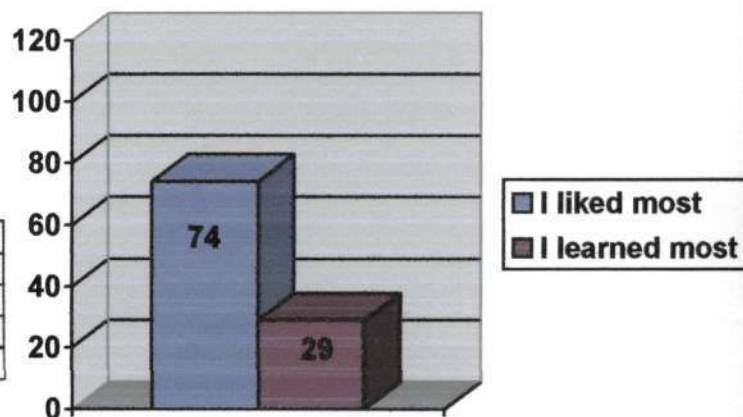


3. word puzzle

a. 74 b. 29

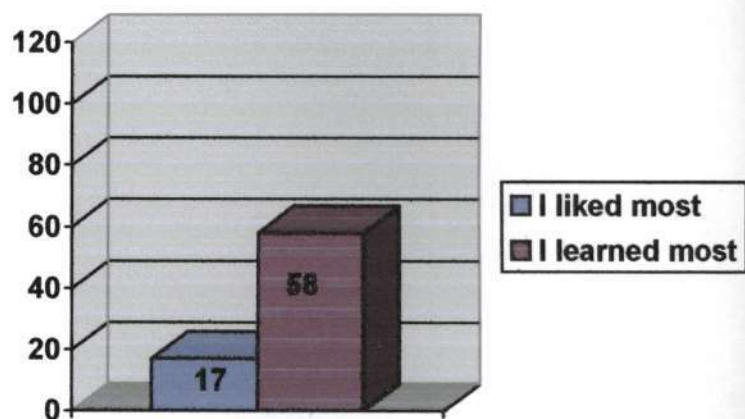


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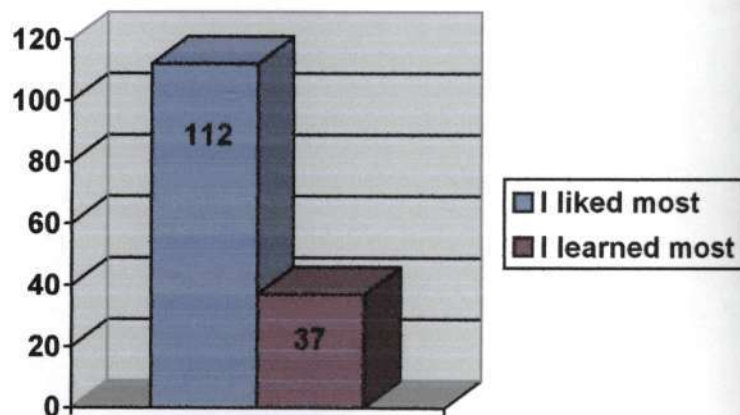
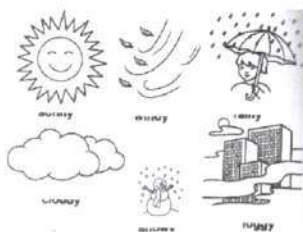
4. fill in the blanks of speech bubbles

a. 17 b. 58



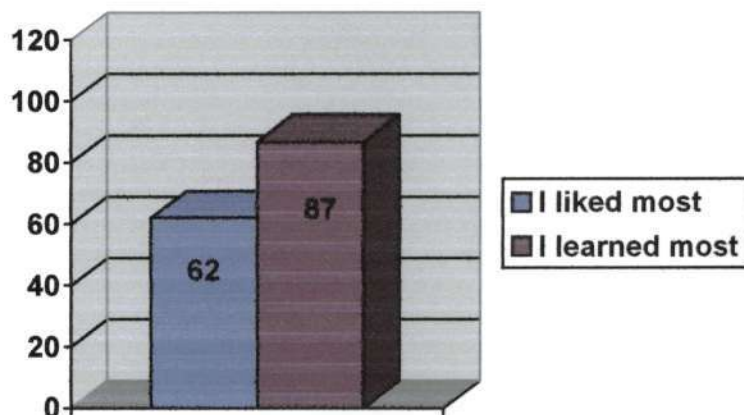
5. completing the words and coloring

a. 112 b. 37



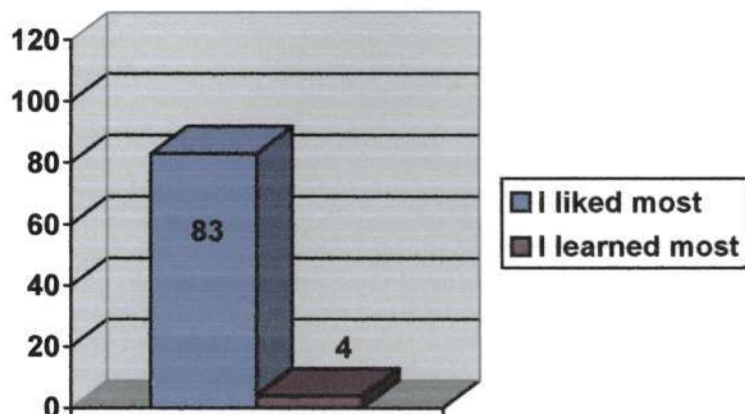
6. finding the right spelling

a. 62 b. 87



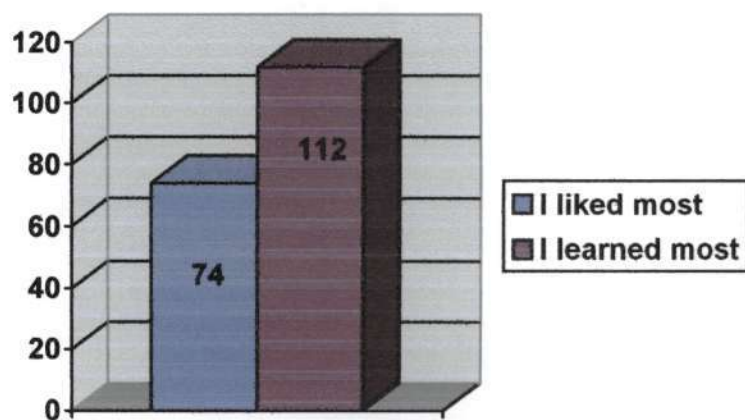
7. connecting dots

a. 83 b. 4



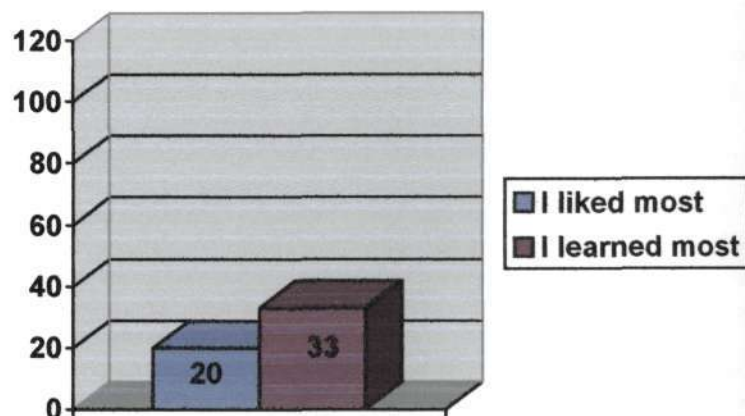
8. matching words

a. 74 b. 112



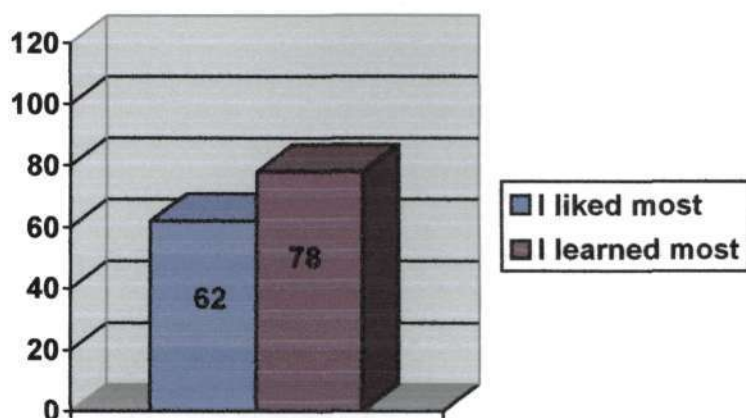
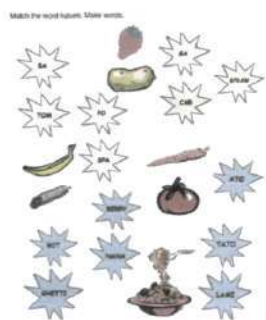
9. puzzle

a. 20 b.33



10. connecting words and matching with pictures

a.62 b.78



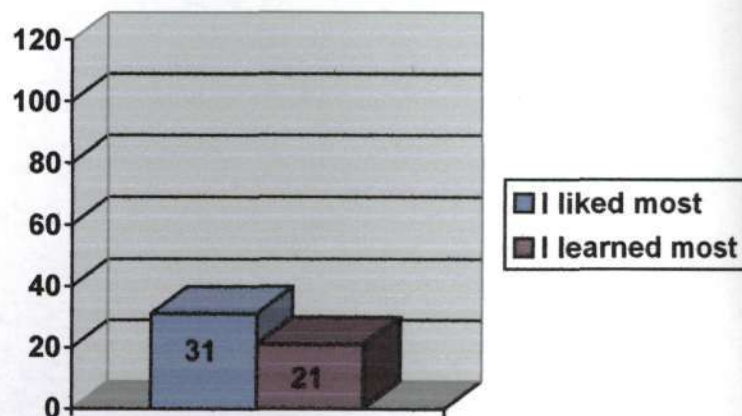
11. speaking with a friend and finding his/her card

a. 31 b.21

PART 8 Speaking and Writing Time

Work in pairs. Don't show your picture.
 Pair A / Pair B: Say what you've got in your suitcase. Write the clothes in the suitcase.

Eg:
 Pair A: Say "I've got trousers."
 Pair B: Write "Trousers" in the suitcase.

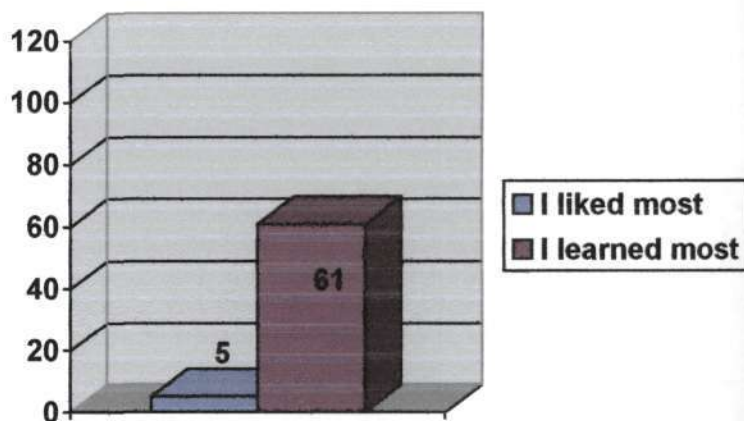


12. finding the order of the words

a. 5 b. 61

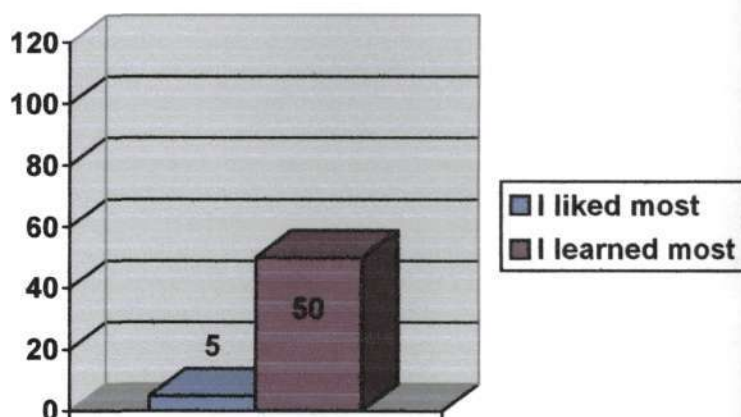
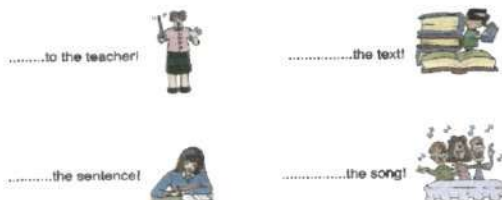
a) Put the words into the correct order. Make and write sentences.

- 1) birthday? / When / your / is
- 2) in / is / September / birthday / My
- 3) old / How / you? / are
- 4) ten / I'm / old. / years
- 5) the / today? / day / What's
- 6) Friday / is. / It



13. Completing sentences

a. 5 b. 50



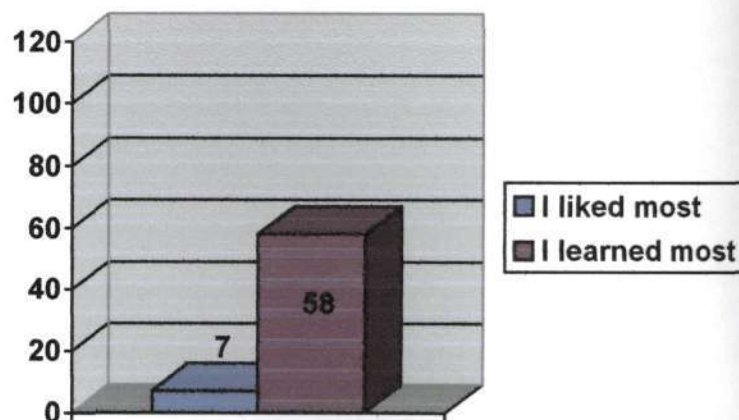
14. correcting mistakes

a. 7 b. 58

Read the following.

Find what's wrong with the following sentences. Correct the mistakes.

1. It's cold and snowy. Wear your flip flops.
2. The weather's very nice and warm. Put on your gloves and scarf.
3. It's foggy and rainy. Wear a T-shirt.
4. The weather's hot and sunny. Wear your boots and coat.

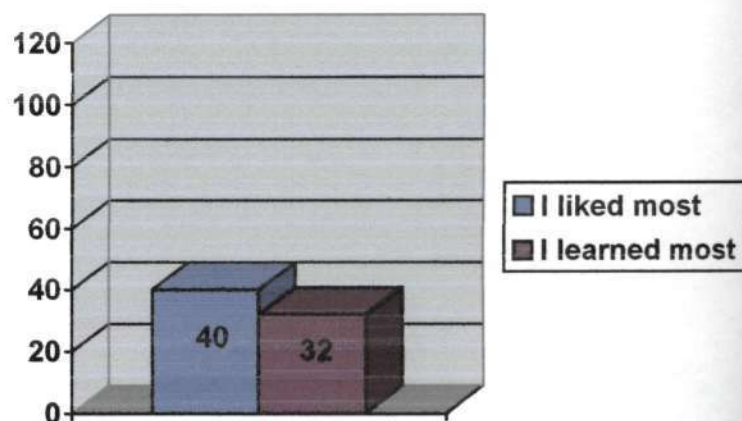


15. finding the correct order of the words

a. 40 b. 32

b) Put the letters into the correct order. Find and write the word.

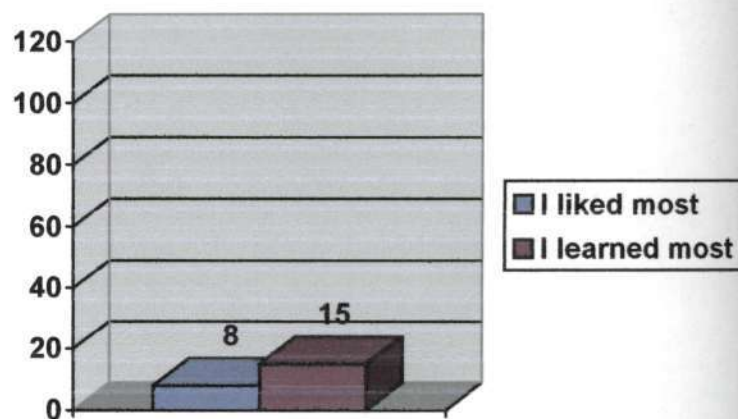
FYEARBUR	ASUTQIJ
ALRPI	TUHSDAYR
MAYNOD	NVEBEORM



16. separating words

a. 8 b. 15

I've got turkish maths and music on monday but I haven't got science or art on monday.



3.4.1 Final remarks about the student questionnaire

In this part student' thoughts about the course book, workbook, and activities are presented in brief. The thoughts' of the students are given in three parts; final remarks about the course book, final remarks about the workbook, and final remarks about the activities.

3.4.1.1 Final Remarks about the Course Book

From the gathered results, it can be said that the students generally approve font and cover of the book. It is seen that there is enough number of activities that the students do by themselves and individually in the course book. It is also understood that there is enough number of pair work activities in the book but there should be more group work activities in the course book on the other hand, when management problems are thought the number of group work activities seem sufficient. It appears that the course book covers both teacher-bounded and free activities. The number of the games, songs, and listening activities other than songs in the course book is sufficient.

It is clear that beginner level students' language capability is limited so, the course book covers sentence level reading/writing, and short paragraphs and the number of activities that cover reading and writing practice satisfies the needs of learners. It is seen that there are many vocabulary practice activities in the course book and students approved that the number of these activities is sufficient.

Instructions in the course book seem a little challenging for the students but they get used to the instructions day by day. It is gathered that the subject and the content of the course book attaches students' attention. Quite a few students agreed that the subject and content of the course book is quite challenging but according to Krashen, knowledge 'a little beyond' where students are now is a desired thing.

The results show that students liked the course book very much. It is understood that the course book covers different kinds of subjects, content, and activities that address different types of students in class. It is understood that the course book is approved and liked by the majority of the students. Lastly, in the twenty-seventh item students generally mentioned that they liked the book very much. They said that the activities are colorful and enjoyable. They said that they like studying English with this book.

3.4.1.2 Final Remarks about the Workbook

From the gathered results, it can be said that the students generally approve the pictures, cover, and font of the book. They believe that the number of the games in the workbook is not sufficient thus; more game like activities should be inserted into the workbook and the fourth chapter suggests game like activities for the workbook. According to the gathered results, majority of the students do not agree that there is sufficient number of reading practice activities. Fourth chapter suggests reading practice activities that could be added to the workbook. It is understood that workbook provides adequate writing practice. According to the gathered results, it can be said that there should be more vocabulary practice activities in the workbook to review the learned vocabulary in the course book. Fourth chapter suggests vocabulary practice activities for the workbook. Instructions in the workbook seem a little challenging like the course book but students get used to the instructions more and more as they proceed. It is seen that when compared to course book students find workbook less interesting, they are less willing to study the workbook and there is less variation in the workbook. To attract students' attention to the workbook, suggested activities are given in the fourth chapter. It is seen that the level of the activities is appropriate for students to be studied by themselves. To sum up, although students did not find workbook as interesting and various as the course book, they did not totally disapprove studying with the workbook. Suggested activities given in the fourth chapter provide what is necessary and needed.

3.4.1.3 Final Remarks about the Activities

It is seen from the graphs that the number of the activities that are liked most are; 5(completing words and coloring), 7(connecting dots), 2(finding the way), 8(matching the pictures with the words), 3 (word puzzle) and 1(making puppets and make them talk). These kinds of activities motivate children and facilitate learning, the course book contains a lot of coloring, puzzle, finding the way, and matching activities but more activities should be added to the workbook for students to revise their English at home.

And they said that the number of the activities they think they learned English most are; 8(matching the pictures with the words), 6(finding the correct spelling), 10(connecting words and matching them with the pictures), 1(making puppets and make them talk), and 12(finding the order of the words). They said that they learn better with matching the pictures with the words activities, finding the correct spelling activities, connecting words, and matching them with the pictures activities, making puppets and make them talk activities and finding the order of the words activities. The course book contains many of these kinds of activities but more activities should be added to the workbook for students to revise their English at home.

**TEACHER QUESTINNAIRE
AND
DATA ANALYSIS**

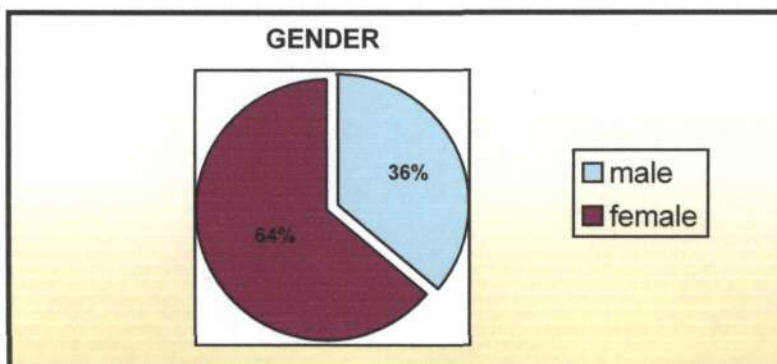
3.5 Analysis and Evaluation of the Teacher Questionnaire

Teachers are given a questionnaire that consists of five sections. The first part aims to analyze the profile of the teachers; their gender, teaching experience, location, the university and the departments that they graduated from, the grades they are teaching are identified in this part. In the second part (student needs analysis), teachers' thoughts about student expectations, student preferences in language learning are identified. Teachers' thoughts about course books and especially Time for English are identified. In the third part, the course book is evaluated from the point view of teachers in detail in six sections; layout and design, activities, skills, language type, subject and content, and overall consensus. In the fourth part, workbook is evaluated in detail in five sections; layout and design, activities, skills, language type, and overall consensus. Lastly, the fifth part is designed to evaluate teacher's book and materials.

A - TEACHER PROFILE

1. Gender:

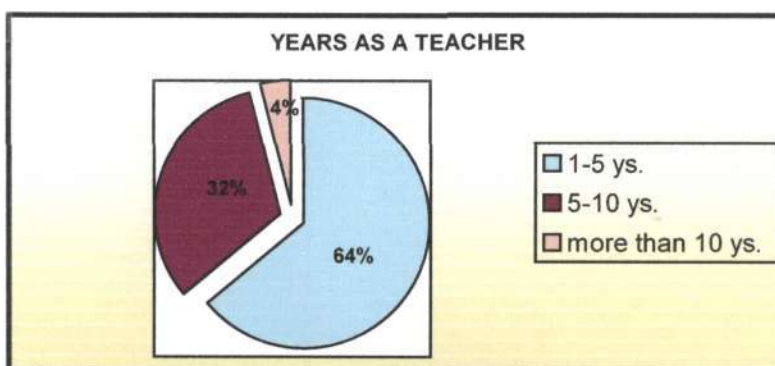
32 female 18 male



According to the graph, 64% of the teachers are female and 36% of the teachers are male.

2. Years as a teacher:

32 1-5 years 16 5-10 years 2 more than 10 years



According to the graph, 64% of the teachers have 1-5 years of teaching experience. 32% teachers have 5-10 years of teaching experience. 4% teachers have more than 10 years of teaching experience.

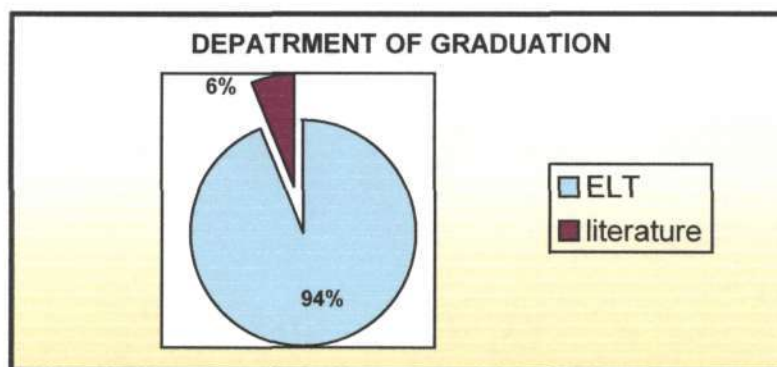
3. University of graduation: 14-Gazi University / 8-İstanbul University / 5-Hacettepe University / 4-19 Mayıs University / 3-Atatürk University / 3-Çukurova University / 3-9 Eylül University / 2-Anadolu University / 2-METU / 2-Uludağ University / 2-Selçuk University / 1-Boğaziçi University / 1-Dicle University

It is understood from the questionnaire that teachers were graduated from different universities all around Turkey. So, different kinds of opinions and points of views are evaluated through the questionnaire.

4. Department of graduation:

47 ELT

3 other



According to the graph, nearly all of the teachers (94%) are graduated from English language teaching departments. The data of 'department of graduation' raises the reliance of the questionnaire.

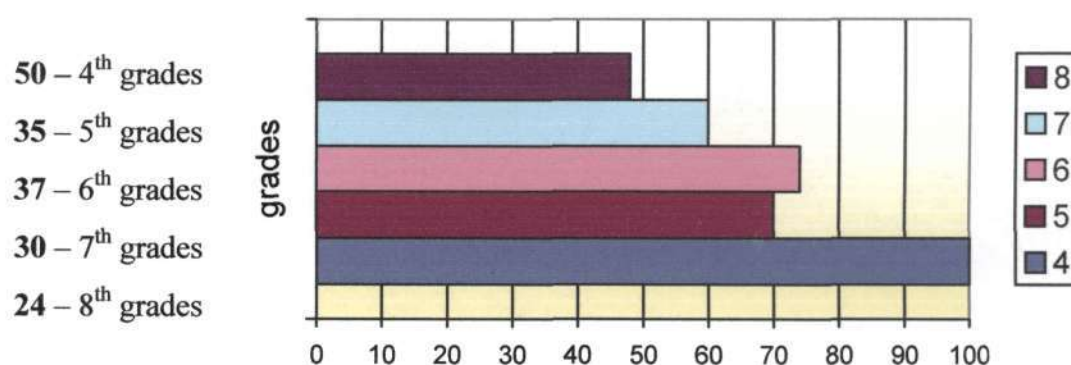
5. Year of graduation: 1-1985 / 1-1995 / 1-1998 / 2-1999 / 9-2000 / 4-2001 / 7-2002 / 5-2003 / 7-2004 / 8-2005 / 5-2006

It is clear that most of the teachers were graduated in last seven years.

6. In which city are you teaching? 3 Adana / 1 Adıyaman / 13 Ankara / 1 Antakya / 1 Antalya / 2 Ardahan / 1 Bingöl / 2 Bursa / 2 Diyarbakır / 1 Edirne / 1 Erzurum / 6 İstanbul / 1 İzmir / 2 Kayseri / 1 Kırşehir / 3 Konya / 2 Ordu / 1 Osmaniye / 2 Samsun / 1 Sinop / 1 Sivas / 1 Tokat / 1 Şanlıurfa

The questionnaire applied to the teachers from different cities in Turkey. The results are gathered from twenty-three cities and this raises the reliance of the questionnaire.

7. Which grades are you teaching?



All the teachers are teaching fourth grades besides other grades.

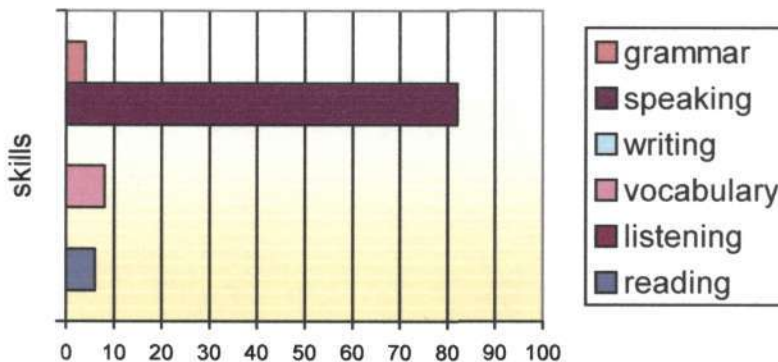
B - STUDENTS' NEED ANALYSIS

8. Where do you expect your students to use English in the future?

Most of the teachers stated that the students are going to use English for educational and touristy purposes and especially they use English when they are using computer and internet. Some of the teachers implied that the students use English when they go abroad.

9. Which of the language skill is the most important (choose only one)?

3 reading 0 listening 4 vocabulary knowledge
0 writing 41 speaking 2 grammar



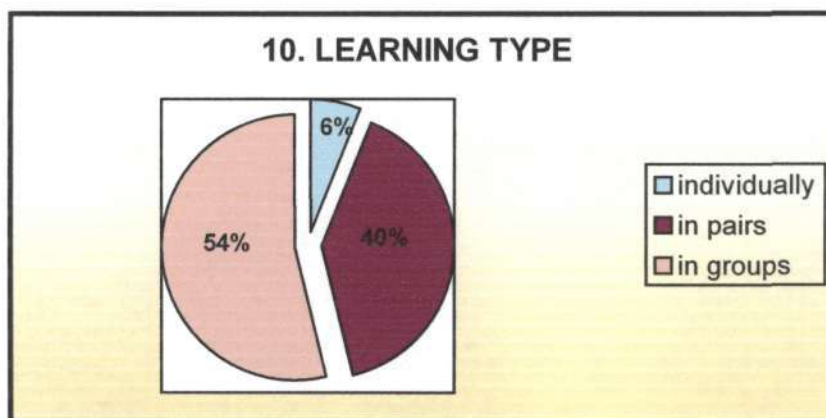
According to the graph the most important skill in learning English is speaking. More than 80% of the teachers said that the most important skill is speaking.

10. Your students prefer to learn;

3 individually

20 in pairs

27 in groups



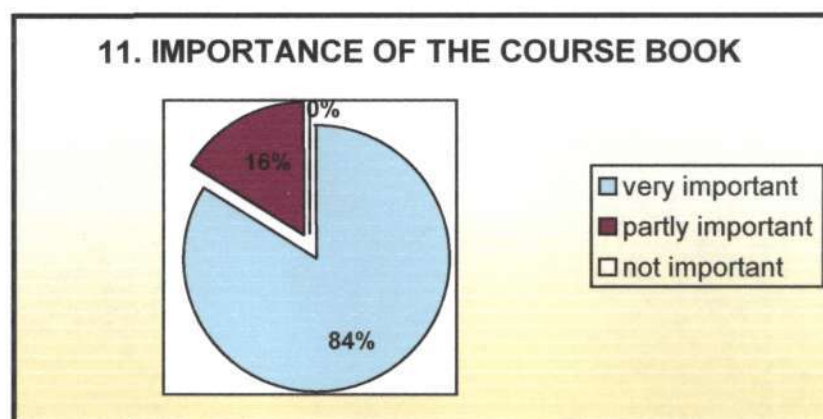
Teachers stated that their students mostly like studying in groups or in pairs. It is understood from the data that their students do not prefer learning English individually much. Therefore, there must be more emphasis on pair-work and group-work activities in the course book and in classroom activities.

11. What is the importance of a course book in language teaching program?

42 very important

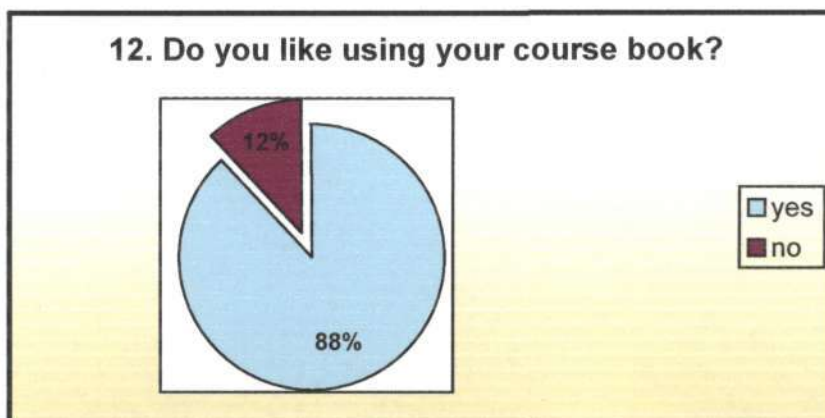
8 partly important

0 not important



None of the teachers stated that it is not important to use a course book in language teaching program. 84% of the teachers said that it is very important and only 16% teachers said that it is partly important. It is clear that the teachers know the course books' importance.

12. Do you like using your course book? 44 yes 6 no



88% of the teachers stated that they like using the course book and 12% of the teachers stated that they do not like using the course book.

If yes, why?

Forty-four of the teachers in fifty said yes, I like using the course book. Most of the teachers gave the same answer to the question “why?” they said that because by using this course book they can easily follow the program and there is a resource for students to look and study at home. They mentioned that students like the book so they enjoy the lesson as well as themselves. Some of the stated that in almost every unit the words of the previous unit are recycled which is a nice thing. They stated that songs are very useful and for the first time they have a listening CD along with the book.

If no, why not?

Only six of the teachers said, “No, I do not like using the course book.” They said that they could not digress from the course book when they are using the book—any kind of a course book. Some teachers stated that the course book gave too much stress on possessives (has/has got). Two of the teachers stated that there must be more stress on grammar.

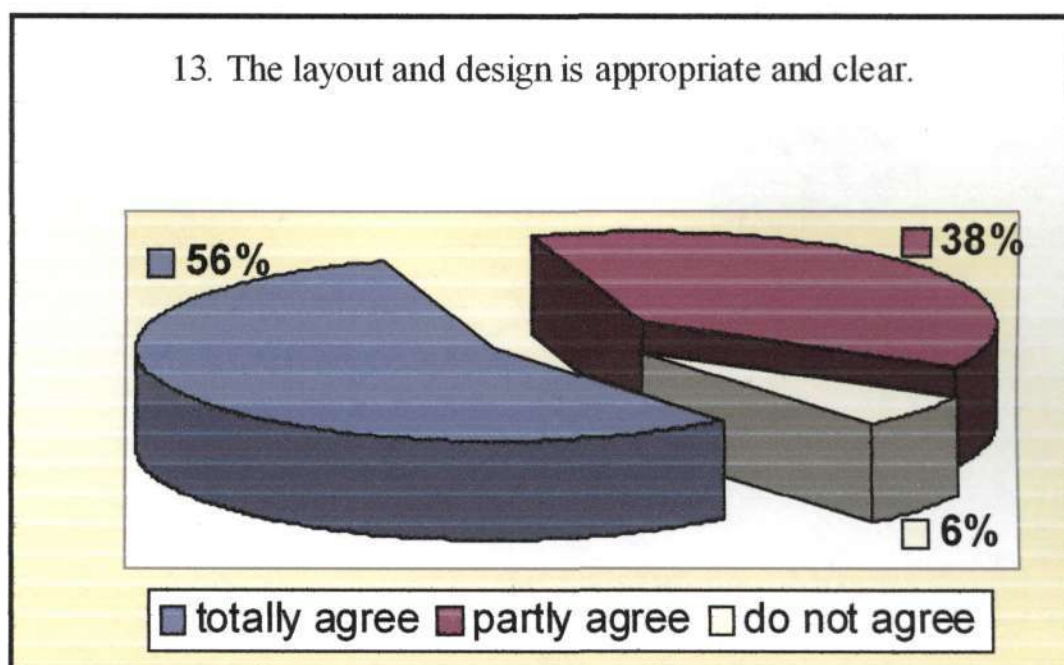
C - STUDENT COURSE BOOK EVALUATION FORM**C-1-Layout and Design:**

13. The layout and design are appropriate and clear.

28 totally agree

19 partly agree

3 do not agree



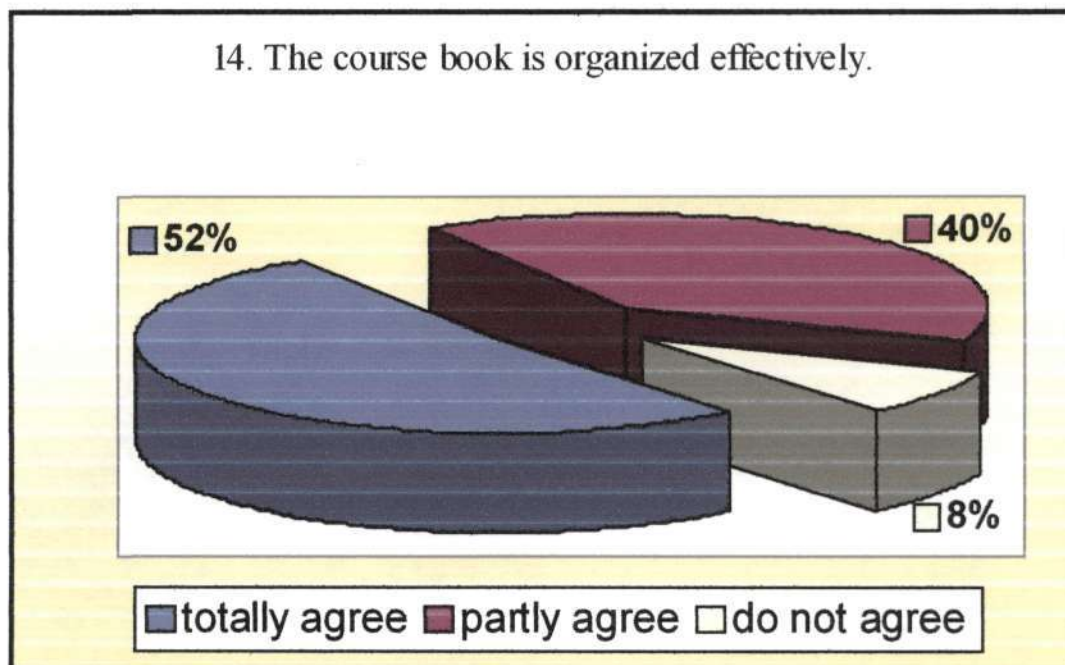
More than half of the teachers (56%) find the layout and design is appropriate and clear. However, 38% of the teachers partly agree and 6% of the teachers do not agree that the layout and design are appropriate and clear. Some of the teachers stated that they do not like the cover of the book. The cover of the course book should be more colorful which appeal to students and attract their attention.

14. The course book is organized effectively.

26 totally agree

20 partly agree

4 do not agree



More than half of the teachers (52%) think that the course book is organized effectively and 40% of the teachers partly agree and 8% of the teachers do not agree that the course book is organized effectively. The results show that most of the teachers totally pleased with the organization of the book and very few teachers do not pleased with the organization of the book.

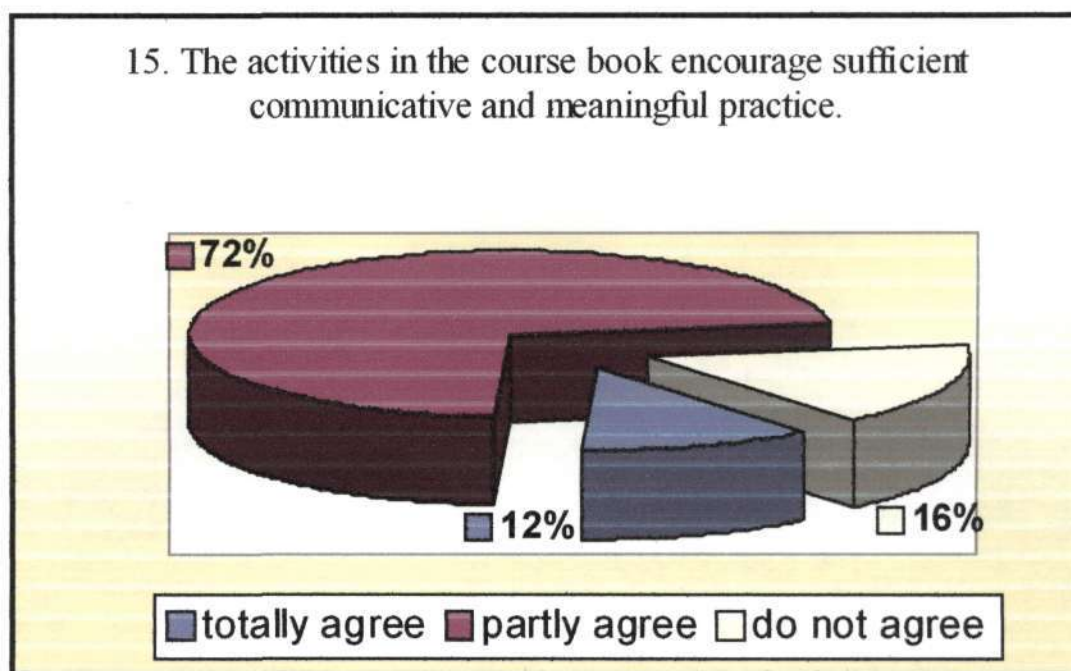
C-2- Activities:

15. The activities in the course book encourage sufficient communicative and meaningful practice.

6 totally agree

36 partly agree

8 do not agree



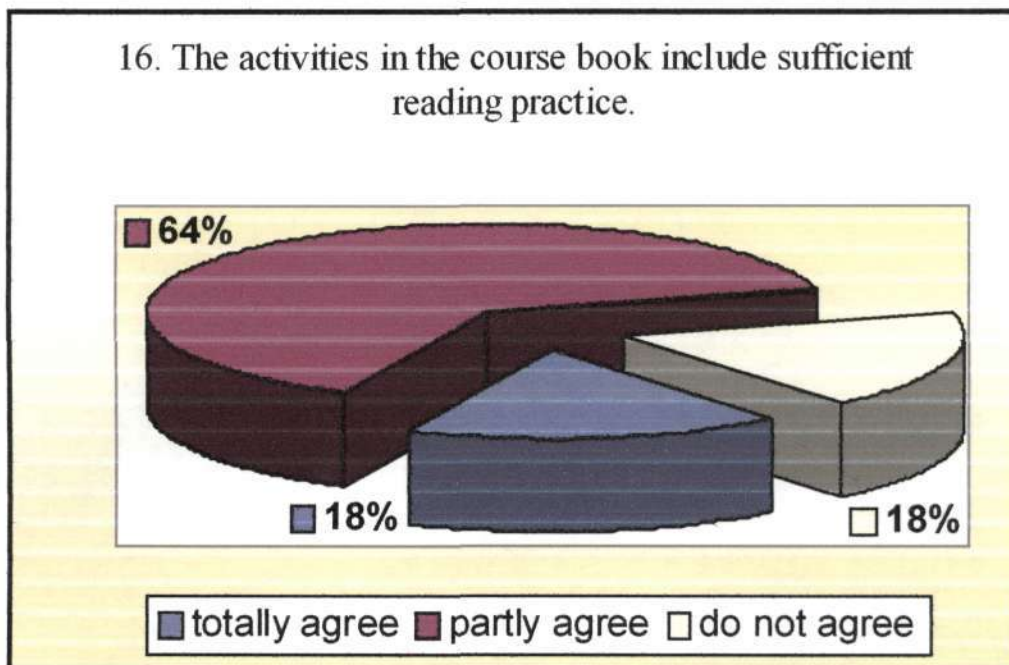
72 % of the teachers believe that the course book partly encourages sufficient communicative and meaningful practice and 16% of the teachers do not believe that the course book encourages sufficient communicative and meaningful practice. 12% of the teachers believe course book encourages sufficient communicative and meaningful practice. It is clear that there are communicative and meaningful activities in the book but there is a doubt about the number of the activities but when the level of the students' are considered the activities seem sufficient.

16. The activities in the course book include sufficient reading practice.

9 totally agree

32 partly agree

9 do not agree



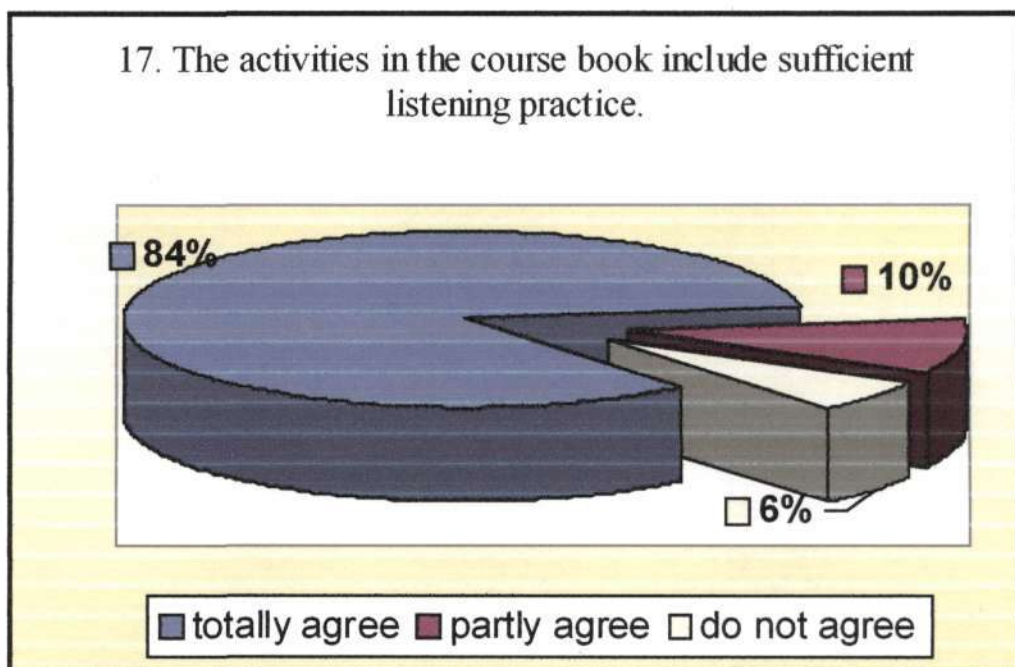
64% of the teachers partly agree that the course book includes sufficient reading practice and 18% of the teachers believe that the course book includes sufficient reading practice and 18% of the teachers do not believe that the course book includes sufficient reading practice. In the course book, only sentence level reading is given so the teachers can think that the number of the reading practice activities is not sufficient but when the level of the students' are considered the number of the reading practice activities seem sufficient.

17. The activities in the course book include sufficient listening practice.

42 totally agree

5 partly agree

3 do not agree



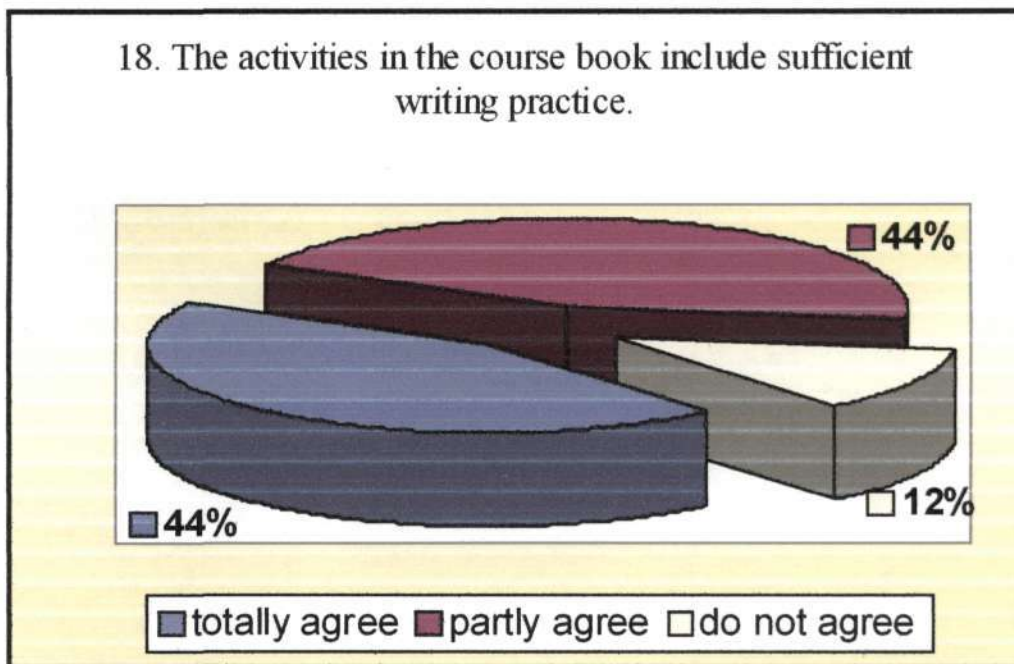
84% of the teachers believe that the course book includes sufficient listening practice activities, only 6% percent of the teachers find listening practice activities insufficient. 10% of the teachers partly believe that the course book includes sufficient listening practice activities. Those results imply that the number of the listening practice activities is sufficient.

18. The activities in the course book include sufficient writing practice.

22 totally agree

22 partly agree

6 do not agree



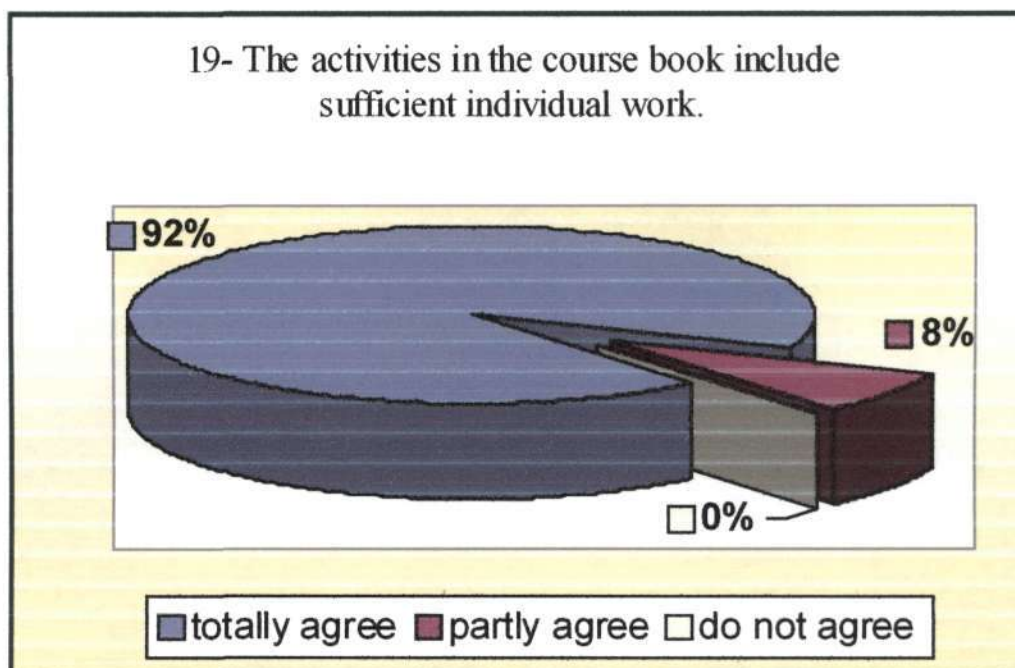
Nearly half (44%) of the teachers totally agree and again 44% of the teachers partly agree that the course book includes sufficient writing practice. Only 12% teachers do not believe that writing practice activities are insufficient. The results imply that the number of the writing activities is sufficient.

19. The activities in the course book include sufficient individual work.

46 totally agree

4 partly agree

0 do not agree



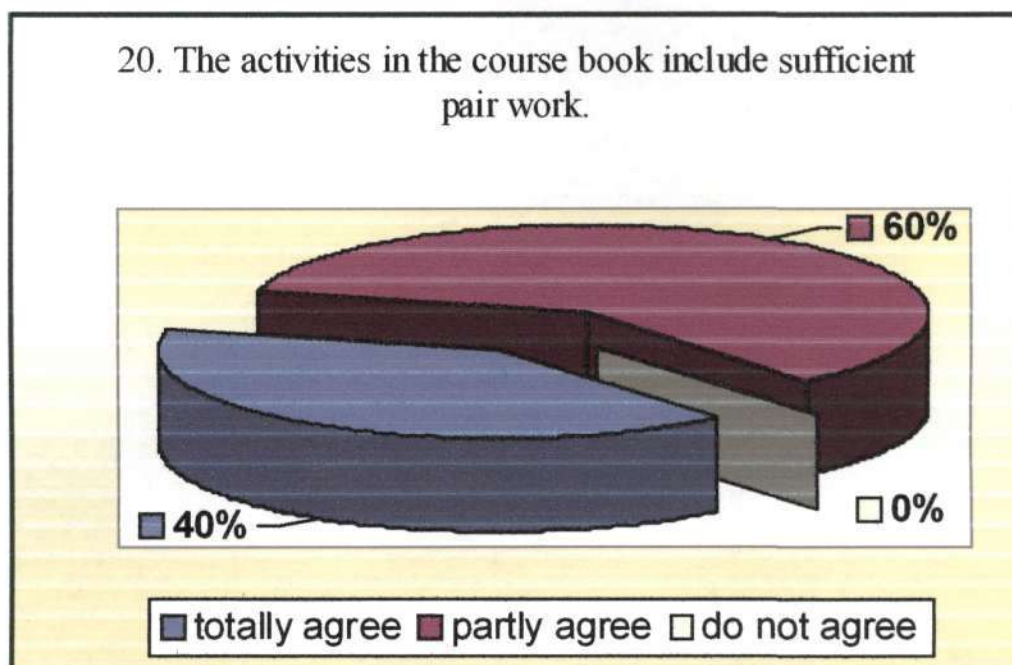
Nearly all (92%) of the teachers totally agree and 8% of the teachers partly agree that the activities in the course book include sufficient individual work. It is clear that the course book contains sufficient individual activities.

20. The activities in the course book include sufficient pair work.

20 totally agree

30 partly agree

0 do not agree



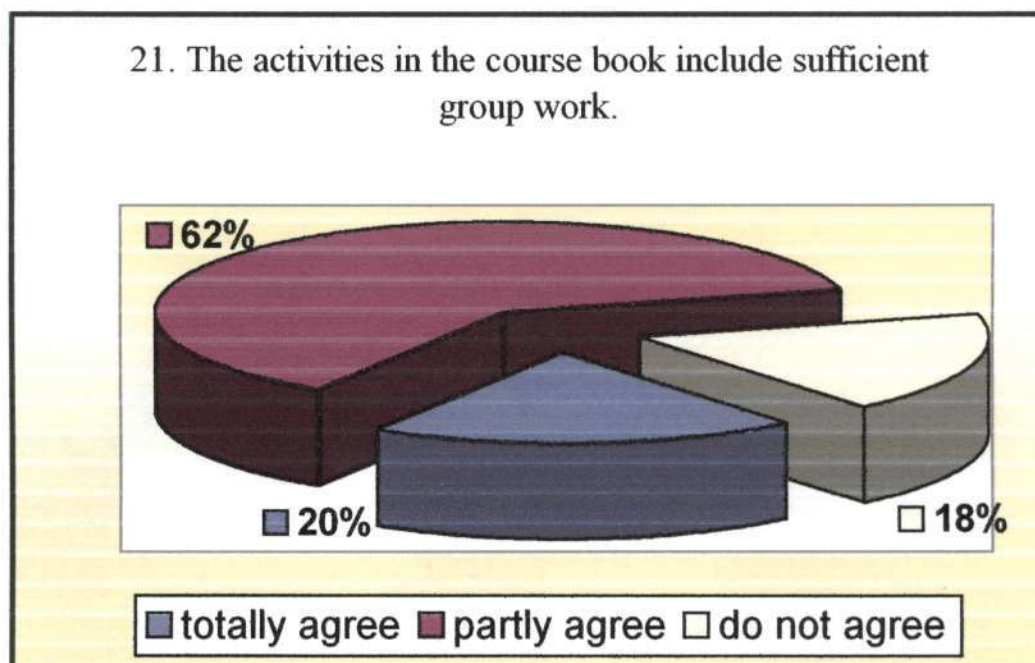
40% of the teachers totally agree and 60% of the teachers partly agree that the activities in the course book include sufficient pair work. According to this graphic, the number of pair-work activities is sufficient.

21. The activities in the course book include sufficient group work.

10 totally agree

31 partly agree

9 do not agree



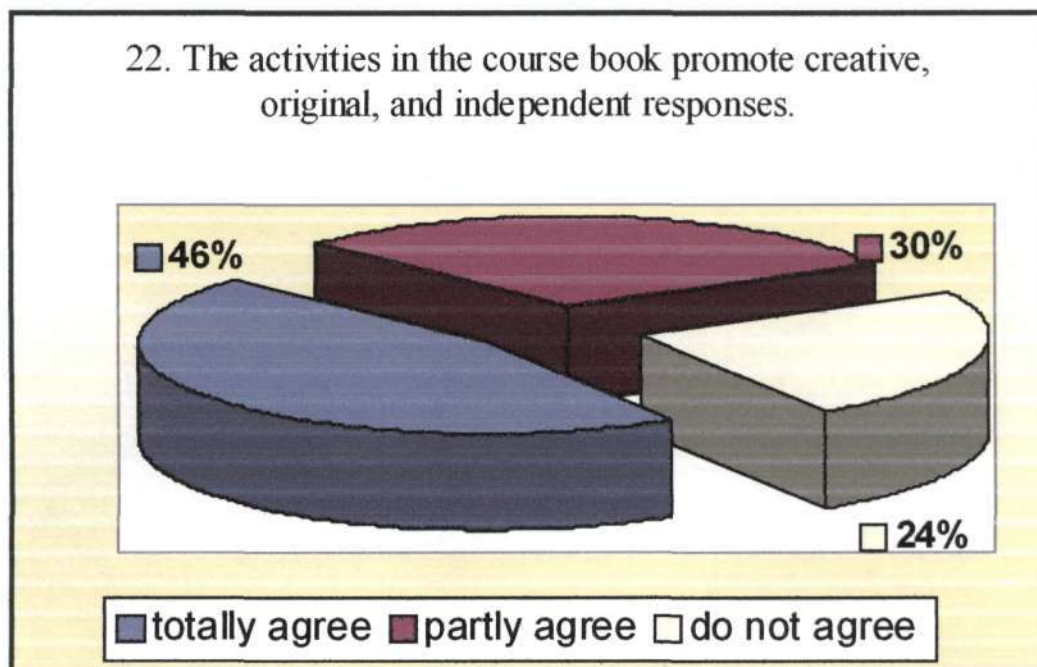
According to the graph noteworthy percent (62%) of the teachers partly agreed that the activities in the course book include sufficient group work. 20% of the teachers totally agree that the activities in the course book include sufficient group work. 18% of the teachers do not agree that the activities in the course book include sufficient group work. These results show that although more group work activities are needed according to the teachers, it is a known fact that group work activities create management problems in class especially for these ages of learners so the number of group work activities should be kept limited.

22. The activities in the course book promote creative, original, and independent responses.

23 totally agree

15 partly agree

12 do not agree



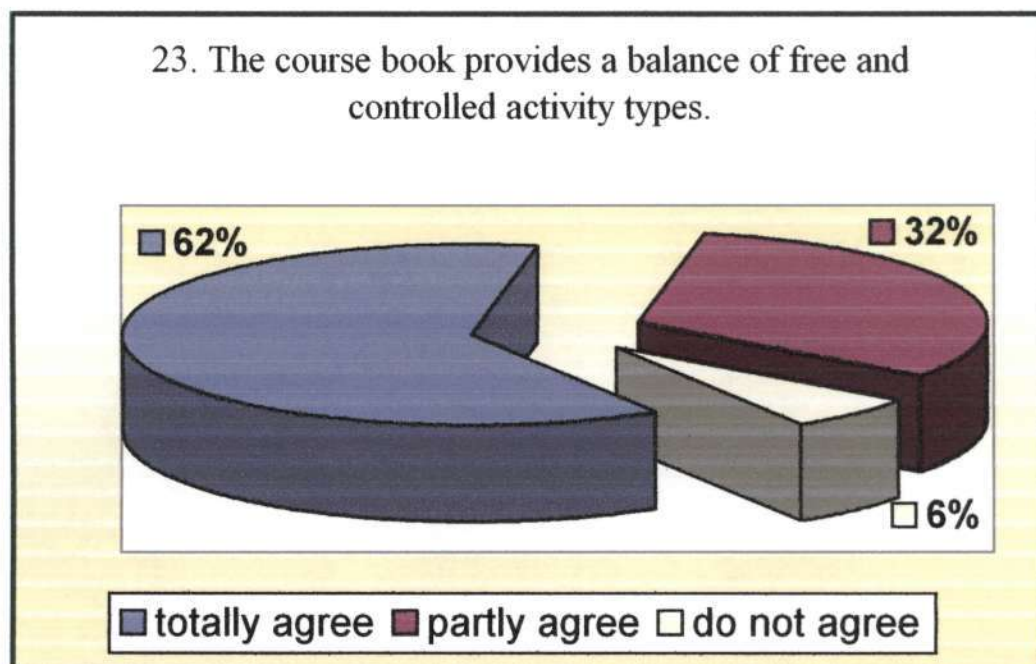
46% of the teachers agree that the activities in the course book promote creative, original, and independent responses. 30% of the teachers partly agree and 24% of the teachers do not agree that the activities in the course book promote creative, original, and independent responses. The subject matter students are fourth graders therefore; they are highly depended on their teachers. English is a new subject for them so, at the beginning it is good to be partly depended on the teacher; being depended on the teacher raises students' self-confidence but the teacher must be careful for the forthcoming grades.

23. The course book provides a balance of free and controlled activity types.

31 totally agree

16 partly agree

3 do not agree



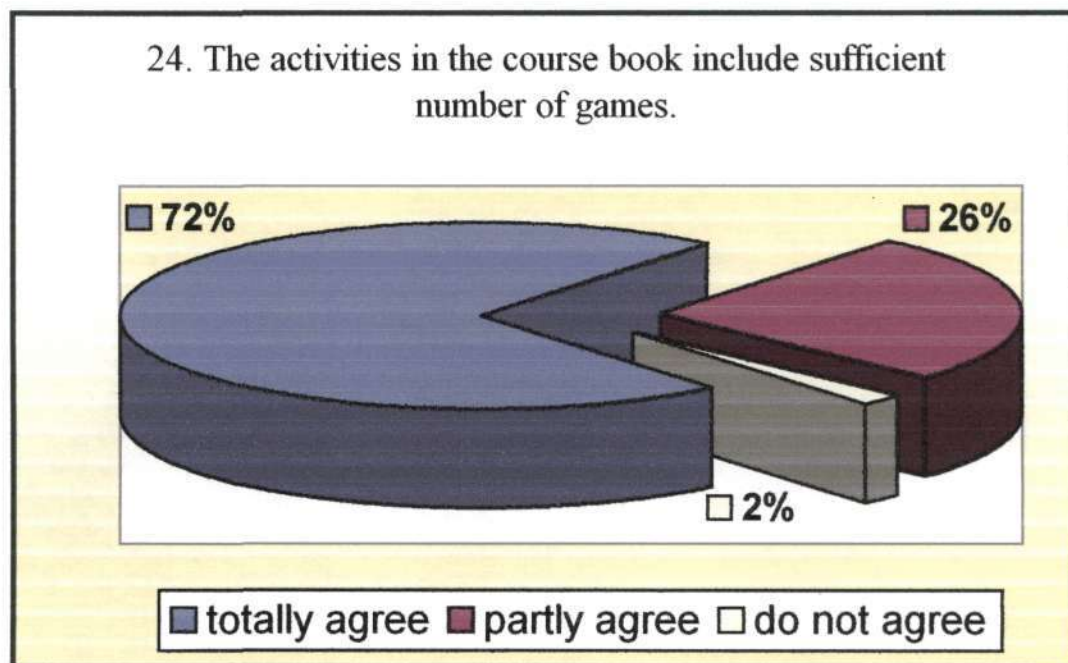
62% of the teachers believe that the course book provides a balance between free and controlled activity types and 32% of the teachers partly believe that the course book provides a balance of free and controlled activity types. Only 6% of the teachers do not believe that the course book provides a balance of free and controlled activity types. According to the results gathered, there is a balance between free and controlled activity types.

24. The activities in the course book include sufficient number of games.

36 totally agree

13 partly agree

1 do not agree



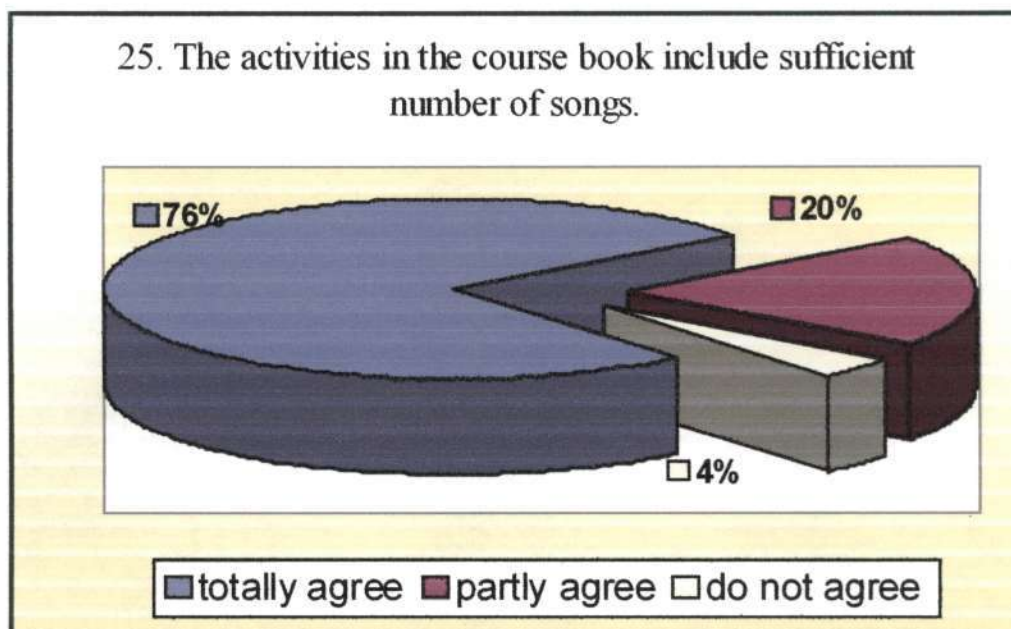
72% of the teachers believe that the number of games in the course book is sufficient. 26% of the teachers partly believe that the number of games in the course book is sufficient. Only 2% of teachers believe that the number of games in the course book is insufficient. As it is seen from the above graph, the number of the game like activities is sufficient according to the teachers.

25. The activities in the course book include sufficient number of songs.

38 totally agree

10 partly agree

2 do not agree



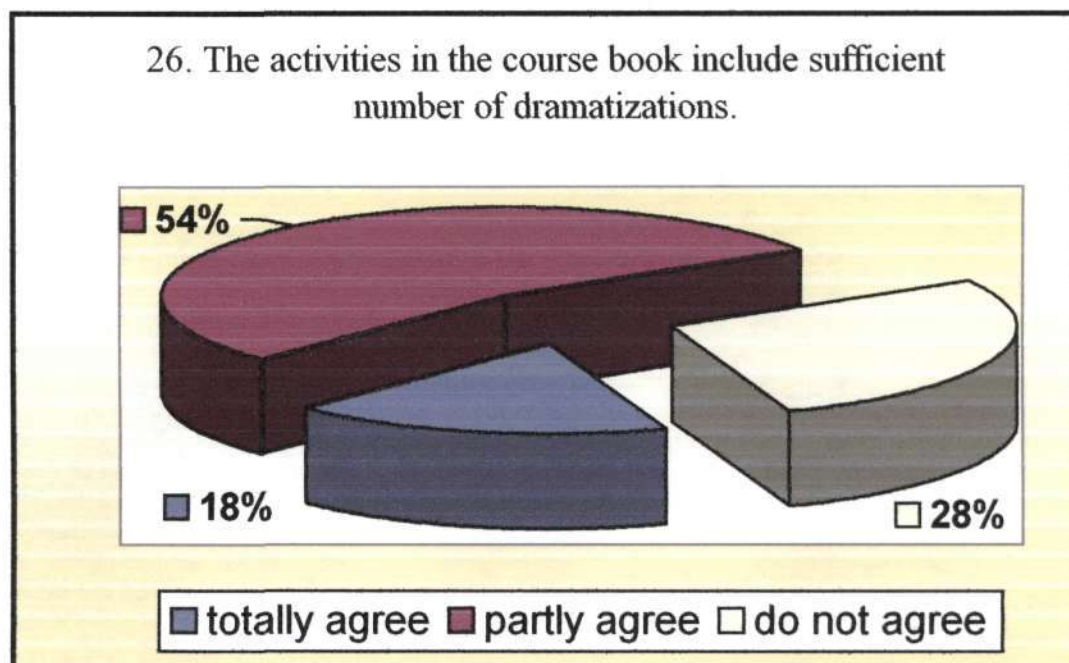
76% of the teachers believe that the number of songs in the course book is sufficient. 20% of the teachers partly believe that the number of songs in the course book is sufficient. Only 4% of teachers believe that the number of songs in the course book is insufficient. The results show that the number of the songs is sufficient according to the general view of teachers.

26. The activities in the course book include sufficient number of dramatizations.

9 totally agree

27 partly agree

14 do not agree



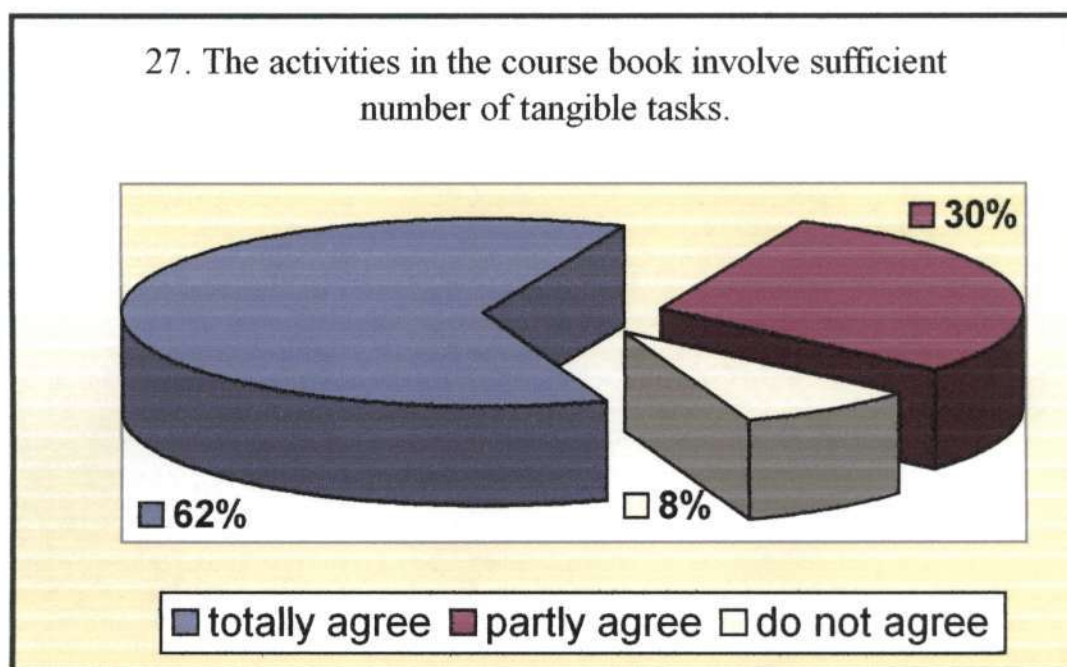
18% of the teachers totally agree that the activities in the course book include sufficient number of dramatizations. 54% of the teachers partly agree that the activities in the course book include sufficient number of dramatizations. 28% of the teachers do not agree that the activities in the course book include sufficient number of dramatizations. As the level of the students is very low, it is hard to find role-play and dramatization activities for beginner level students. In this respect, the number of dramatizations is sufficient.

27. The activities in the course book involve sufficient number of tangible tasks.

31 totally agree

15 partly agree

4 do not agree



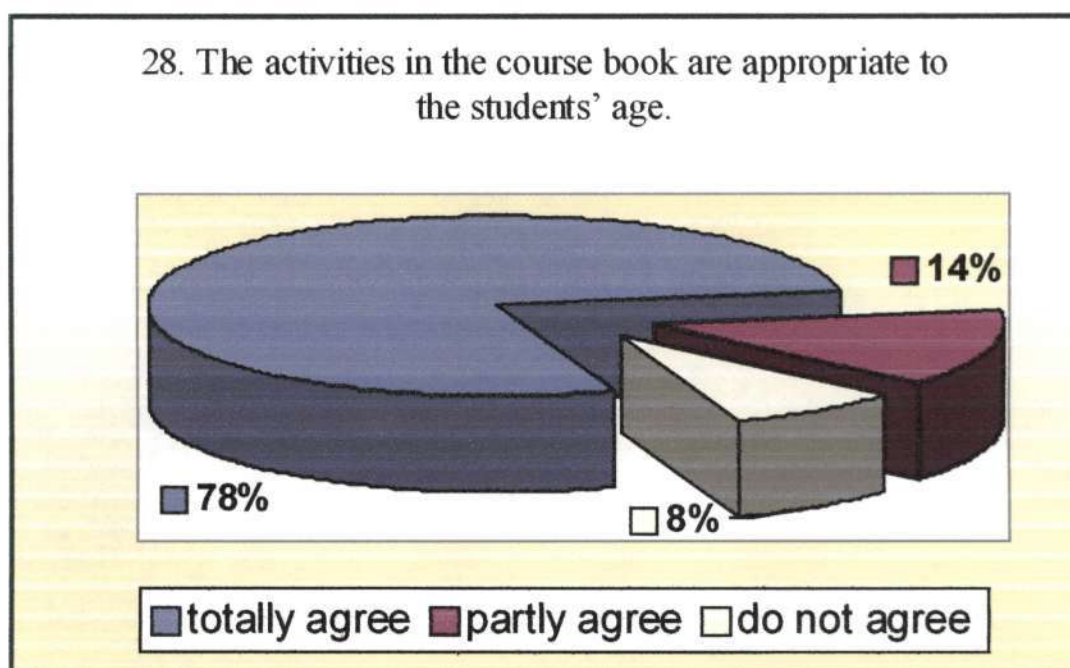
62 % of the teachers totally agree that the activities in the course book involve sufficient number of tangible tasks. 30% of the teachers partly agree that the activities in the course book involve sufficient number of tangible tasks. Only 8% of the teachers do not agree that the activities in the course book involve sufficient number of tangible tasks. In this respect, it can be said that activities in the course book involve sufficient number of tangible tasks.

28. The activities in the course book are appropriate to the students' age.

39 totally agree

7 partly agree

4 do not agree



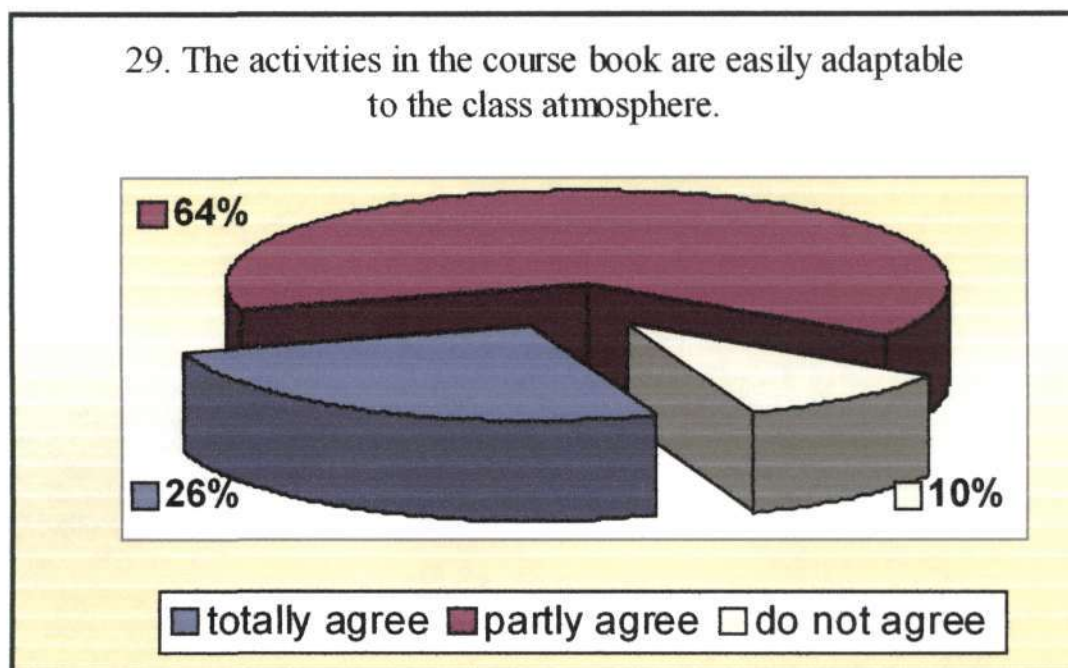
78% of the teachers totally agree that the activities in the course book are appropriate to the students' age. 14% of the teachers partly agree that the activities in the course book are appropriate to the students' age and only 8% of the teachers do not agree that the activities in the course book are appropriate to the students' age. In this respect, it can be said that activities in the course book are appropriate to students' age.

29. The activities in the course book are easily adaptable to the class atmosphere.

13 totally agree

32 partly agree

5 do not agree



26% of the teachers totally agree that the activities in the course book are easily adaptable to the class atmosphere. 64% of the teachers partly agree that the activities in the course book are easily adaptable to the class atmosphere and 10% of the teachers do not agree that the activities in the course book are easily adaptable to the class atmosphere. Cunningsworth claims that no course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary (1984:89). It can be understood that the course book needs to be easily adaptable according to the needs of learners. A good amount of teachers partly agrees that the course book is easily adaptable.

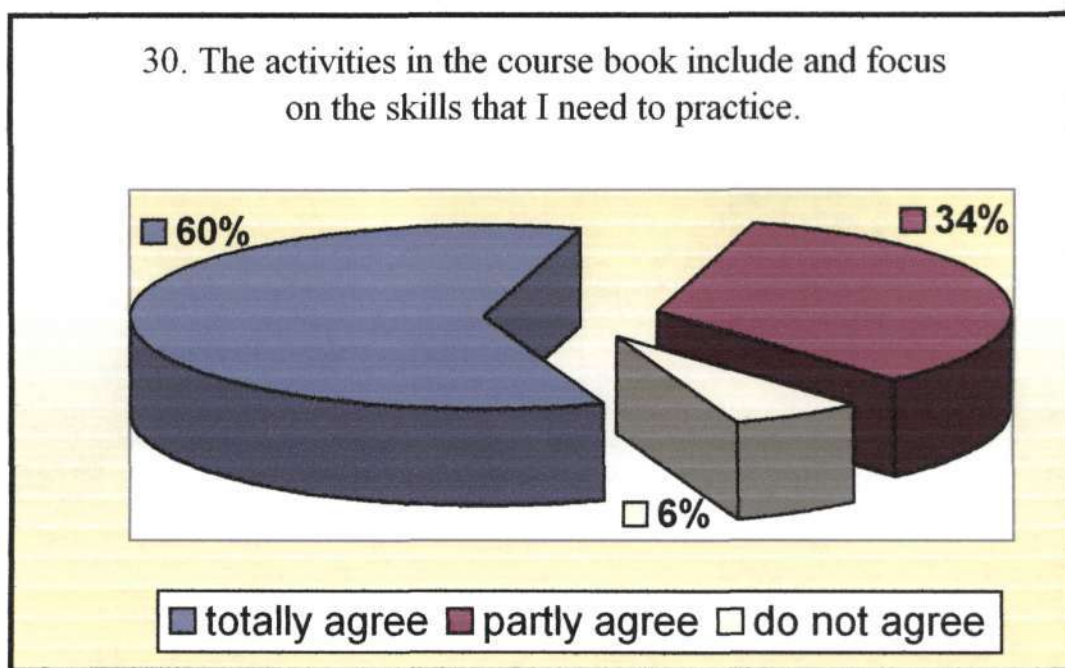
C-3-Skills:

30. The activities in the course book include skills that students need and skills that students can practice language.

30 totally agree

17 partly agree

3 do not agree



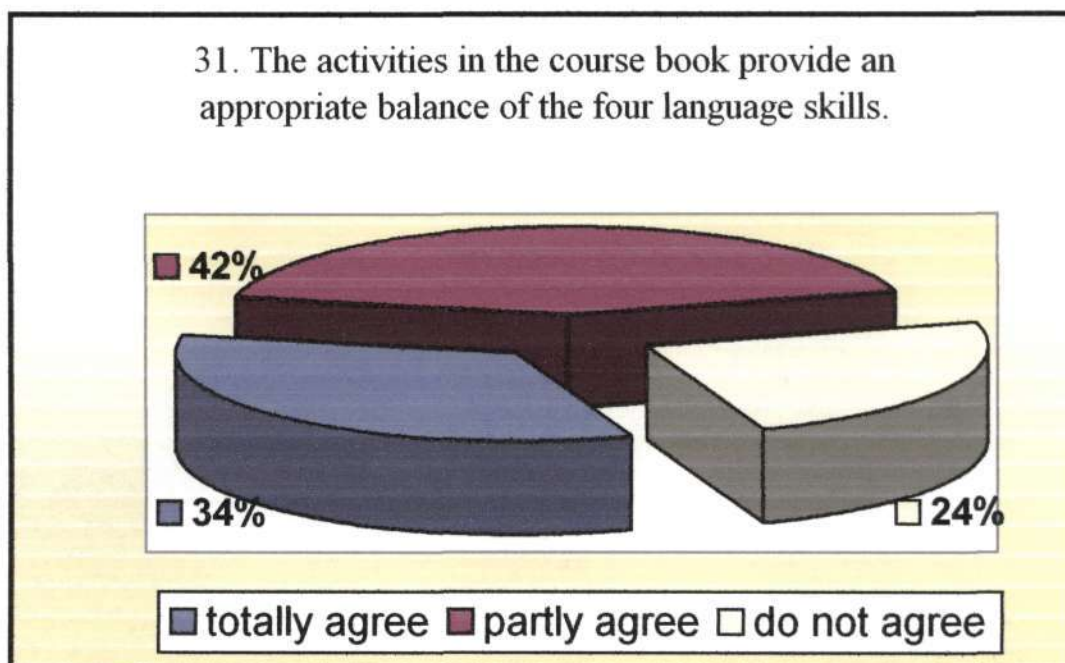
60% of the teachers totally agree that the activities in the course book include skills that students need and skills that they can practice language. 34% of the teachers partly agree that the activities in the course book include skills that students need and skills that they can practice language. Only 6% of the teachers do not believe that the activities in the course book include skills that students need and skills that they can practice language. The results show that the course book satisfies the skills, which students need to practice language.

31. The activities in the course book provide an appropriate balance for the four language skills.

17 totally agree

21 partly agree

12 do not agree



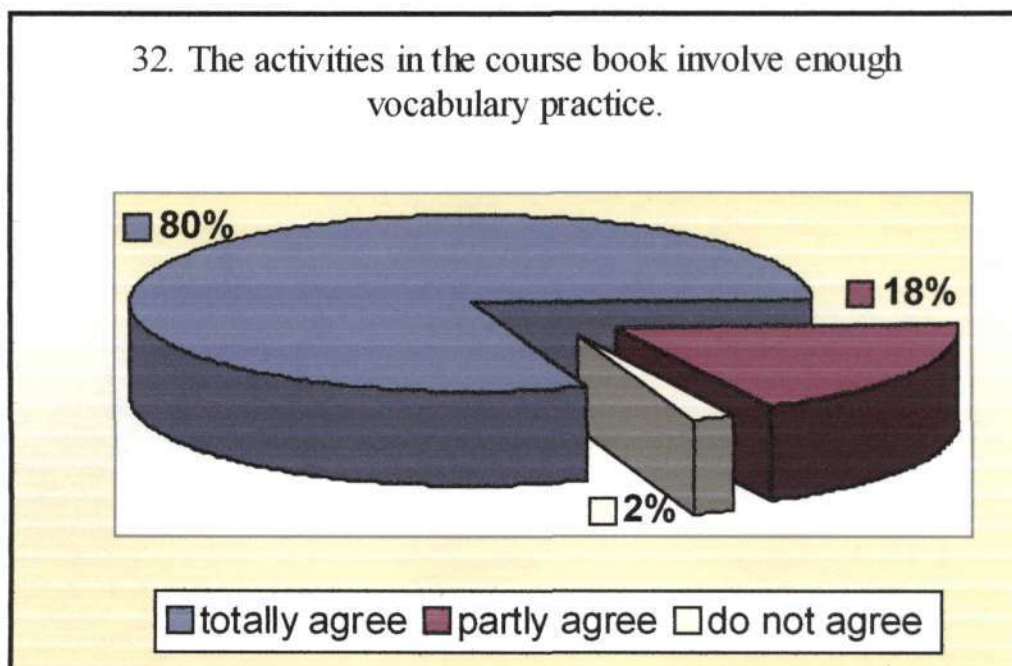
34% of the teachers totally agree that the activities in the course book provide an appropriate balance for the four language skills. 42% of the teachers partly agree that the activities in the course book provide an appropriate balance for the four language skills. 24% of the teachers do not agree that the activities in the course book provide an appropriate balance for the four language skills. The results show that the course book mainly provides an appropriate balance for the four language skills.

32. The activities in the course book involve enough vocabulary practice.

40 totally agree

9 partly agree

1 do not agree



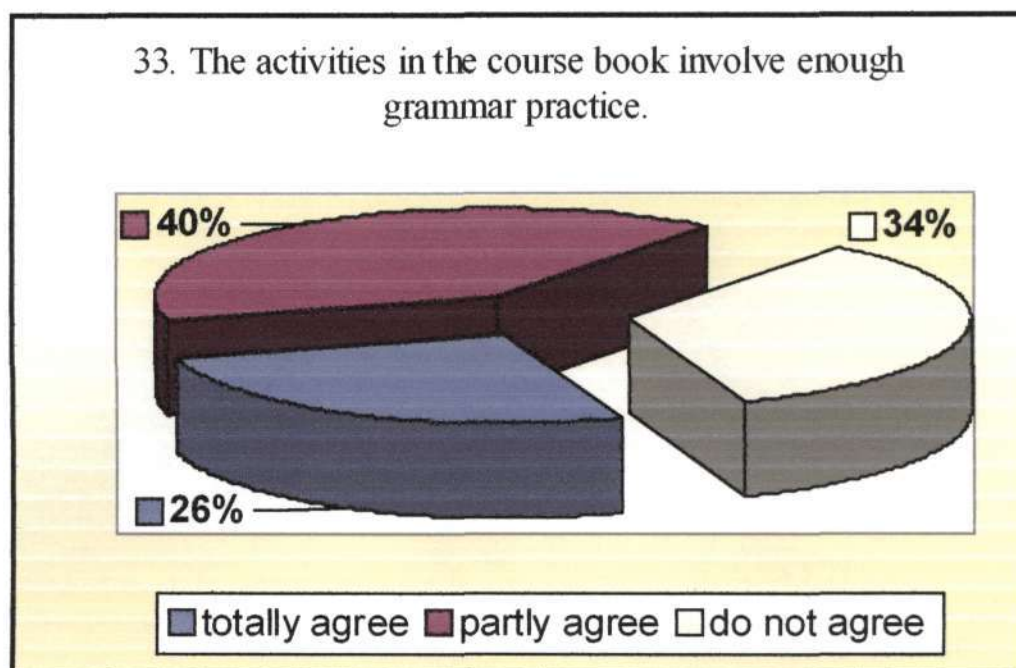
80% of the teachers totally agree that the activities in the course book involve enough vocabulary practice. 18% of the teachers partly agree that the activities in the course book involve enough vocabulary practice. 2% of the teachers do not believe that the activities in the course book involve enough vocabulary practice. It is clear from the graph that the course book provides enough vocabulary practice.

33. The activities in the course book involve enough grammar practice.

13 totally agree

20 partly agree

17 do not agree



26% of the teachers totally agree that the activities in the course book involve enough grammar practice. 40% of the teachers partly agree that the activities in the course book involve enough grammar practice. 34% of the teachers do not agree that the activities in the course book involve enough grammar practice. The teachers' claim is that there should be more grammar practice activities. For years, language education in Turkey depended on grammar practice and teachers taught grammar to children. After the revolution in the English language curriculum teachers are still seeking for grammar because of their habits. As years go by, their habits will also undergo some changes and they will admit that grammar should take a back seat in language teaching.

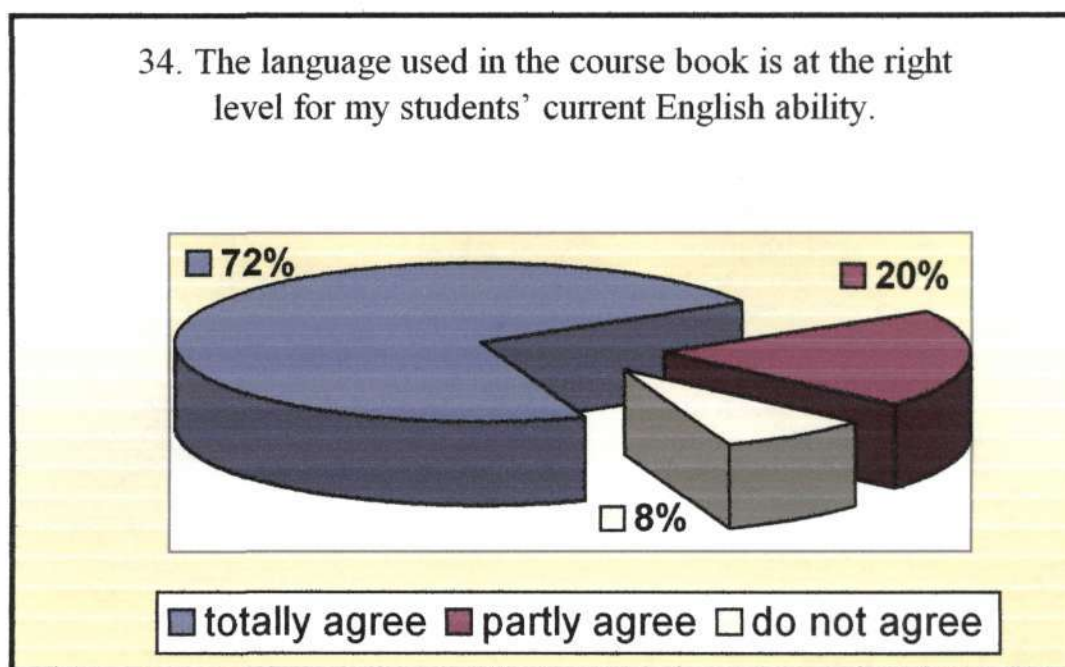
C-4-Language Type:

34. The language used in the course book is at the right level for my students' current English ability.

36 totally agree

10 partly agree

4 do not agree



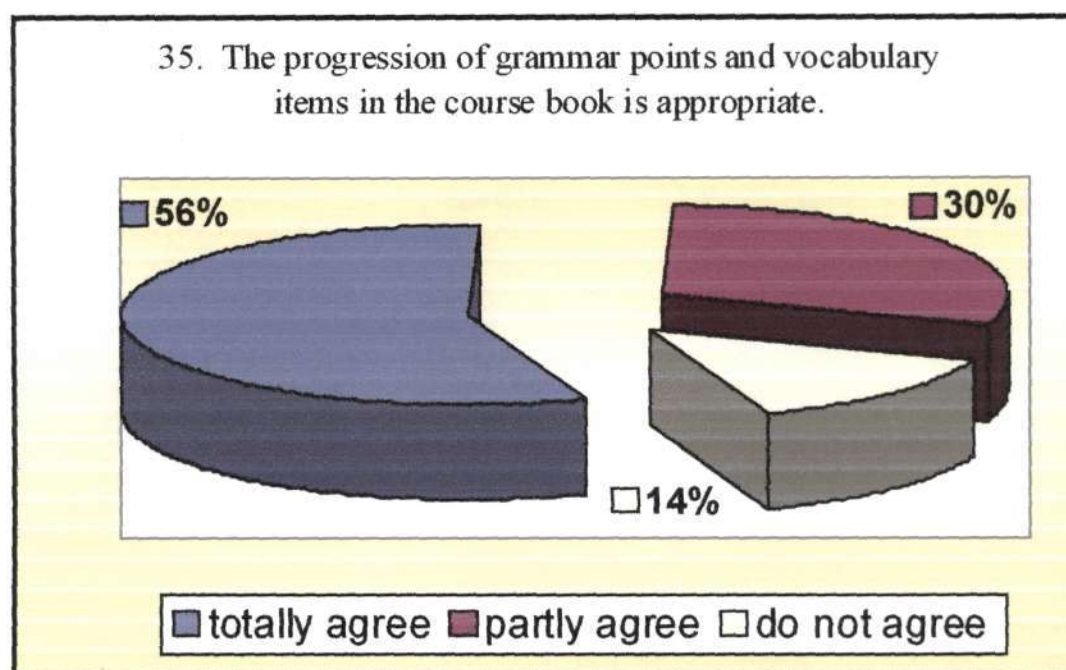
72% of the teachers totally agree that the language used in the course book is at the right level for their students' current English ability. 20% of the teachers partly agree that the language used in the course book is at the right level for their students' current English ability. 8% of the teachers disagree that the language used in the course book is at the right level for their students' current English ability. Substantial part of the teachers totally or partly agree that the language used in the course book is at the right level for their students' current English ability therefore, the language level used in the course book is appropriate.

35. The progression of grammar points and vocabulary items in the course book is appropriate.

28 totally agree

15 partly agree

7 do not agree



56% of the teachers totally agree and 30% of the teachers partly agree that the progression of grammar points and vocabulary items in the course book is appropriate. Only 14% of the teachers do not agree that the progression of grammar points and vocabulary items in the course book is appropriate. From the gathered results, it can be said that the progression of grammar points and vocabulary items in the course book is appropriate.

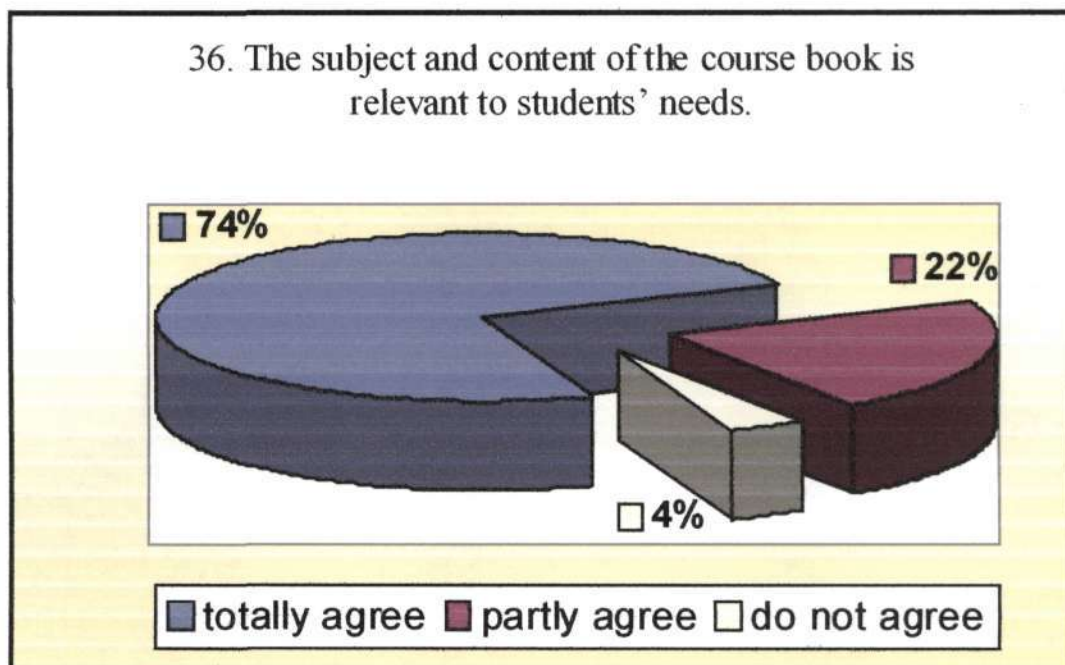
C-5-Subject and Content:

36. The subject and content of the course book is relevant to students' needs.

37 totally agree

11 partly agree

2 do not agree



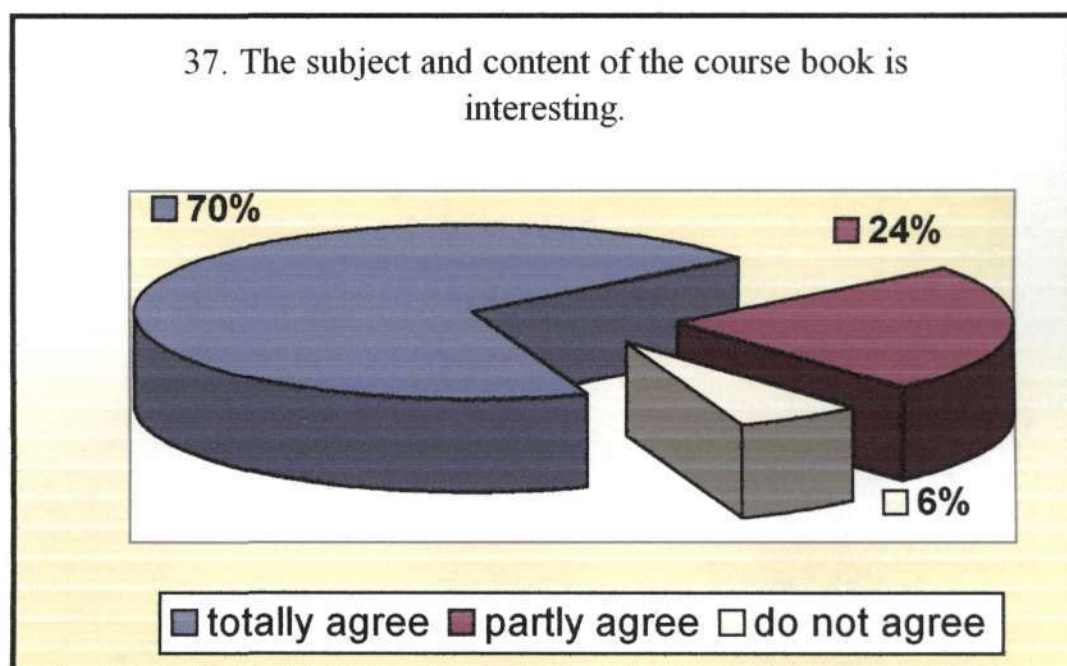
74% of the teachers totally agree and 22% of the teachers partly agree that the subject and content of the course book is relevant to students' needs. Only 4% of the teachers do not agree that the subject and content of the course book is relevant to students' needs. It is understood from the gathered data that the subject and content of the course book is relevant to students' needs.

37. The subject and content of the course book is interesting.

35 totally agree

12 partly agree

3 do not agree



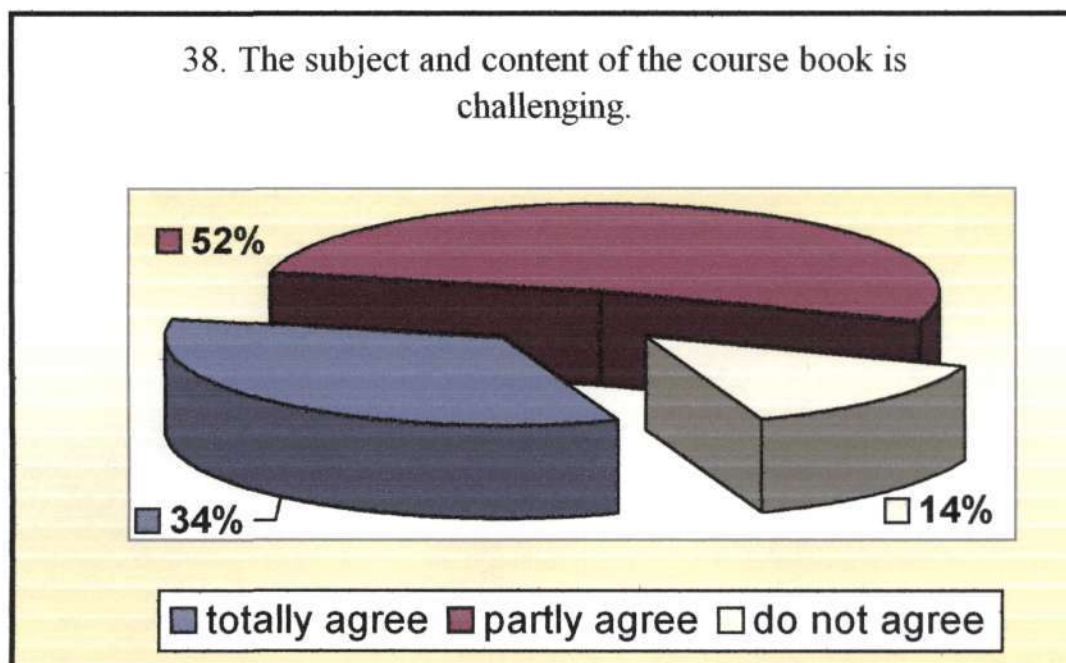
70% of the teachers totally agree and 24% of the teachers partly agree that the subject and content of the course book is interesting. Only 6% of the teachers do not agree that the subject and content of the course book is interesting. The results indicate that teachers mostly believe the subject and content of the course book is interesting.

38. The subject and content of the course book is challenging.

17 totally agree

26 partly agree

7 do not agree



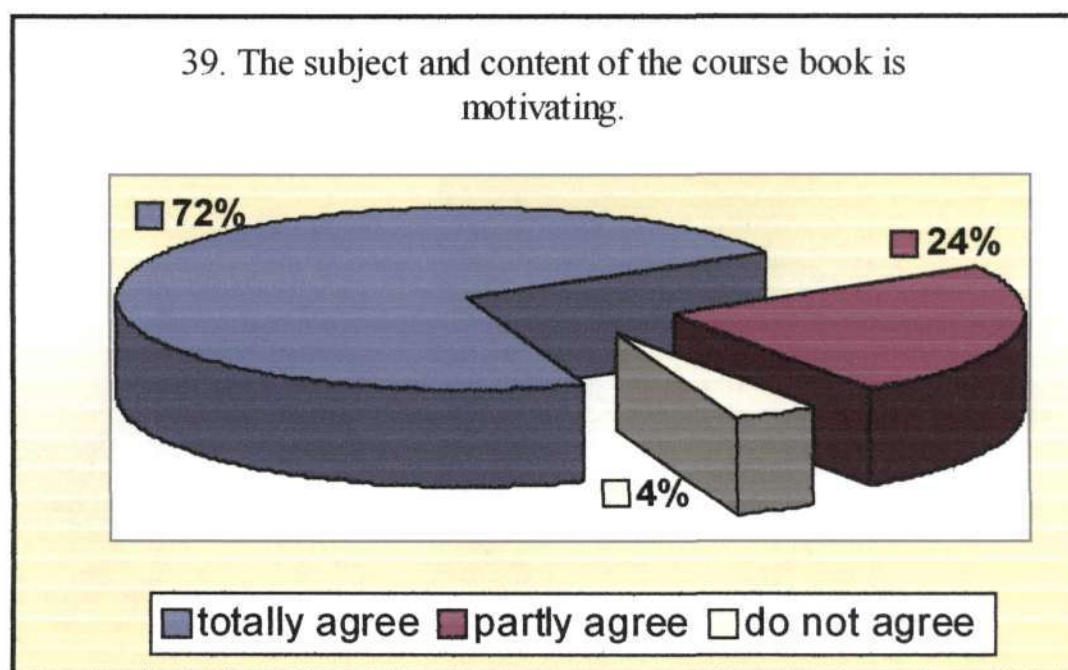
34% of the teachers totally agree and 52% of the teachers partly agree that the subject and content of the course book is challenging. Only 14% of the teachers do not agree that the subject and content of the course book is challenging. According to Krashen's "i+1" theory we acquire language only when we understand language that contains structure that is 'a little beyond' where we are now. So being a little beyond where students are now is desired for language acquisition. According to the teachers' answers the course book meets Krashen's "i+1" theory.

39. The subject and content of the course book is motivating.

36 totally agree

12 partly agree

2 do not agree



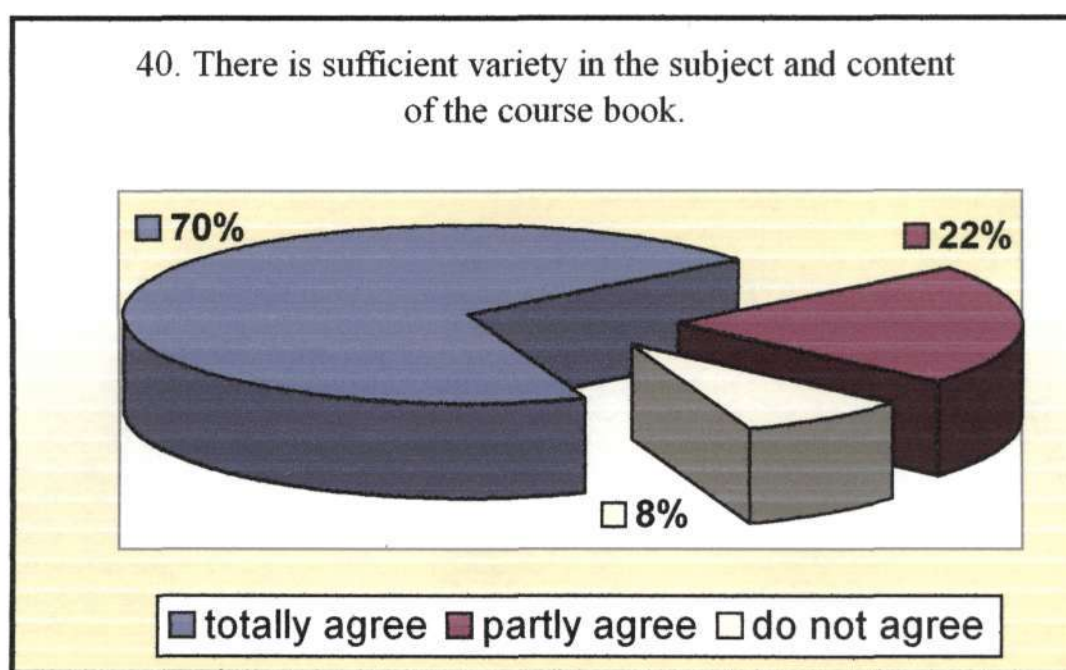
72% of the teachers totally agree and 24% of the teachers partly agree that the subject and content of the course book is motivating. Only 4% of the teachers do not believe that the subject and content of the course book is motivating. It is quite important that the course book is motivating for both learners and teachers. According to the students' questionnaire 65% totally agree that the subject and content of the course book is interesting and believe that the course book raises their interest in further English language study. At last, 74% of the students totally agree that they really enjoy studying with this course book. There is a noteworthy correspondence between the answers of teachers' and students'.

40. There is sufficient variety in the subject and content of the course book.

35 totally agree

11 partly agree

4 do not agree



70% of the teachers totally agree and 22% of the teachers partly agree that there is sufficient variety in the subject and content of the course book. Only 8% of the teachers do not agree that there is sufficient variety in the subject and content of the course book. The results are quite satisfactory for the variation of activities in the course book.

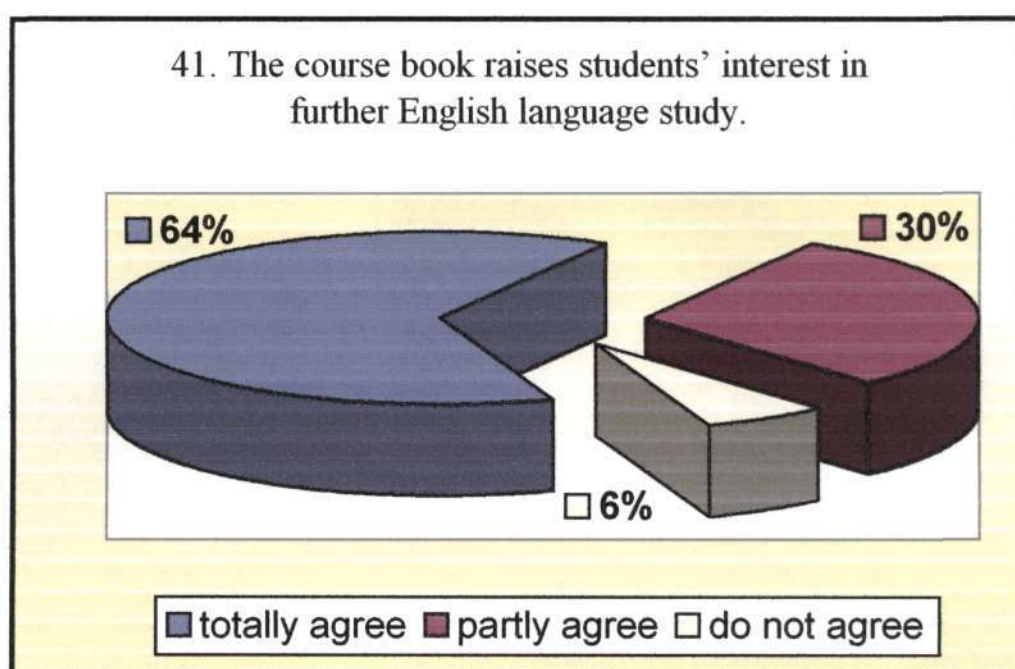
C-6-Overall Consensus:

41. The course book raises students' interest in further English language study.

32 totally agree

15 partly agree

3 do not agree



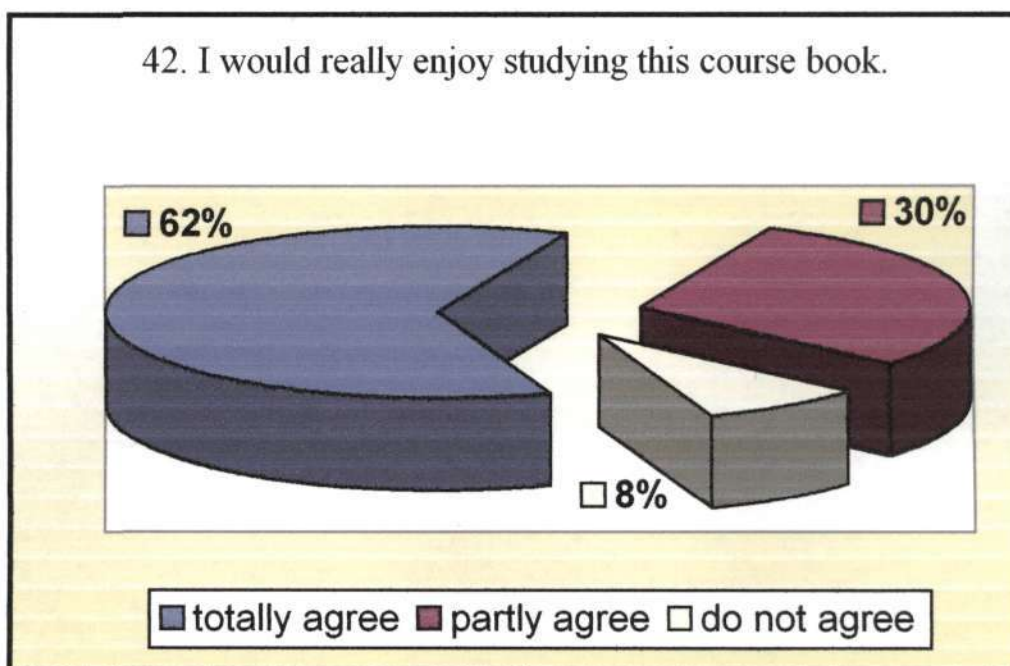
64% of the teachers totally agree and 30% of the teachers partly agree that the course book raises their students' interest in further English language study. 6% of the teachers do not agree that the course book raises their students' interest in further English language study. Results gathered from the students' are very similar to the teachers'; 65% of the students totally agree and 29% of the students partly agree that the course book raises their interest in further English language study. The results show that both the teachers and students enjoy teaching and learning English with this course book.

42. I would really enjoy studying this course book.

31 totally agree

15 partly agree

4 do not agree



62% of the teachers totally agree and 30% of the teachers partly agree that they really enjoy studying this course book. Only a very small part of the teachers does not agree that they really enjoy studying this course book. Students' answers to this question supports teachers' answers -74% of the students totally agree and 21% of the students partly agree that they really enjoy studying this course book. It is understood that the course book is generally approved and liked by the teachers and students.

43. What are other positive and negative thoughts about the course book that are not mentioned up to now?

Many teachers stated that Time for English is the best book they have ever taught. Moreover, they said that the course book is full of colorful pictures, connecting dot activities that students like and it is appropriate to students' level. They approved the new curriculum and the way it covers recent methodologies. They stated that the new curriculum gives ideas about techniques and they pointed out that the course book is like a map which they can find their way easily. Additionally, they stated that the course book addresses to all kinds of learners and every student can show his/her ability in a way, they also stressed that especially in crowded classes, the course book is very helpful.

Many teachers highlighted that for the first time the course book has a CD. Moreover, some of the teachers said that too much emphasis is given to vocabulary teaching and less emphasis to grammar practice and it is very good for learners. They emphasized that the course book is a reliable resource that students can refer at home.

On the other hand, few teachers stated that there is too much emphasis on "have/has got," other subjects like "there is /there are" can also be given in the course book. Two of the teachers stated that it would be better if characters, which students like, were inserted into a story line format to the course book. Some of the teachers stated that more grammar activities should be added into the course book and there should be more sentence level structures. Many teachers stated that some units like "foods and drinks" and "timetables" are above the level of students.

D-STUDENT WORKBOOK EVALUATION FORM

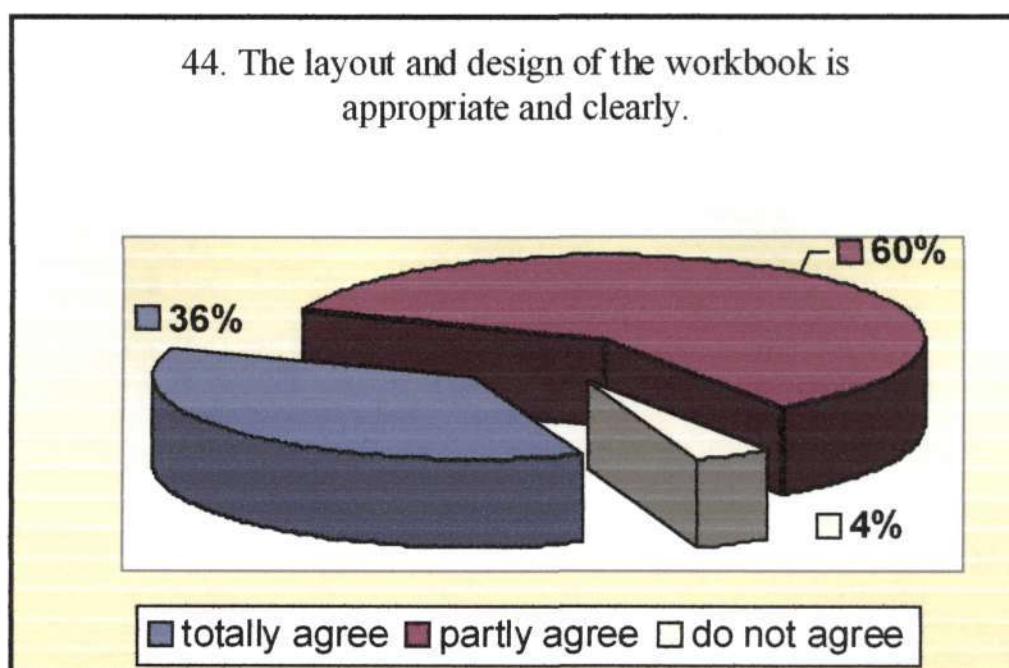
D-1-Layout and Design:

44. The layout and design of the workbook is appropriate and clearly.

18 totally agree

30 partly agree

2 do not agree



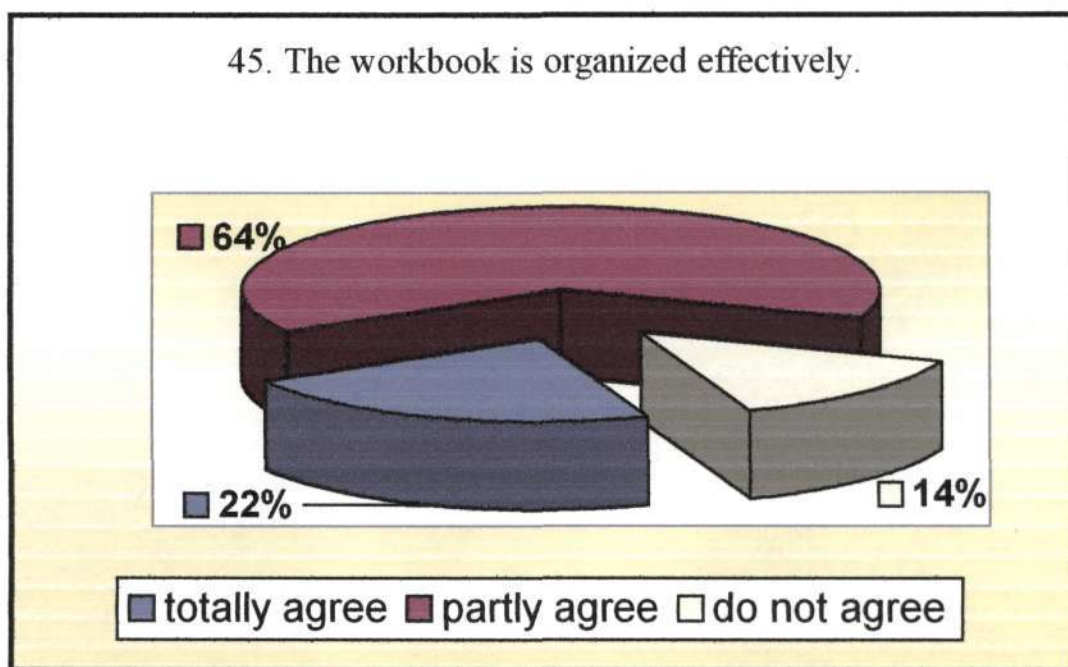
36% of the teachers totally agree and 60% of the teachers partly agree that the layout and design of the workbook is appropriate and clear. 14% of the teachers do not agree that the layout and design of the workbook is appropriate and clear. For the course book 56% of the teachers mentioned that they totally agree that the layout and design of the course book is appropriate and clear. There is a serious difference between the sights for the course book and the workbook. In the 64th item, teachers also stated that more emphasis should be given to workbook and activities in the workbook.

45. The workbook is organized effectively.

11 totally agree

32 partly agree

7 do not agree



22% of the teachers totally agree and 64% of the teachers partly agree that the workbook is organized effectively. 14% of the teachers do not agree that the workbook is organized effectively. For the course book, 52% of the teachers think that the course book is organized effectively. It is again seen that teachers' thoughts are completely different for the workbook and course book. The teachers generally approve course book whereas they do not workbook.

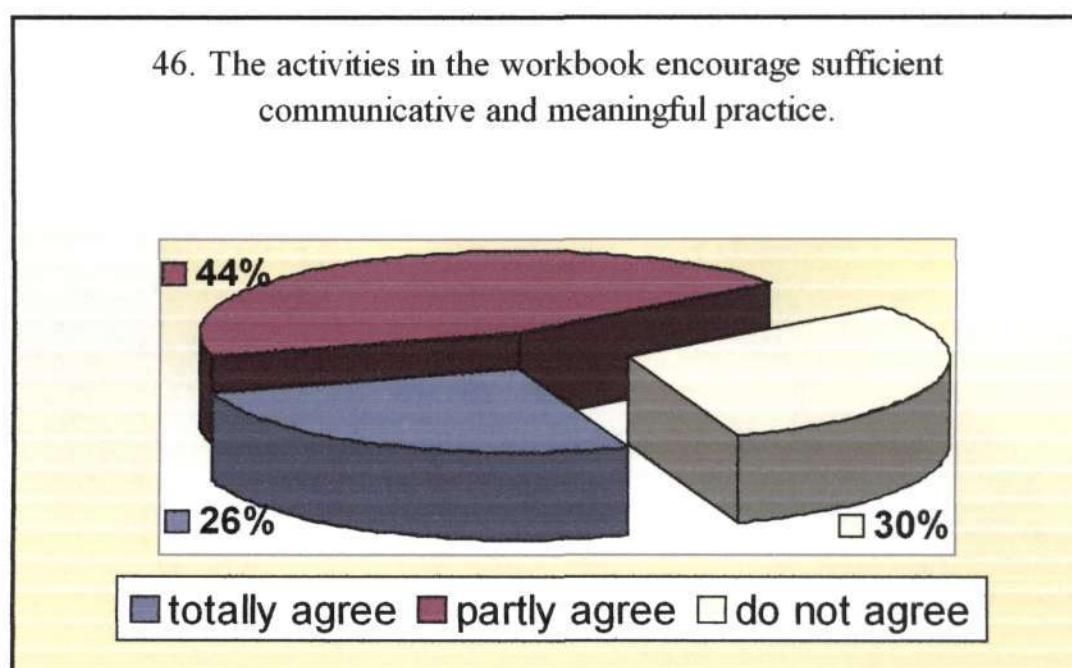
D-2- Activities:

46. The activities in the workbook encourage sufficient communicative and meaningful practice.

13 totally agree

22 partly agree

15 do not agree



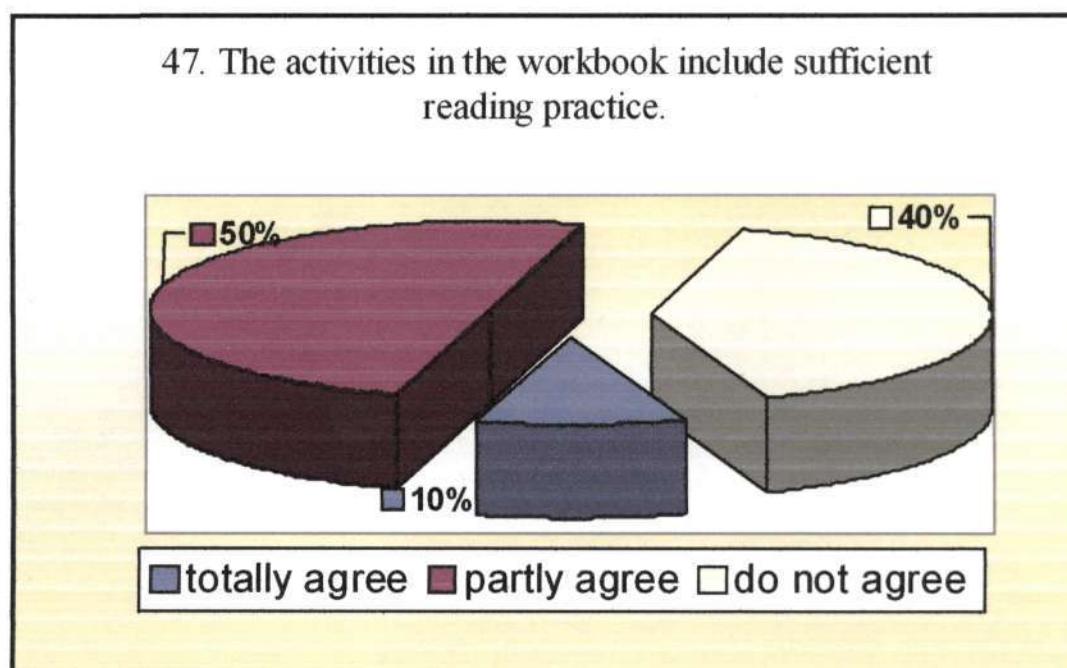
26% of the teachers totally agree and 44% of the teachers partly agree that the activities in the workbook encourage sufficient communicative and meaningful practice. 30% of the teachers do not agree that the activities in the workbook encourage sufficient communicative and meaningful practice. It is clear that there are communicative and meaningful activities in the workbook but the number of activities do not please teachers.

47. The activities in the workbook include sufficient reading practice.

5 totally agree

25 partly agree

20 do not agree



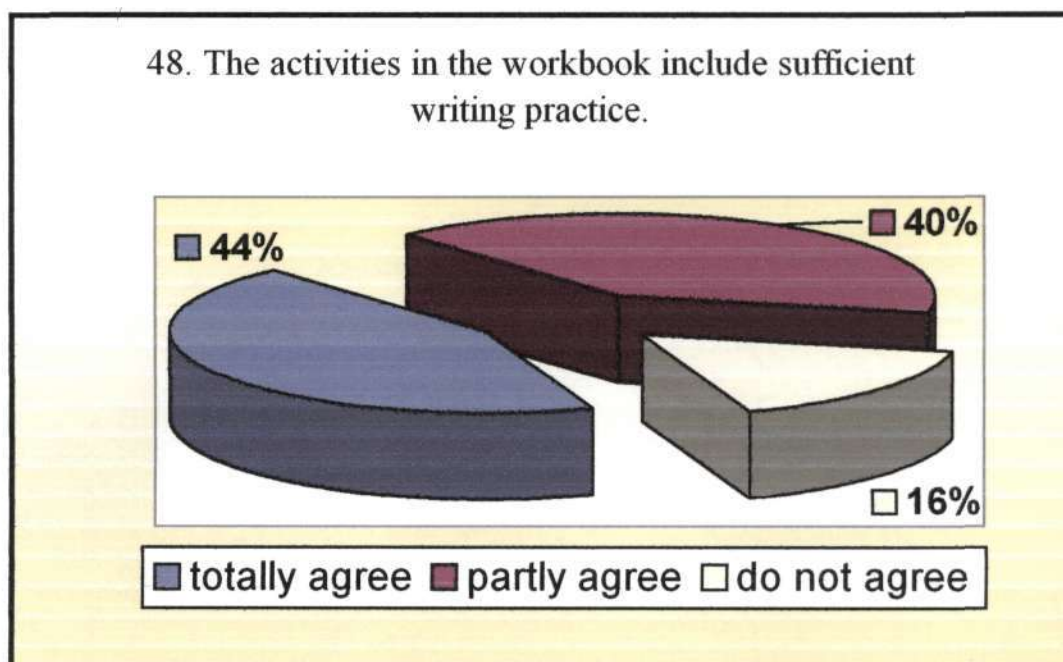
10% of the teachers totally agree and 50% of the teachers partly agree that the activities in the workbook include sufficient reading practice. 40% of the teachers do not agree that the activities in the workbook include sufficient reading practice. The course book contains only sentence level reading and so does workbook but the results show that the number of reading practice activities is not sufficient. More reading practice activities should be inserted into the workbook.

48. The activities in the workbook include sufficient writing practice.

22 totally agree

20 partly agree

8 do not agree



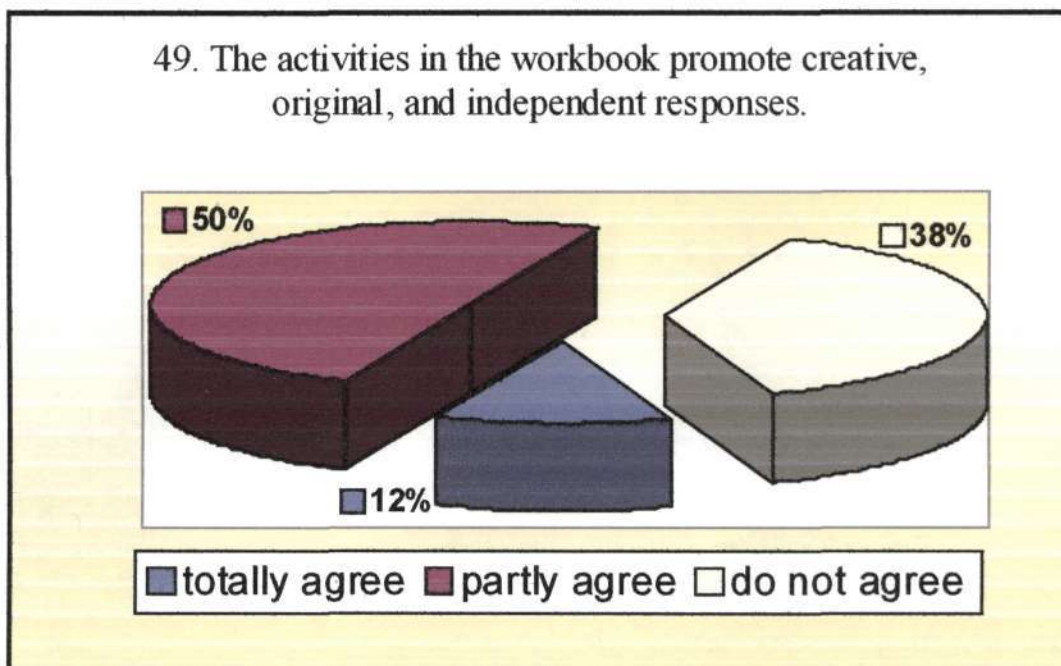
44% of the teachers totally agree and 40% of the teachers partly agree that the activities in the workbook include sufficient writing practice. 16% of the teachers do not agree that the activities in the workbook include sufficient writing practice. The results imply that the number of the writing activities in the workbook is sufficient.

49. The activities in the workbook promote creative, original, and independent responses.

6 totally agree

25 partly agree

19 do not agree



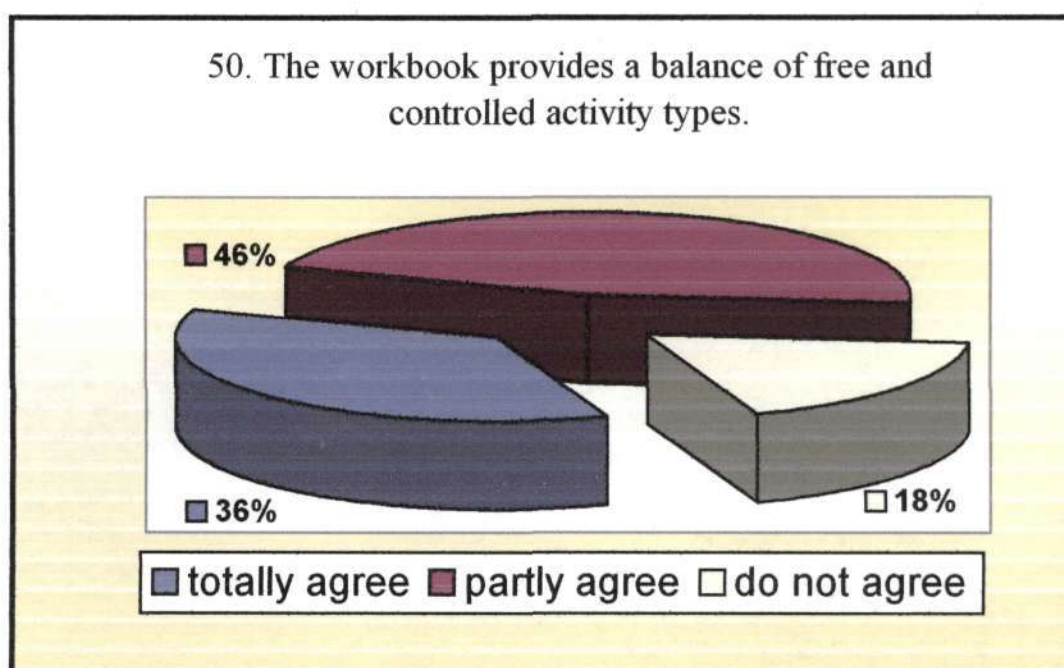
12% of the teachers totally agree and 50% of the teachers partly agree that the activities in the workbook promote creative, original, and independent responses. 38% of the teachers do not agree that the activities in the workbook promote creative, original, and independent responses. These age and level of learners need repetition. After doing some repetition and after students make some progress (in the following grades), following grades' workbooks' activities need to promote original and independent responses.

50. The workbook provides a balance of free and controlled activity types.

18 totally agree

23 partly agree

9 do not agree



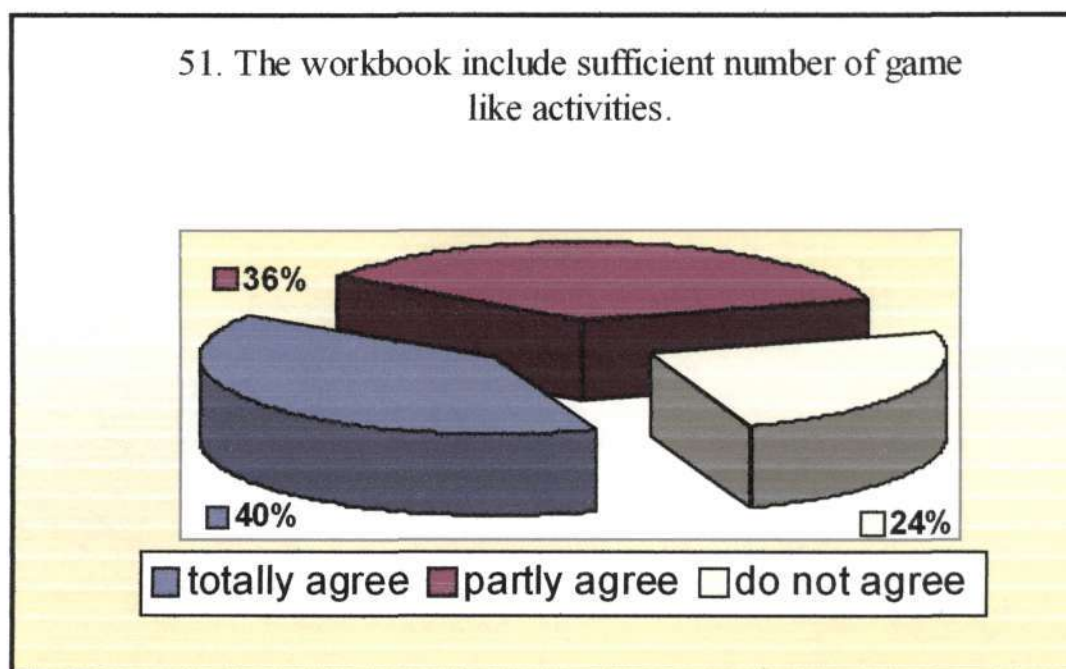
36% of the teachers totally agree and 46% of the teachers partly agree that the workbook provides a balance of free and controlled activity types. 18% of the teachers do not agree that the workbook provides a balance of free and controlled activity types. According to the results gathered there is a balance between free and controlled activity types.

51. The workbook includes sufficient number of game like activities.

20 totally agree

18 partly agree

12 do not agree



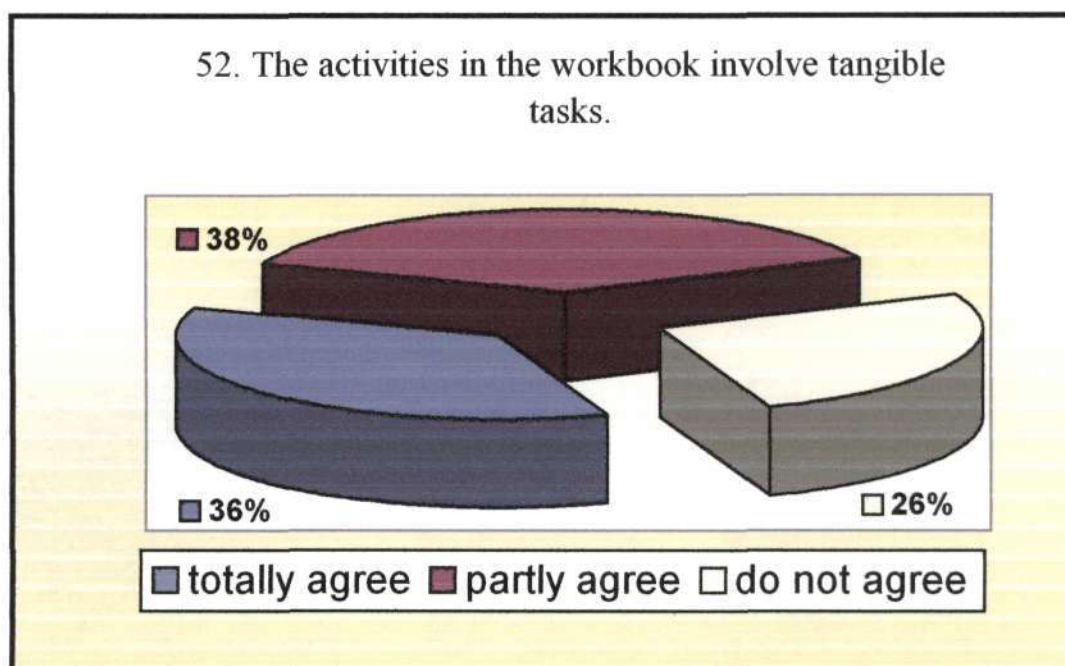
40% of the teachers totally agree and 36% of the teachers partly agree that the workbook includes sufficient number of game like activities. 24% of the teachers do not agree that the workbook includes sufficient number of game like activities. As it is seen from the above graph, the number of the game like activities is sufficient according to the teachers.

52. The activities in the workbook involve tangible tasks.

18 totally agree

19 partly agree

13 do not agree



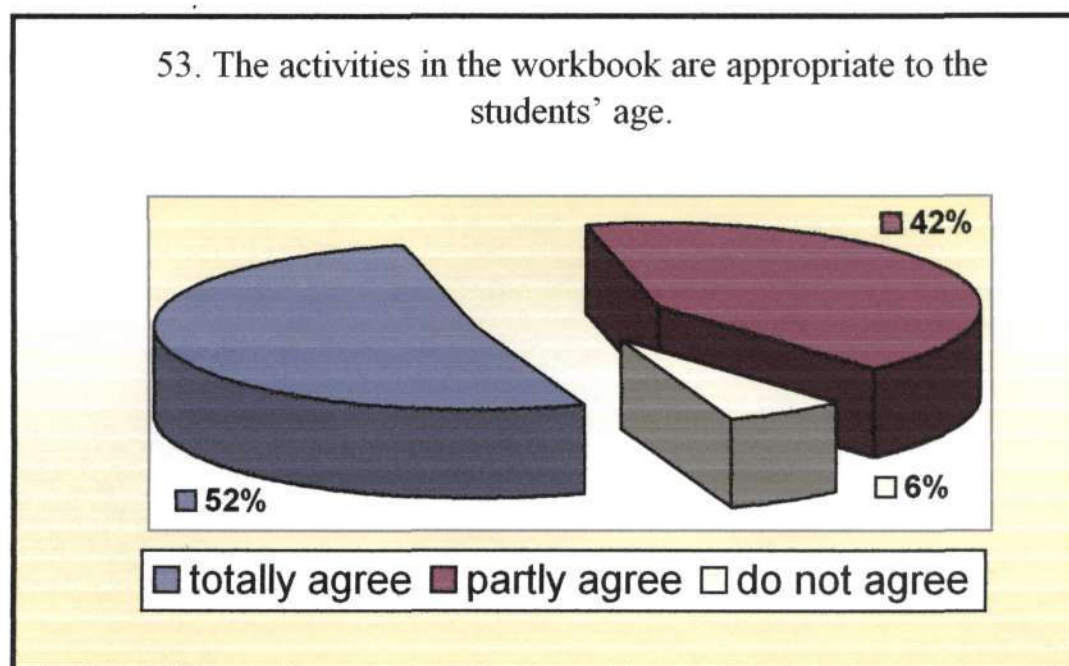
36% of the teachers totally agree and 38% of the teachers partly agree that the activities in the workbook involve tangible tasks. 26% of the teachers do not agree that the activities in the workbook involve tangible tasks. In this respect, it can be said that activities in the workbook involve sufficient number of tangible tasks.

53. The activities in the workbook are appropriate to the students' age.

26 totally agree

21 partly agree

3 do not agree



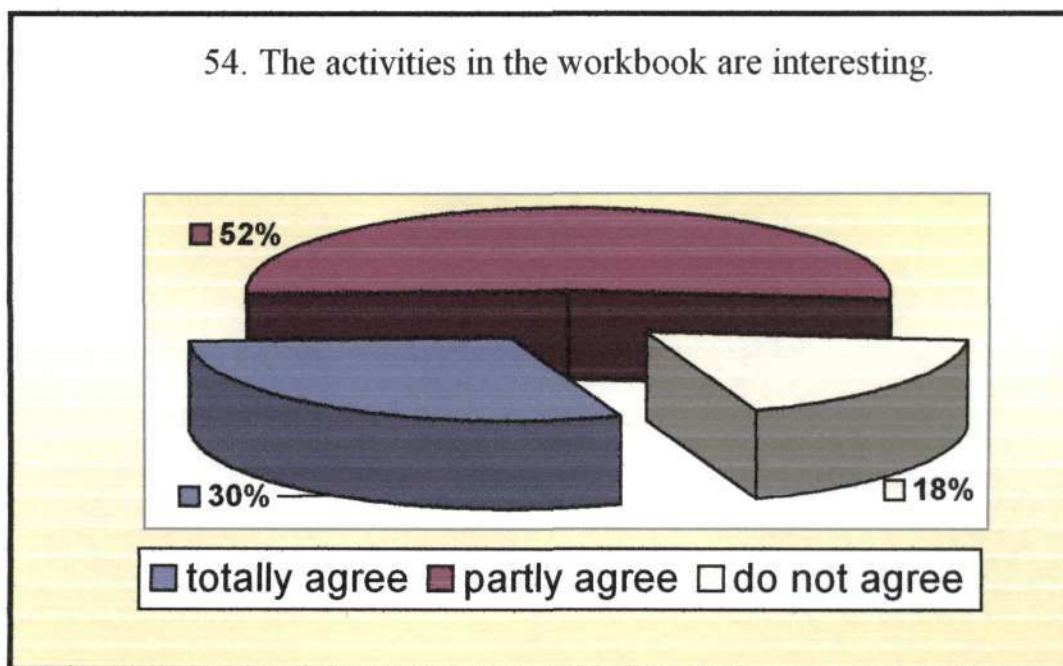
52% of the teachers totally agree and 42% of the teachers partly agree that the activities in the workbook are appropriate to the students' age. 6% of the teachers do not agree that the in the workbook are appropriate to the students' age. In this respect, it can be said that activities in the workbook are appropriate to the students' age.

54. The activities in the workbook are interesting.

15 totally agree

26 partly agree

9 do not agree



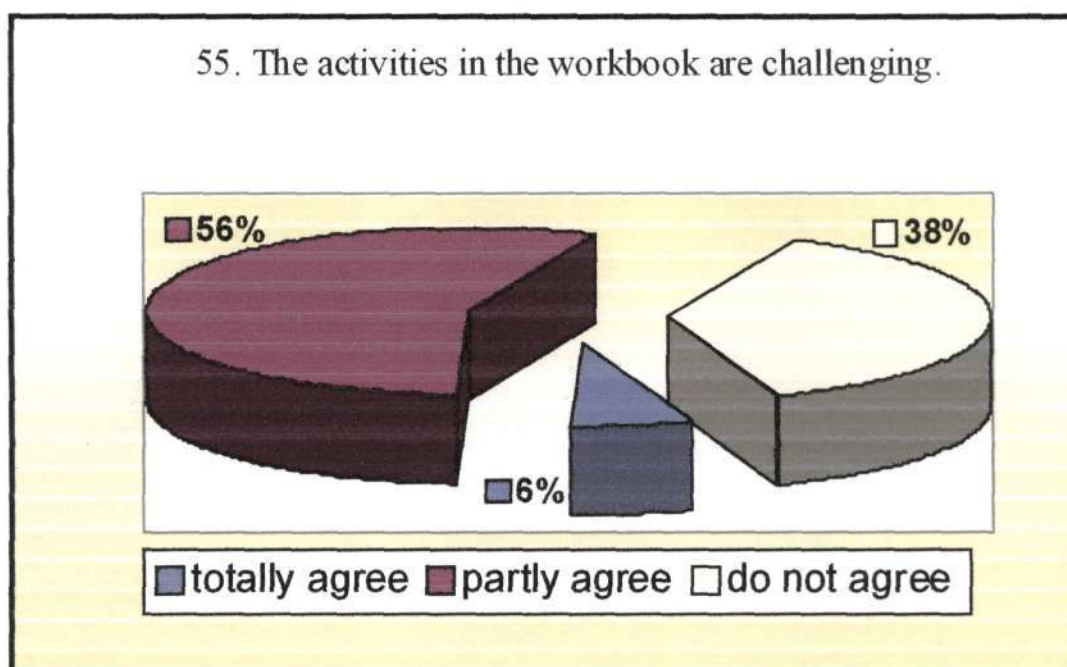
30% of the teachers totally agree (which was 70% in the course book) and 52% of the teachers partly agree that the activities in the workbook are interesting. 18% of the teachers do not agree that the in the activities in the workbook are interesting. The results indicate that teachers believe that the subject and content of the course book is much more interesting than the workbook's.

55. The activities in the workbook are challenging.

3 totally agree

28 partly agree

19 do not agree



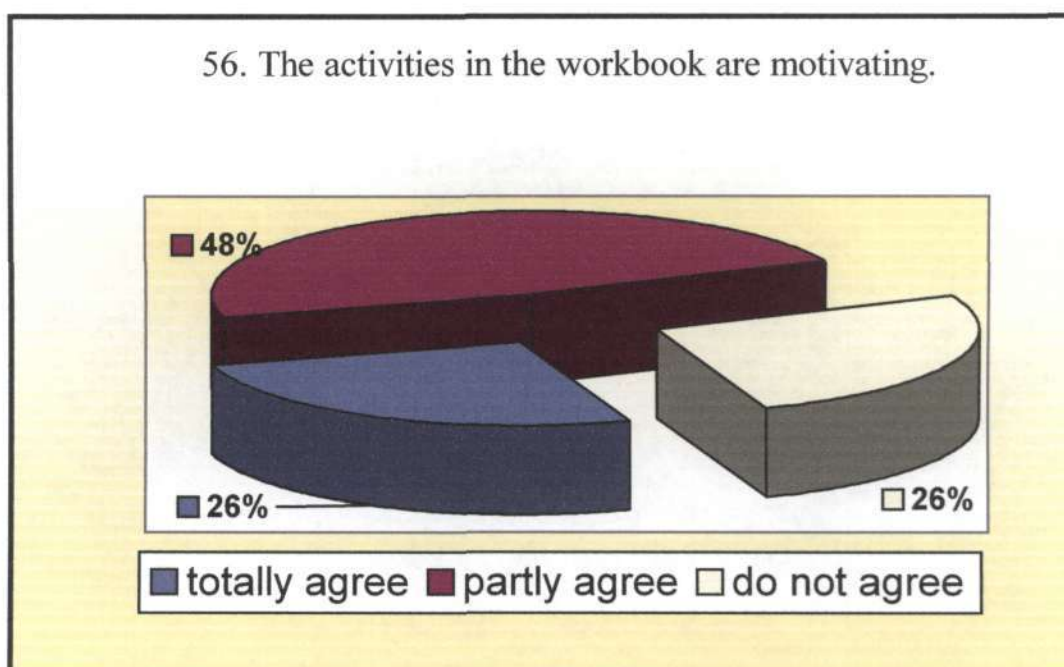
6% of the teachers totally agree and 56% of the teachers partly agree that the activities in the workbook are challenging. 38% of the teachers do not agree that the activities in the workbook are challenging. As it is stated for the course book, knowledge a little beyond students' level is desired for language learning. The graph shows that workbook is somewhat challenging and this is an advantage for students.

56. The activities in the workbook are motivating.

13 totally agree

24 partly agree

13 do not agree



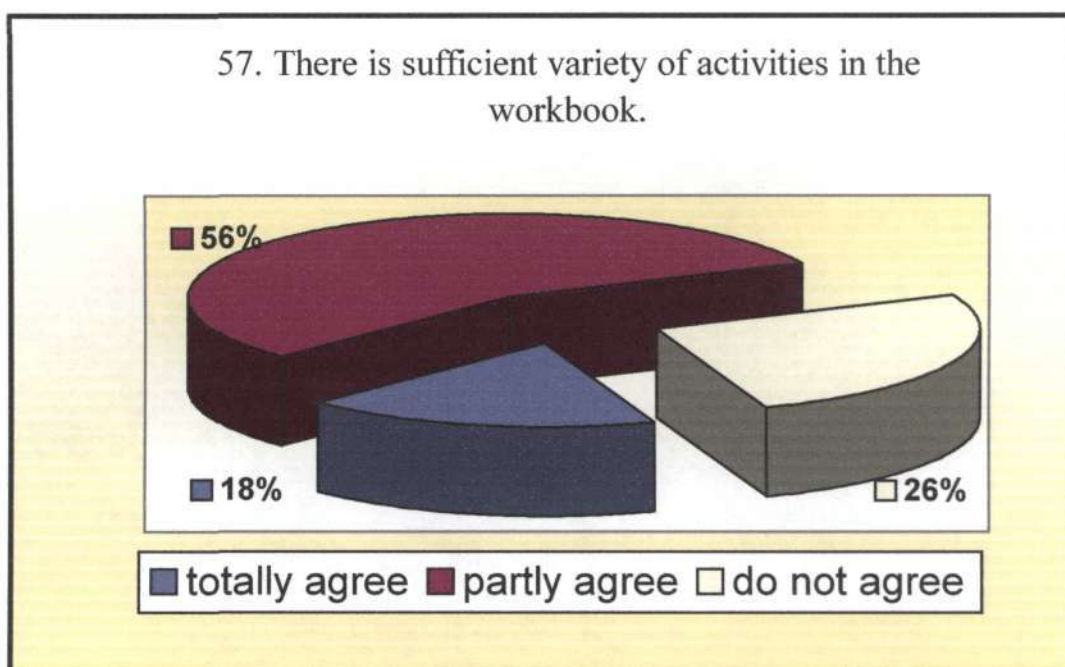
26% of the teachers totally agree (it was 72% for the course book) and 48% of the teachers partly agree that the activities in the workbook are motivating. 26% of the teachers do not agree that the in the activities in the workbook are motivating. The results imply that teachers find workbook less motivating than course book. More colorful and motivating activities should be added in the workbook.

57. There is sufficient variety of activities in the workbook.

9 totally agree

28 partly agree

13 do not agree



18% of the teachers totally agree and 56% of the teachers partly agree that there is sufficient variety of activities in the workbook. 26% of the teachers do not agree that there is sufficient variety of activities in the workbook. There are not many activities in the workbook therefore; variation of the activities also decreases.

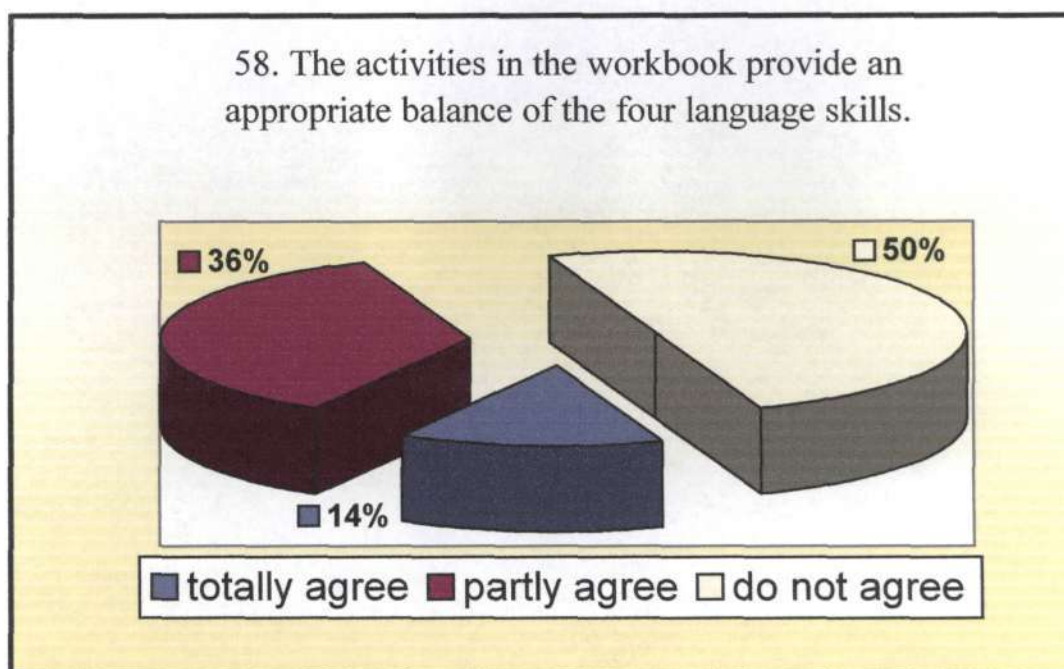
D-3- Skills:

58. The activities in the workbook provide an appropriate balance of the four language skills.

7 totally agree

18 partly agree

25 do not agree



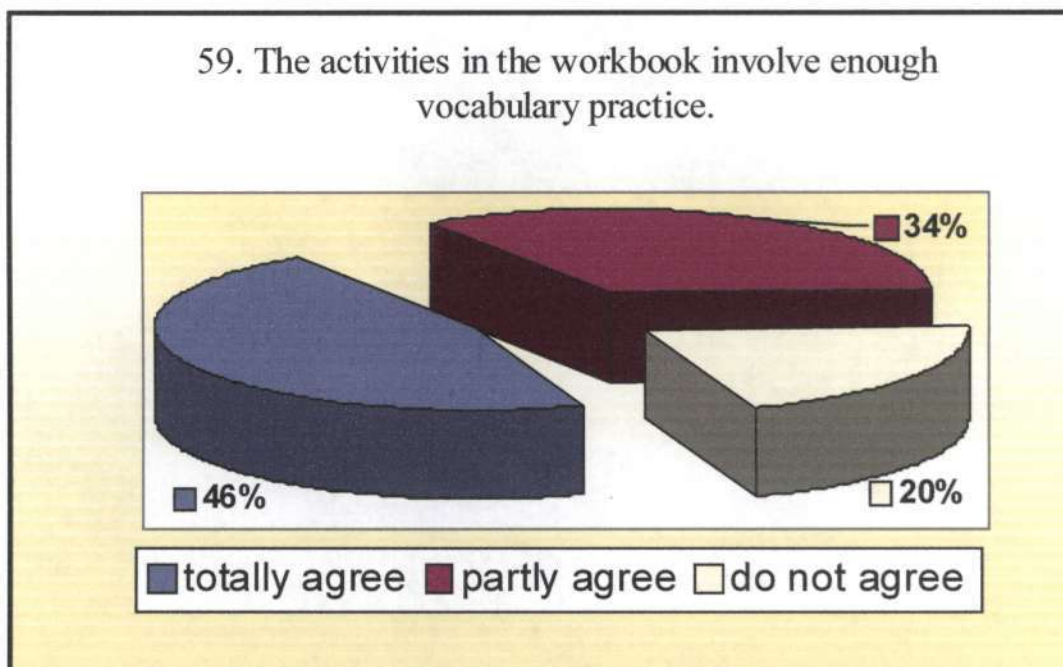
14% of the teachers totally agree and 36% of the teachers partly agree that the activities in the workbook provide an appropriate balance of the four language skills. 50 % of the teachers do not agree that the activities in the workbook provide an appropriate balance of the four language skills. Workbooks are self-study books so it is normal that they highly contain writing and reading activities.

59. The activities in the workbook involve enough vocabulary practice.

23 totally agree

17 partly agree

10 do not agree



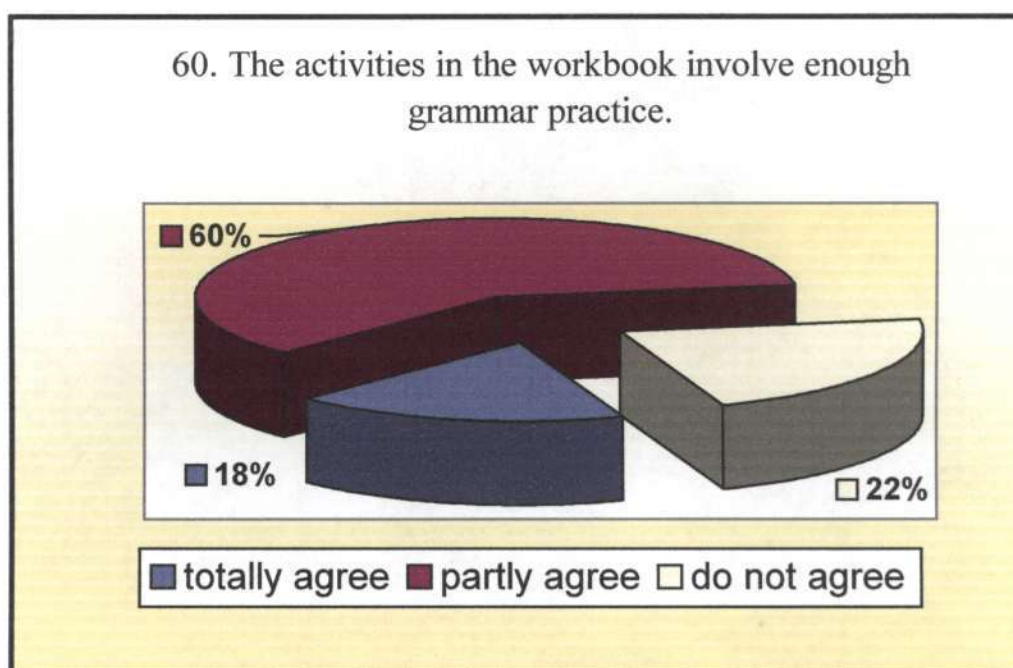
46% of the teachers totally agree (it was 80% for the course book) and 34% of the teachers partly agree that the activities in the workbook involve enough vocabulary practice. 20% of the teachers do not agree that the activities in the workbook involve enough vocabulary practice. The results indicate that workbook involves somewhat vocabulary practice activities but more vocabulary activities should be inserted into the workbook.

60. The activities in the workbook involve enough grammar practice.

9 totally agree

30 partly agree

11 do not agree



18% of the teachers totally agree and 60% of the teachers partly agree that the activities in the workbook involve enough grammar practice. 22% of the teachers do not agree that the activities in the workbook involve enough grammar practice. The new curriculum does not attach importance to grammar education and therefore, it is normal that both the course book and the workbook contain very few grammar practice activities.

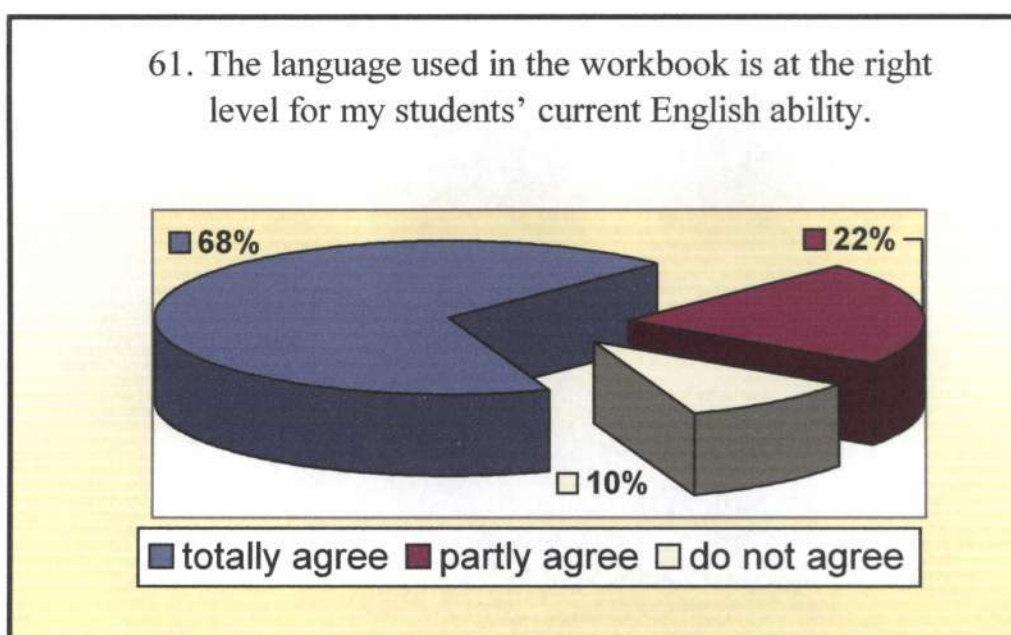
D-4- Language Type:

61. The language used in the workbook is at the right level for my students' current English ability.

34 totally agree

11 partly agree

5 do not agree



68% of the teachers totally agree and 22% of the teachers partly agree that the language used in the workbook is at the right level for their students' current English ability. 10% of the teachers do not agree that the language used in the workbook is at the right level for their students' current English ability. The results show that the language level used in the book is appropriate to students' age and level.

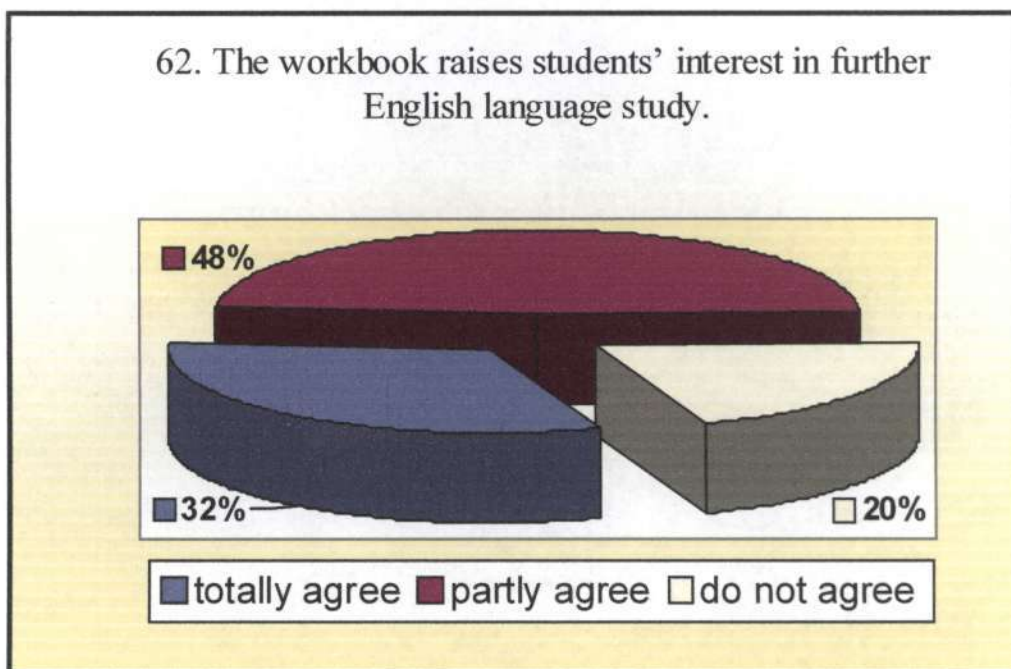
D-5- Overall Consensus:

62. The workbook raises students' interest in further English language study.

16 totally agree

24 partly agree

10 do not agree



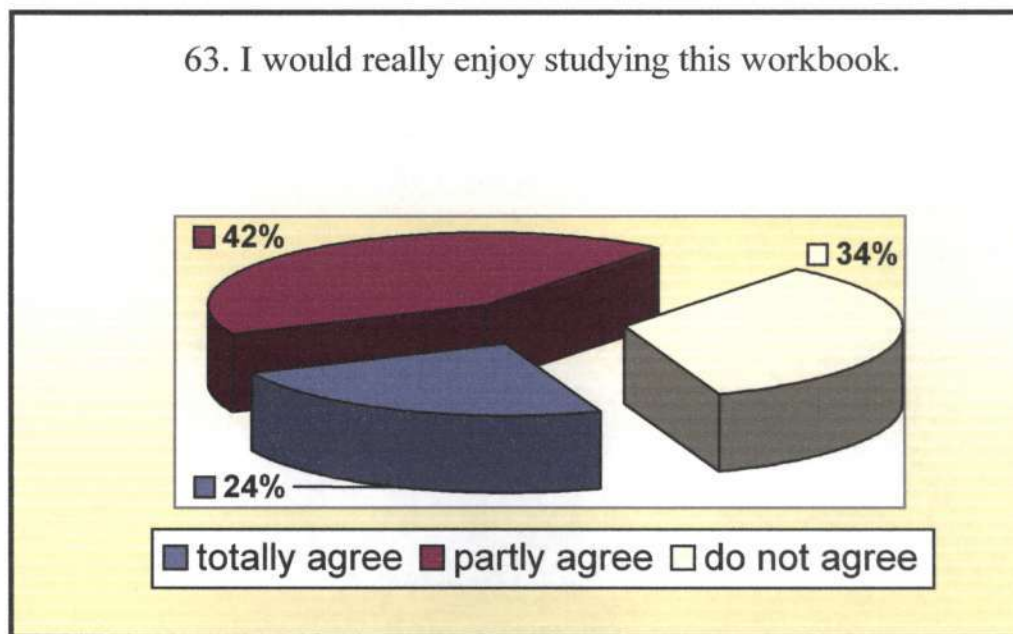
32% (64% in the course book) of the teachers totally agree and 48% (30% in the course book) of the teachers partly agree that the workbook book raises their students' interest in further English language study. 20% (6% in the course book) of the teachers do not agree that the workbook raises their students' interest in further English language study. The answer of students' also similar to the teachers' answers. 38% of the students totally agree and 40% of students partly agree that the workbook book raises their interest in further English language study. 22% of students do not agree that the workbook raises their interest in further English language study. Both the teachers and the students are less willing to study workbook than course book therefore, more activities that raise students' motivation should be inserted into the workbook.

63. I would really enjoy studying this workbook.

12 totally agree

21 partly agree

17 do not agree



24% of the teachers totally agree (it was 62% in the course book) and 42% of the teachers partly agree that they would really enjoy studying with this workbook. 34% of the teachers do not agree that they would really enjoy studying with this workbook. The results show that teachers are much happier studying with the course book. Therefore, more activities that attract both students' and teachers' interest should be inserted into the workbook.

64. What are other positive and negative thoughts about the workbook that are not mentioned up to now?

Many teachers stated that the very best feature of the workbook is “öğrendiklerim ve duygularım” part. On the other hand, many teachers stated that course book is better designed than the workbook and there are not many different kinds of activities other than course books’. Some of the teachers stated that project ideas to be put into students’ portfolios could be given at the end of every unit. They also mentioned that there are very few activities in the workbook so, there should be more activities to make practice and repetition. At last, they stated that there should be a little more grammar activities in the workbook.

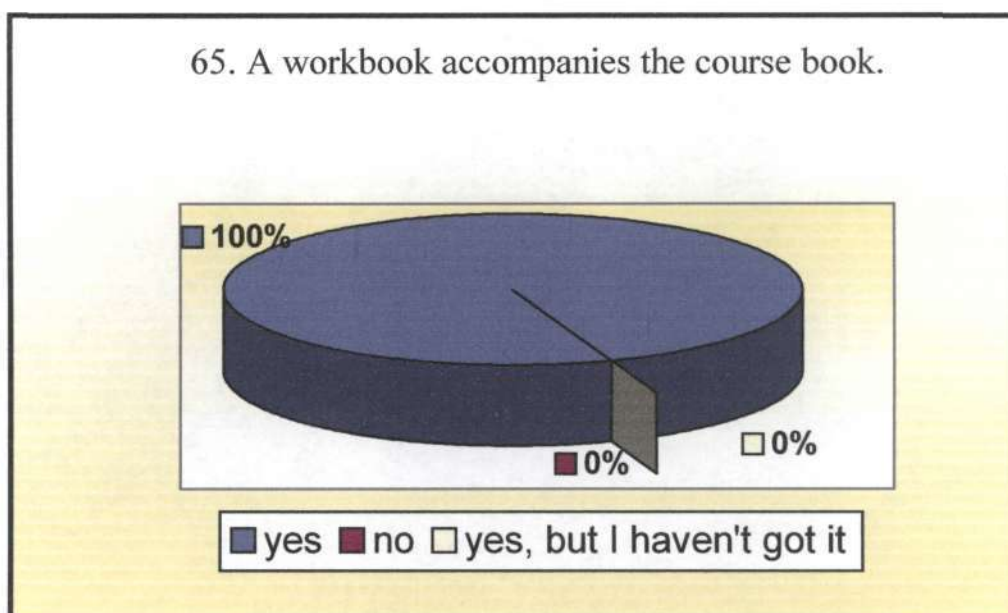
E- TEACHER'S BOOK and MATERIALS EVALUATION

65. A workbook accompanies the course book.

50 yes

0 no

0 yes, but I have not got it.



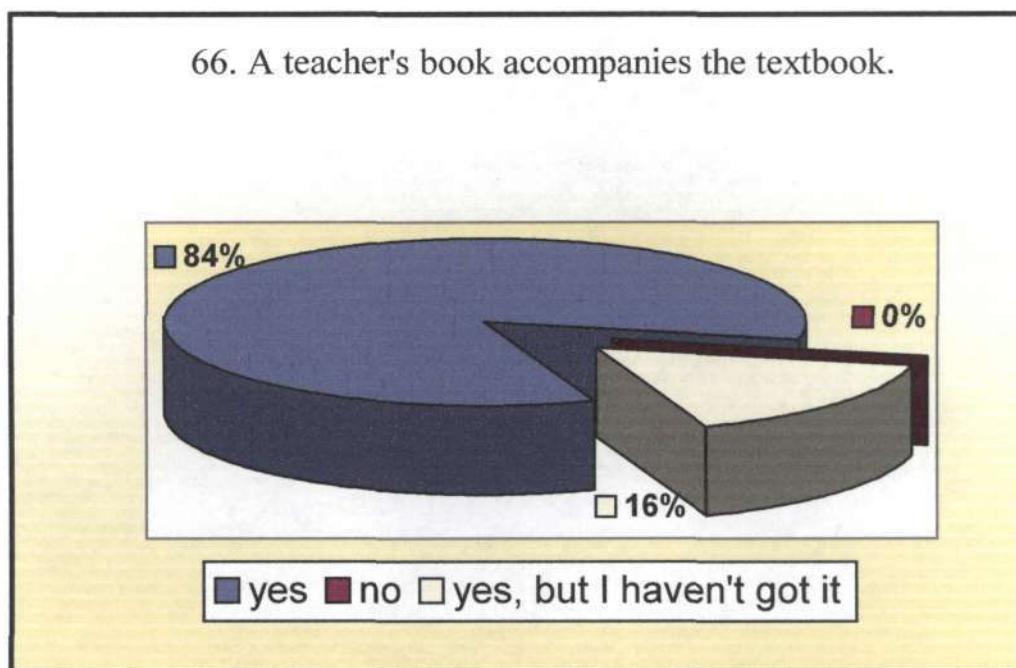
A workbook accompanies the course book. It is clear that both the teachers and the students reached workbooks.

66. A teacher's book accompanies the textbook.

42 yes

0 no

8 yes, but I have not got it.



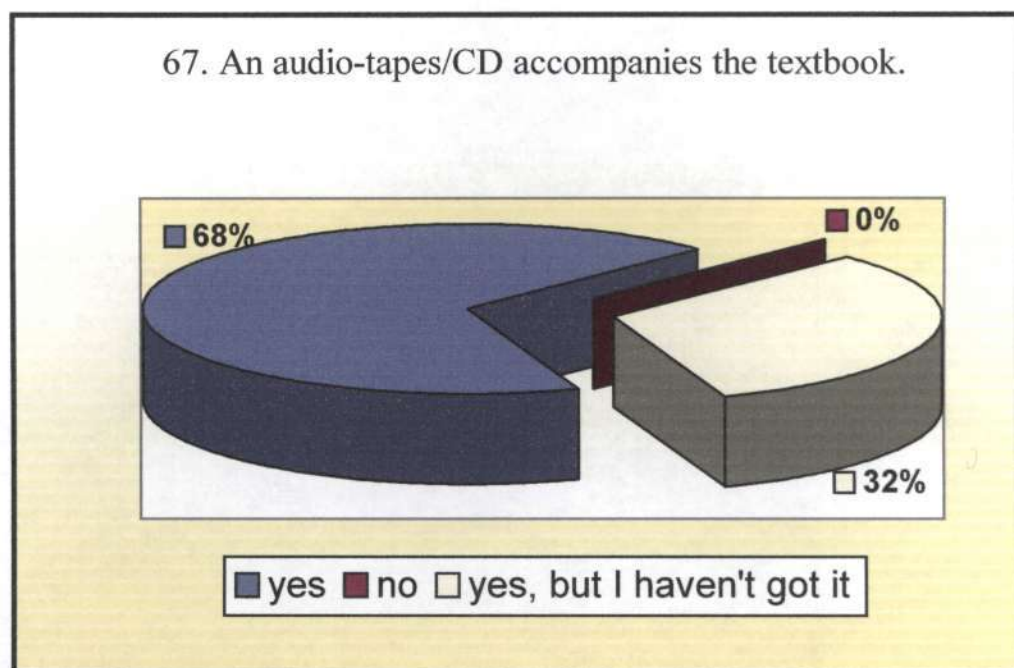
A teacher's book accompanies the textbook but %18 of the teachers could not get the teacher's book.

67. An audio-tapes/CD accompanies the textbook.

34 yes

0 no

16 yes, but I have not got it.



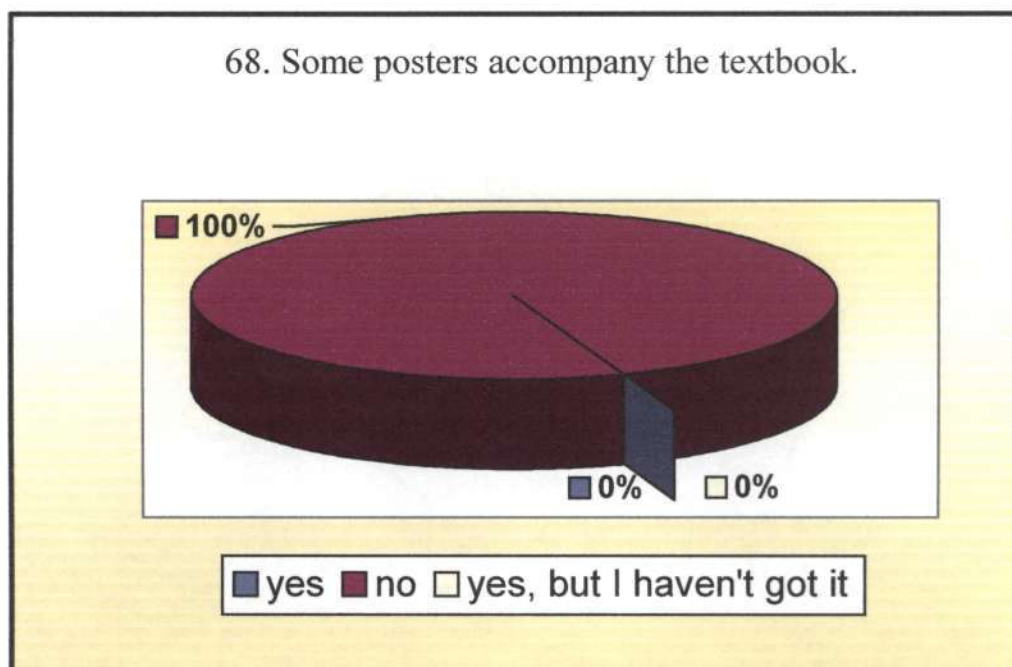
An audio-tapes/CD accompanies the textbook but 32% of the teachers could not get the CDs.

68. Some posters accompany the textbook.

0 yes

50 no

0 yes, but I have not got it.



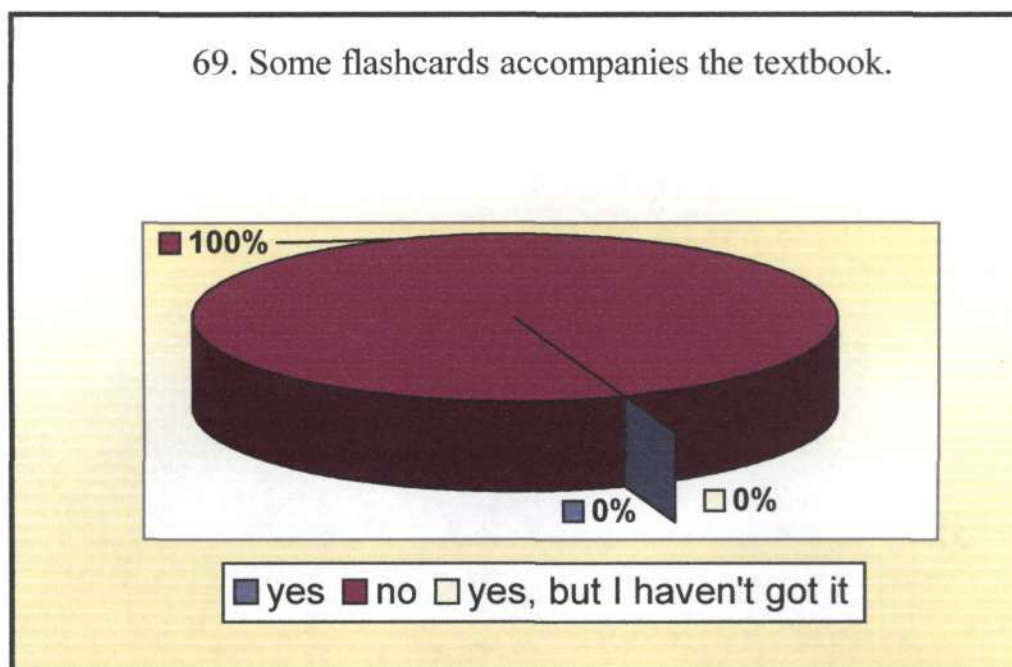
The course book package does not have any posters that accompany the course book. Some posters should be added into the course book packet for the units like “my classroom”, “body parts”, “clothes”, “pets” and/or “foods and drinks”

69. Some flashcards accompanies the textbook.

0 yes

50 no

0 yes, but I have not got it.

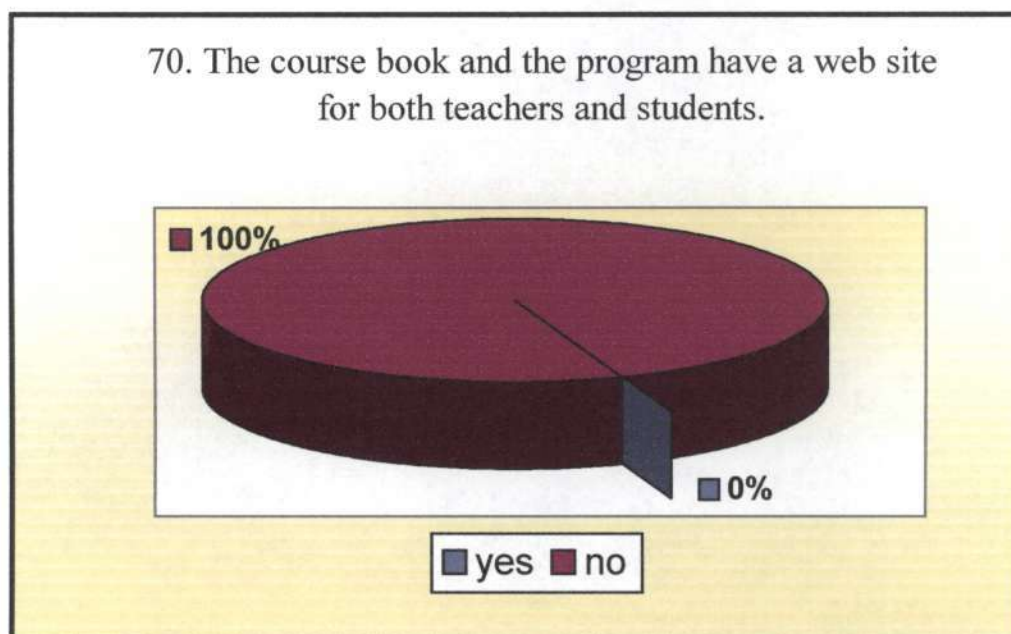


The course book package does not have any flashcards that accompany the course book. Some flashcards should be added to the course book packet. Flashcards are wonderful visual aids for young learners. Teachers' or students' handmade flashcards are useful but distorted easily and brings financial load to the teachers and students so, flashcards should be prepared by professionals which can stand for years. Flashcards for the units like "my classroom", "body parts", "clothes", "pets" and/or "foods and drinks" would be very useful.

70. The course book and the program have a web site for both teachers and students.

0 yes

50 no



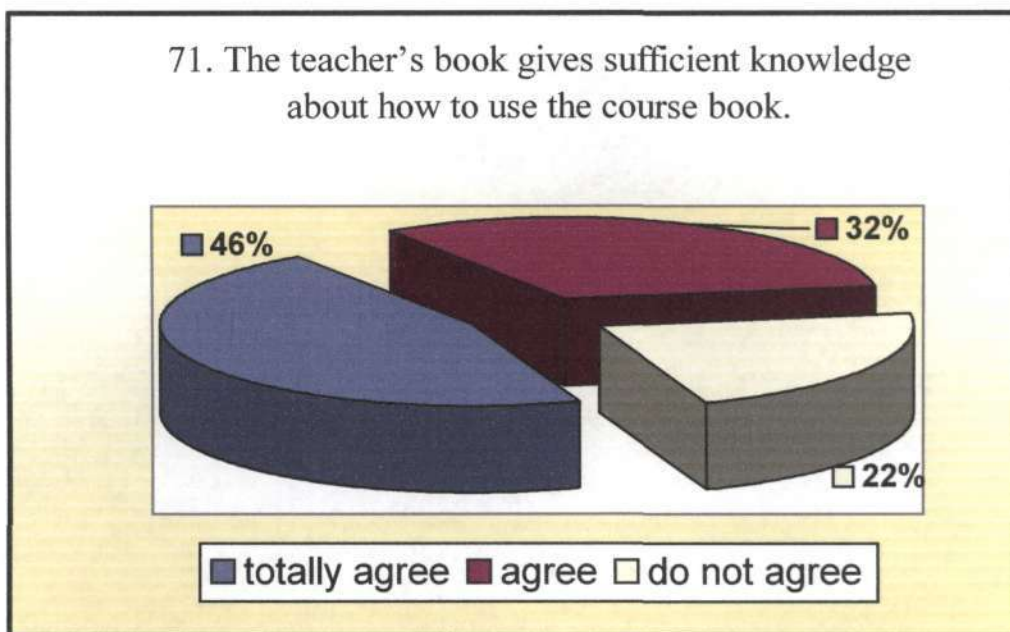
As the technology grows fast internet is in everyone's house. It is the easiest and cheapest way in reaching knowledge and resources. If the course book has a web site, teachers can share ideas, resources, flashcards... etc. and they can be used in the class. Songs, listening activities, games that teach English... etc. can be added to the web site and students can also benefit from the web site.

71. The teacher's book gives sufficient knowledge about how to use the course book.

23 totally agree

16 agree

11 do not agree

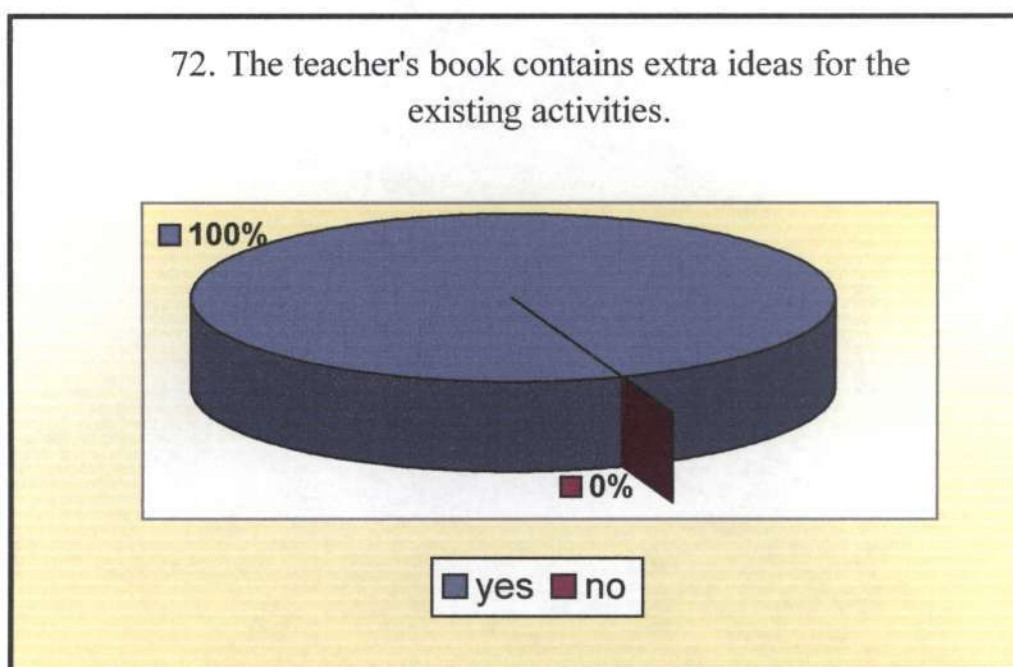


46% of the teachers totally agree and 32% of the teachers partly agree that the teacher's book gives sufficient knowledge about how to use the course book. 22% of the teachers do not agree that the teacher's book gives sufficient knowledge about how to use the course book. Although the activities are very easy, it is clear that some teachers look for extra information for the activities.

72. The teacher's book contains extra ideas for the existing activities.

0 yes

100 no

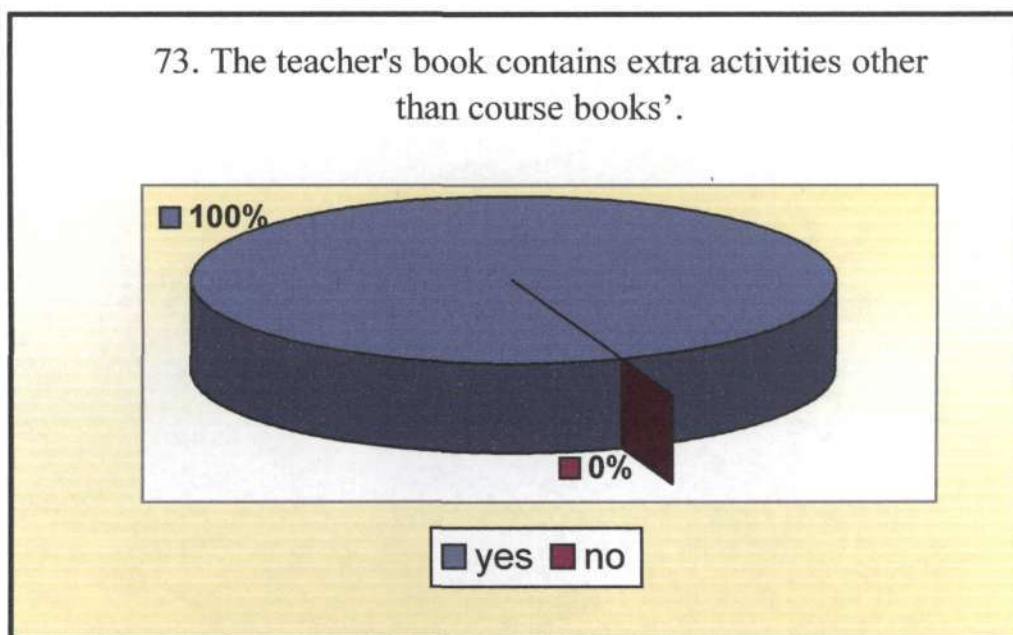


It is clear that teacher's book does not contain extra ideas for the existing activities. Some teachers could have difficulty in adapting any activity to his/her classroom so, extra ideas for some of the activities in the course book should be inserted into the teacher's book.

73. The teacher's book contains extra activities other than course books'.

0 yes

100 no

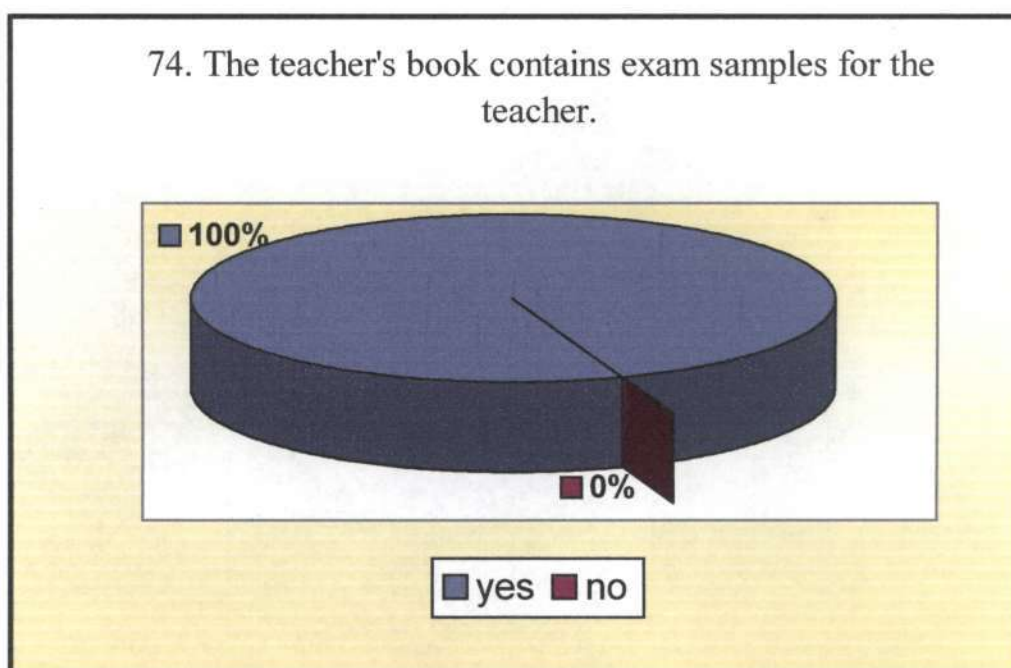


It is understood that teacher's book does not contain extra activities other than course books'. If the teachers' book contains extra activities, teachers can use them when there is extra time left in the class. It also makes teachers feel safe in the classroom, and having alternative activities always good because when one activity does not work for some kind of students, extra activities can help both teachers and students.

74. The teacher's book contains exam and quiz samples for the teacher.

0 yes

100 no

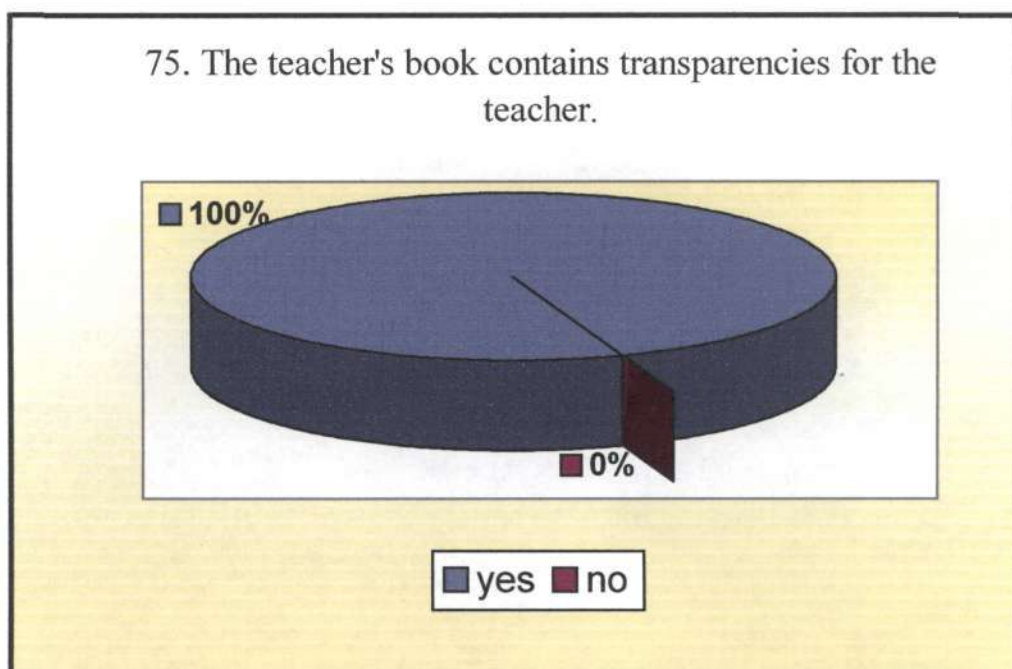


Although exams and quizzes are not preferred as assessment techniques for the young learners, the legislations of Ministry of Education requires three exams in a term and some teachers can have difficulty in preparing exams for young learners. Especially the ones who are used to traditional teaching techniques would be in need of exam samples. The samples in the teachers' book give ideas to the teachers on how to prepare an exam or the samples themselves will be used as exams. Exams are in a way useful for the teachers because give teachers an idea about how many of the vocabulary are learned or how much of the learning accomplished by the students.

75. The teacher's book contains transparencies for the teacher.

0 yes

100 no



The teacher's book does not contain transparencies for the teacher. Most of the schools have overhead projector (OHP) but the teachers use nearly none of them. If the teacher's book contains transparencies, it motivates teacher for using OHPs. Students also enjoy learning visually and OHP and transparencies are one of the easiest and most effective teaching materials used in the class.

76. What are other positive and negative thoughts about the teacher's book and materials that are not mentioned up to now?

Many teachers expressed that for the first time the course book has a CD. They stated that the CDs contain many songs, which students like. On the contrary, they expressed that the voice quality of the CDs is not adequate. They stated that there should be extra activities and ideas in the teacher's book. Three teachers stated that some ideas for the class management would also be useful. Teachers implied that flashcards and posters are highly needed. Few teachers stated that it would be nice to have whole-class game definitions in the teacher's book; it would be useful for the teachers who do not know any games and who have less experience with young learners. Teachers stressed that project ideas can also be given in the teacher's book.

3.5.1 Final Remarks about the Teacher Questionnaire

In this part teachers' thoughts about the course book, workbook, and teacher's book and materials are presented in brief. The thoughts' of the teachers are given in three parts; final remarks about the course book, final remarks about the workbook, and final remarks about the teacher's book and materials.

3.5.1.1 Final Remarks about the Course Book

In the teachers questionnaire the course book is evaluated in five sections; layout and design, activities, skills, language type, subject and content, and overall consensus.

In terms of layout and design, teachers claim that the cover of the course book should be more colorful which appeal to students and attract their attention. Most of the teachers stated that they are very pleased with the organization of the book. In general, the teachers find the layout and the design appropriate except the cover.

Concerning the activities in the course book, there is a doubt among the teachers about the number of the communicative and meaningful, and reading activities in the book but when the level of the students' are considered the activities seem sufficient. It is understood that there are enough number of listening and writing practice activities in the course book. It is clear that the course book contains sufficient individual and pair-work activities. Teachers stated that there should be more group work activities in the course book on the other hand when management problems are thought the number of group work activities seem sufficient. However, some group-work activity samples are suggested in accordance with the teacher's opinions in the fourth chapter.

According to the teachers' answers, it is understood that there is a balance between free and controlled activity types. Moreover, the number of game like

activities and songs is sufficient. It is understood that the number of dramatizations in the course book is little but when the level of the students is thought, it is hard to find role-play and dramatization activities, in this respect we can say that the number of dramatizations is also sufficient.

From the gathered result, it can be said that activities in the course book are appropriate to the students' age and the activities in the course book involve sufficient number of tangible tasks. Moreover, the activities in the course book seem easily adaptable to the classroom atmosphere.

In terms of skills, the results indicate that the course book satisfies the skills, which students need to practice language and the course book provides an appropriate balance for the four language skills. In addition, the course book provides enough vocabulary practice. The teachers claim that there should be more grammar practice activities, but the new curriculum does not cover grammar teaching.

In terms of language type, the results indicate that the language level used in the book is appropriate and the progression of grammar points and vocabulary items in the course book is appropriate, too.

Concerning the subject and content, teachers pointed out that the subject and content of the course book is relevant to students' needs. Moreover, the subject and content of the course book appears to be interesting. It can be said that teachers find the subject and content of the course book a little bit challenging for their students but it is wanted for language learning. Teachers believe that the course book raises students' interest in further English language study. Lastly, the results show that activity variation in the course book is satisfactory.

Related to the consensus; the course book is generally approved and liked by the teachers and students. The results also show that both the teachers and students enjoy teaching and learning English with this course book.

3.5.1.2 Final Remarks about the Workbook

In the teachers questionnaire the workbook is evaluated in four sections; layout and design, activities, skills, language type, and overall consensus.

In terms of layout and design, it is understood that teachers find course book's layout and design more clear and appropriate than the workbook's. They claim that the workbook is not organized as effectively as the course book.

Concerning the activities in the workbook, it is understood that there are communicative and meaningful activities in the workbook but the number of activities does not please teachers. Sample activities are given in the fourth chapter that can be used by the teachers. It is clear that the number of reading practice activities is not sufficient, too. Suggested reading practice activities are given in the fourth chapter. The results imply that the number of the writing activities is sufficient in the workbook. It is clear that there is a balance between free and controlled activity type and the number of game like activities is sufficient according to the teachers. From the gathered results, it can be said that activities in the workbook involve sufficient number of tangible tasks. Teachers agreed that the activities in the workbook are appropriate to the students' age. It is clear that both the teachers and students believe that the subject and content of the course book is much more interesting than the workbook's. It is understood that workbook is somewhat challenging and this can be taken as an advantage for students. Gathered results imply that teachers find workbook less motivating than the course book, there are not sufficient variation in the activities thus, in the fourth chapter more colorful, and motivating activities are suggested for the workbook.

In terms of skills, workbook does not provide an appropriate balance of the four language skills. It is a known fact that the workbooks are self-study books that students usually study them at home, and it is normal that the workbook highly contains reading and writing activities. The results indicate that workbook involves somewhat vocabulary practice activities and the number of vocabulary practice activities should be increased. Suggested vocabulary practice activities are also given in the fourth chapter. The new curriculum does not attach importance to grammar education, both the course book and the workbook contain very few grammar practice activities, and the number of these kinds of activities is sufficient.

Concerning the language type; the results show that the language level used in the book is appropriate to students' age and level. Lastly, relating to the overall consensus; not only the students but also the teachers are less willing to study workbook than course book thus, in the fourth chapter suggested colorful activities, which attach students attention is given to complement the shortage of activities in the workbook.

3.5.1.3 Final Remarks about the Teacher's Book and Materials

The course book package contains a workbook and it is clear that all teachers reached workbooks. The course book package contains teacher's book but some of the teachers could not get the teacher's book for some reasons. The course book package contains CDs but some of the teachers could not reach CDs for some reasons.

The course book package does not have any posters that accompany the course book. A sample poster is given in the forth chapter in a reduced size. The course book package does not have any flashcards that accompany the course book. Suggested flashcard samples are given in the fourth chapter. The course book does not have a web site but professionals can design a web site in which both the teachers and students find and share resources.

It is understood that although the activities are very easy, some teachers look for extra information for the activities and some teachers have difficulty in adapting some of the activities to her/his classes so extra ideas for some activities should be inserted into the teacher's book. Some ideas are suggested in the fourth chapter. The teacher's book does not contain extra activities other than course books' and suggested workbook activities can also be used for teacher's book in the fourth chapter.

The teacher's book does not contain exam and quiz samples for the teacher. It is a known fact that traditional exams and quizzes are not suitable for the young learners but the legislations requires three exams in a term and some teachers can have difficulty in preparing exams for young learners. A sample exam is given in the fourth chapter and they give ideas to the teachers about how to prepare an exam for young learners.

The teacher's book does not contain transparencies for the teacher. Sample transparencies to be used in the classroom are also given in the fourth chapter.

CHAPTER IV

SUPPLEMENTARY MATERIALS AND ACTIVITIES

4.0 Presentation

This thesis assumes that the new English course book "Time for English" meets the needs of new curriculum and the course book "Time for English" meets the needs of teachers and students and motivate the learner to continue learning after school. It is seen that although the new course book is useful and compatible, additional activities and materials would be efficacious. Moreover, it is clear that workbook meets the needs of new curriculum but it needs more activities to be more effective.

This chapter has two sections. 4.1 presents a variety of supplementary activities, which have been designed to suggest activities for the course book and workbook and also extra activities for the teacher's book. 4.2 presents additional activities, ideas and supplementary materials for the teacher's book. The activities and materials are prepared in reference with the new English curriculum.

4.1 Supplementary Activities for the Course Book and Workbook

From the gathered results, it is seen that nearly all of the students and teachers approve the course book in general moreover; teachers stated that 'Time for English' is the best book they have ever studied. On the other hand, workbook is not approved that much by the students and teachers and also teacher's book is not approved by the teachers.

Students believe that the number of the games in the workbook is not sufficient. Therefore, section 4.1 suggests activities that involve games; "Balloons", "Who is Mary?", "Color the Numbers", "Complete my Monster", "Do You Love

Pets", "Days... Days... Days...", "Let's Find Out", "Months Ellipse", "Lennie, Helen and John", and "Whose Face?" are sample game like activities.

Students and teachers do not agree that there is sufficient number of reading practice activities. "Good Friends -B", "Balloons", "Carla and Andrew", "Color the Pictures", "Jef's Wardrobe", "My Friends' Weekly Schedule", "Tik Tak", "Weather Conditions", "Find Who is Who", and "Whose Face" are given samples for reading activities.

According to the gathered results, students and teachers claim that there should be more vocabulary practice activities in the workbook to review the learned vocabulary in the course book. All of the activities suggested in section 4.1 can be used for vocabulary practice by the teachers.

It is understood that activities, which are mostly liked by the students in the course book are completing words and coloring, connecting dots, finding the way, matching the pictures with the words, word puzzle and making puppets and make them talk. There are a lot of connecting dots and finding the way activities in the course book. In section 4.1, "Complete My Word" is given as a sample for completing words and coloring activities. "Picture Crossword", "Numbers and Words", and "Months Ellipse" are samples for word puzzle activities. "Animal Masks", and "Sock Puppets" are samples for making puppets and make them talk activities and animal mask samples are given in section 4.2

It is understood that activities, which students claim that they mostly learn in the course book are matching the pictures with the words, finding the correct spelling, connecting words and matching them with the pictures, making puppets and make them talk and finding the order of the words. "Good Friend's-A", "Classroom Words", "Family Words", "Carla and Andrew", "My Clothes", "Body Words", "House Words", "Lovely Pets", "My Brother's Weekly Schedule", and "Words, Letters, and Pictures- Foods And Drinks" are samples for matching the

pictures with the words and finding the order of the words activities . “Which Word is True? – Body Parts” and “Which Word is True? - Toys” are samples for connecting words and matching them with the pictures activities. Lastly, “Animal Masks”, and “Sock Puppets” are samples for making puppets and make them talk activities.

The aim of the researcher is to create and supply interesting and colorful activities for mostly the workbook, which students like and enjoy studying. The activities in section 4.1 are designed according to the preferences of students. The activities given in section 4.1 can be used by the fourth grade and other young learner teachers by making some adaptations according to their classrooms.

4.2 Additional Activities, Ideas and Supplementary Materials for the Teacher's Book

As stated before although the course book is appreciated by the teachers the teacher's book has some deficiencies according to teachers. First of all, the book package does not have any posters that accompany the course book. A reduced size of a sample poster (related to weather) is given in section 4.2. The course book package does not have any flashcards that accompany the course book. Suggested flashcard samples (related to household items). The course book package does not contain transparencies that accompany the course book. Sample transparencies are given in section 4.2.

Teachers stated that they need extra activities other than course book's and workbook's. Activities in section 4.1 can be used for extra activities for the teacher's book, besides “Word Search”, “Catch and Match”, “My Favorite Pet”, and “Whose Toys?” are designed to meet the needs of teachers. Teachers stated that teacher's book needs some ideas that teachers can benefit from. “Family Chain” and “Family Crab” are sample ideas for teacher's book. The teacher's book does not contain

transparencies for the teacher. Sample transparencies to be used in the classroom are given in section 4.2.

Teachers stated that the teacher's book does not contain exam and quiz samples for the teacher. It is a known fact that traditional exams and quizzes are not suitable for the young learners but the legislations requires three exams in a term and some teachers can have difficult in preparing exams for young learners. A sample exam is given at the end of section 4.2. The samples in the teachers' book give ideas to the teachers on how to prepare an exam for young learners.

The course book does not have a web site but professionals can design a web site in which both the teachers and students find and share resources.

Additional activities, ideas and supplementary materials for the teacher's book in section 4.2 can be used by the fourth grade and other young learner teachers by making some adaptations according to their classrooms.

The first chart gives an outline of the activities for the course book and workbook and the second chart gives an outline of the additional activities, ideas and supplementary materials for the teacher's book.

Chart 1

	Course Book, Workbook and Teacher's Book	page
Unit 1: New Friends	Good friends	183
Unit 2: My Classroom	Balloons	184
	Teacher Says	185
	Classroom words	186
Unit 3: My Family	Family Words	187
	Who is Mary?	188
Unit 4: My Clothes	Carla and Andrew	189
	Read and Color	190
	My Clothes	191
	Jeff's Wardrobe	192
	Color the Numbers	193
Unit 5: Body Parts	Body Words	194
	Complete my Monster	195
Unit 6: Home Sweet Home	House Words	196
	Picture Crossword	197
Unit 7: Pets	Lovely Pets	198
	Do You Love Pets?	199
Unit 8: My Weekly Schedule	My Brother's Weekly Schedule	200
	Days... Days... Days...	201
	My friends' weekly Schedules	202
Unit 9: Timetables	Tik Tak???	203
	Let's Find Out	204
	Days, Seasons and Months	205
Unit 10: Birthdays	Where are the Sentences?	206
	Birthday Party in Space (Sample Storyline)	207
Unit 11: Food and Drinks	Numbers and Words	208
	Words, Letters and Pictures	209
Unit 12: Seasons	Words, Letters and Pictures	210
	Months Ellipse	211
	Weather Conditions	212
Unit 13: Toys	Lennie, Helen and John	213
	How Many?	214
Unit 14: Physical Appearance	Find Who is Who?	215
	Whose Face	216

Chart 2

Teacher's Book	page
Reduced Size of a Sample Poster for Unit 12: Weather	217
Sample Flashcards	218
Sample Animal Masks	223
How to Make Sock Puppets	229
Transparency Samples for Unit 4: My Clothes	230
Word Search	232
Complete My Words	233
Catch and Match	234
Which Word is True? –Pets	235
My Favorite Pet	236
Which Word is True? – Body Parts	237
Whose Toys?	238
Family Chain	239
Family Crab	240
Catch Colors and Match Pictures	241
Domino Game	242
Sample Exam	243

GOOD FRIENDS!

A) Put the letters in order and match them with the pictures write them under the pictures.



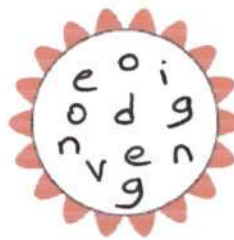
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()



()



()

A)



B)



C)



D)



B) Put the words in order. And write a dialogue.

is My Hello. Terry name.

Good Patsy. My is morning name.

name What your is?

_____!

_____.



BALLOONS!!!

Find whose balloons are they. And draw their ropes.

I have got a pencil
and a desk.

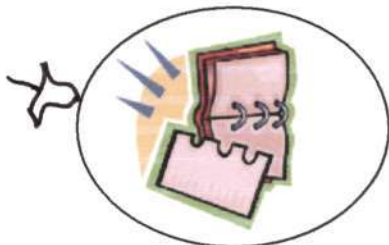
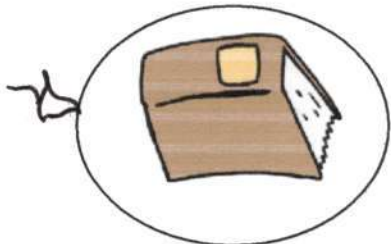
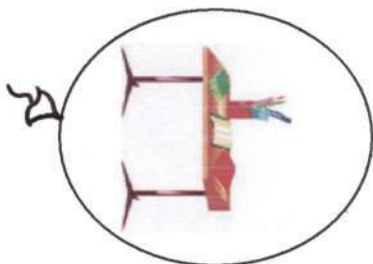
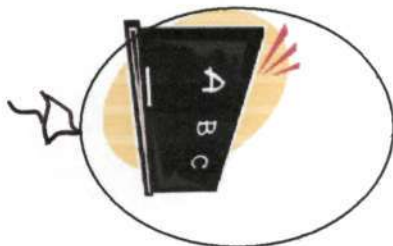
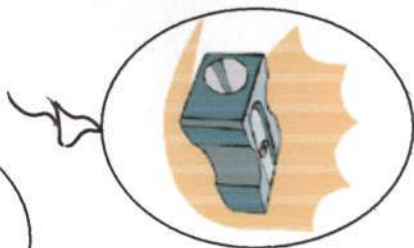
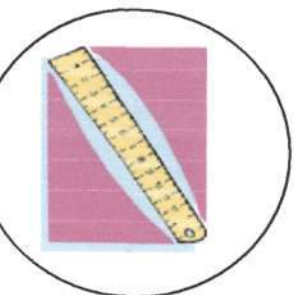
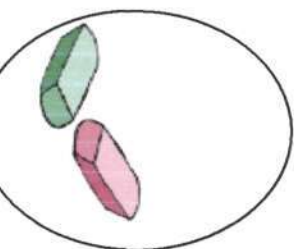
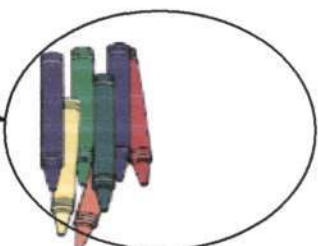
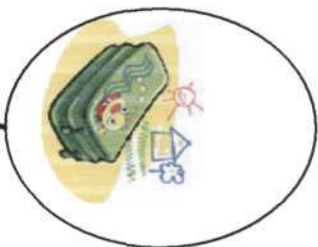
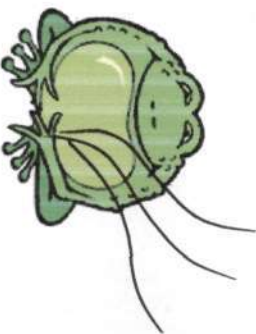
I have got crayons
and a handbag.

I have got two erasers
and a pencil-sharpener.

I have got a
pencil case.

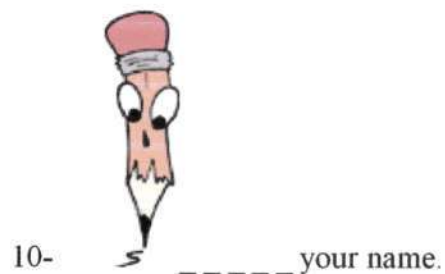
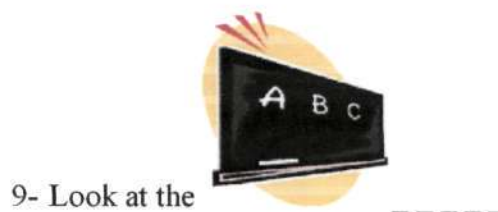
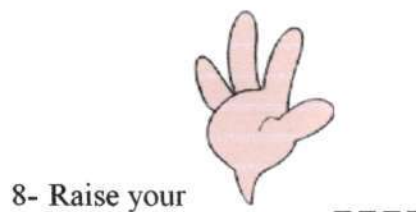
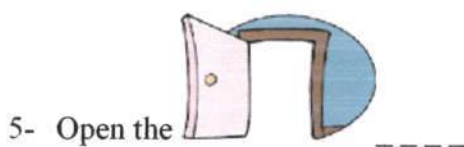
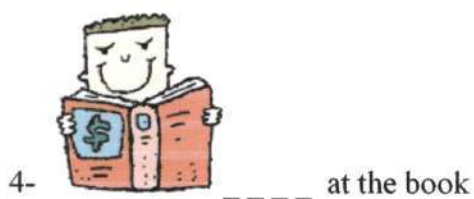
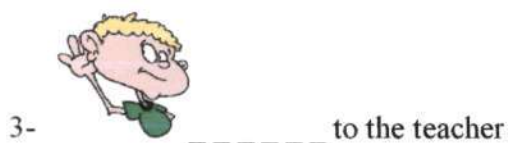
We have got a
blackboard.

I have got a ruler,
book and a notebook.



TEACHER SAYS:

Fill in the blanks with the appropriate words.



CLASSROOM WORDS

Put the letters into correct order and match with the pictures.



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____



k. _____



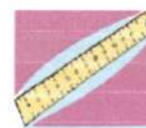
l. _____



m. _____



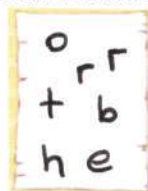
n. _____



o. _____

FAMILY WORDS

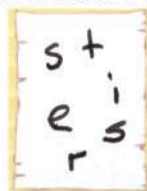
A) Put the letters into correct order and match them with the pictures.



().....



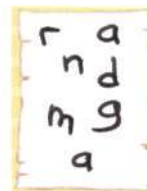
().....



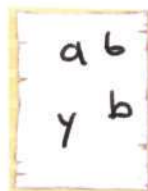
().....



().....



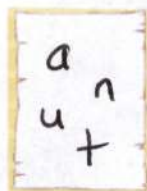
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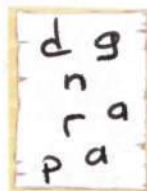
().....



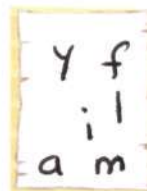
().....



().....



().....



().....

B) Fill in the blanks with the appropriate letters



a. This is my mo _ _ _ _



b. This is my b.....r



c. This is _ _ gra.....



d. This is my g.....



e. This



f. This



g. This u.....



h. fam.....



i. This au.....



j. This is our baby Sam.

WHO IS MARY?

Every family member has two-letter clue below them, connect the letters and find the hidden sentence.

				
MOM	DADDY	SISTER	BROTHER	UNCLE
(is)	(na)	(he)	(r's)	(me)

				
AUNT	GRANDPA	GRANDMA	SON	DAUGHTER
(ma)	(my)	(te)	(ry)	(ac)

example: DAD + UNCLE = _ _ _ _

↓ ↓
 (na) (me) = (name)

GRANDPA + GRANDMA + DAUGHTER + SISTER + BROTHER

↓ ↓ ↓ ↓ ↓
 _ _ _ _ _ _ _ _ _ _

DADDY + UNCLE + MOM + AUNT + SON.

↓ ↓ ↓ ↓ ↓
 _ _ _ _ _ _ _ _ _ _

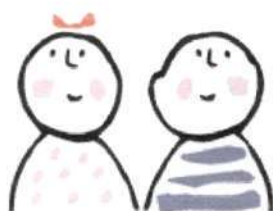
SENTENCE= _ _ _ _ _

(MY TEACHER'S NAME IS TERY.)

CARLA AND ANDREW

Read the paragraph and identify Carla and Andrew's clothes. Write letters of the pictures in the table.

Carla & Andrew



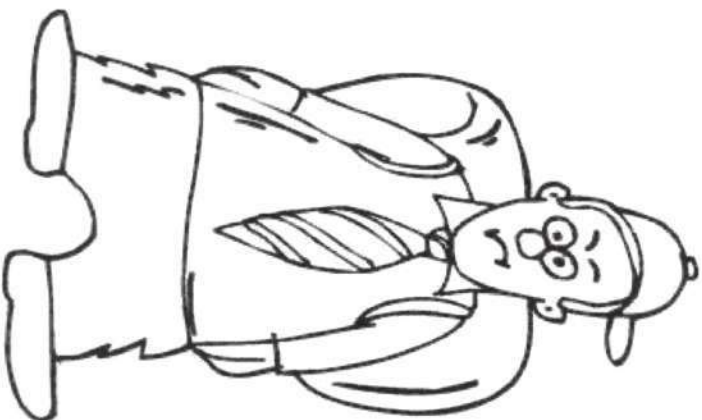
Hello. I'm Carla and this is Andrew. I have got a dress and Andrew has got a jacket. I've got a hat and he has got a cap. I've got a skirt and he has got a t-shirt. I've got gloves and he's got a scarf. I've got slippers and he's got boots. I've got a coat and he's got pyjamas. I've got shorts and he's got jeans. I've got a sweater and he's got a shirt.



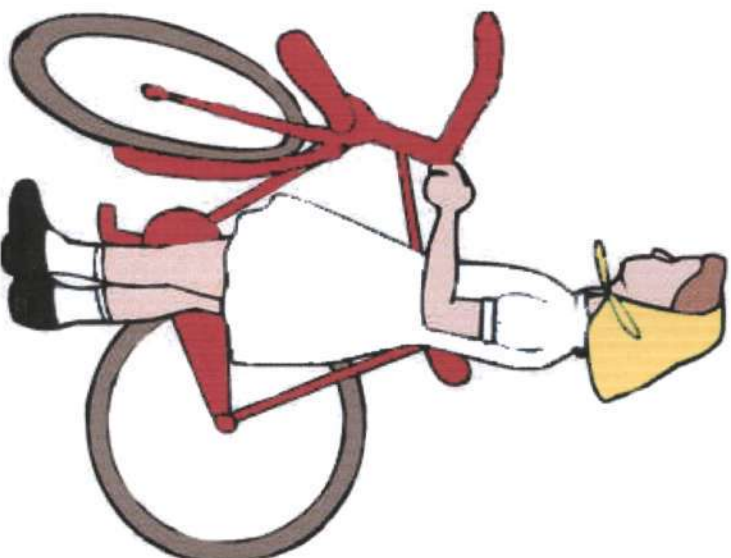
	Carla and Andrew have got.....
	I, _____
	J, _____

READ AND COLOR**A- Read and Color the picture**

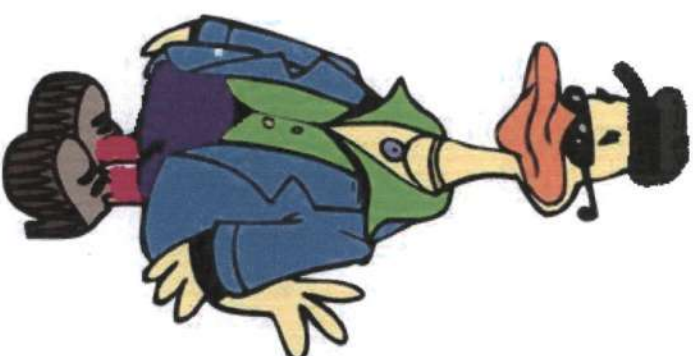
Hello, I am Jack. I have got **black** shoes. I have got a **pink** shirt. I've got a **brown** sweater. I've got **blue** pants. I've got a **purple** cap. I've got a **green** school bag.

**B- Fill in the blanks and color the picture.**

Hi, my name is Sally. I have got a scarf. I have got a **pink** skirt. I have got a **blue** t-shirt. I have got shoes. I have got white socks. I have got a bicycle.

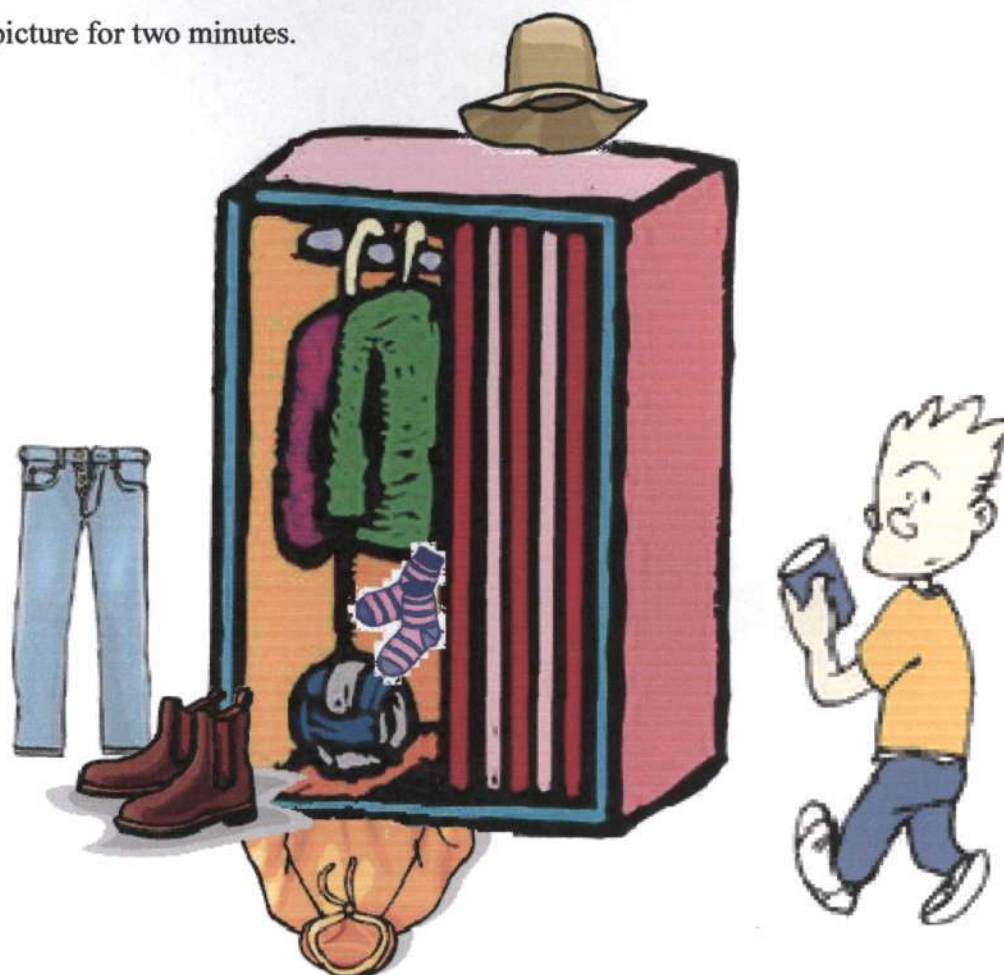
**C- Fill in the blanks.**

Hi, I am Donald. I have got a **black** I have got shorts. I have got a jacket. I have got a **green** I have got **brown** I have got socks.

**D- Draw a cartoon character on your notebook, color it and write sentences about it.**

JEF'S WARDROBE

Look at the picture for two minutes.

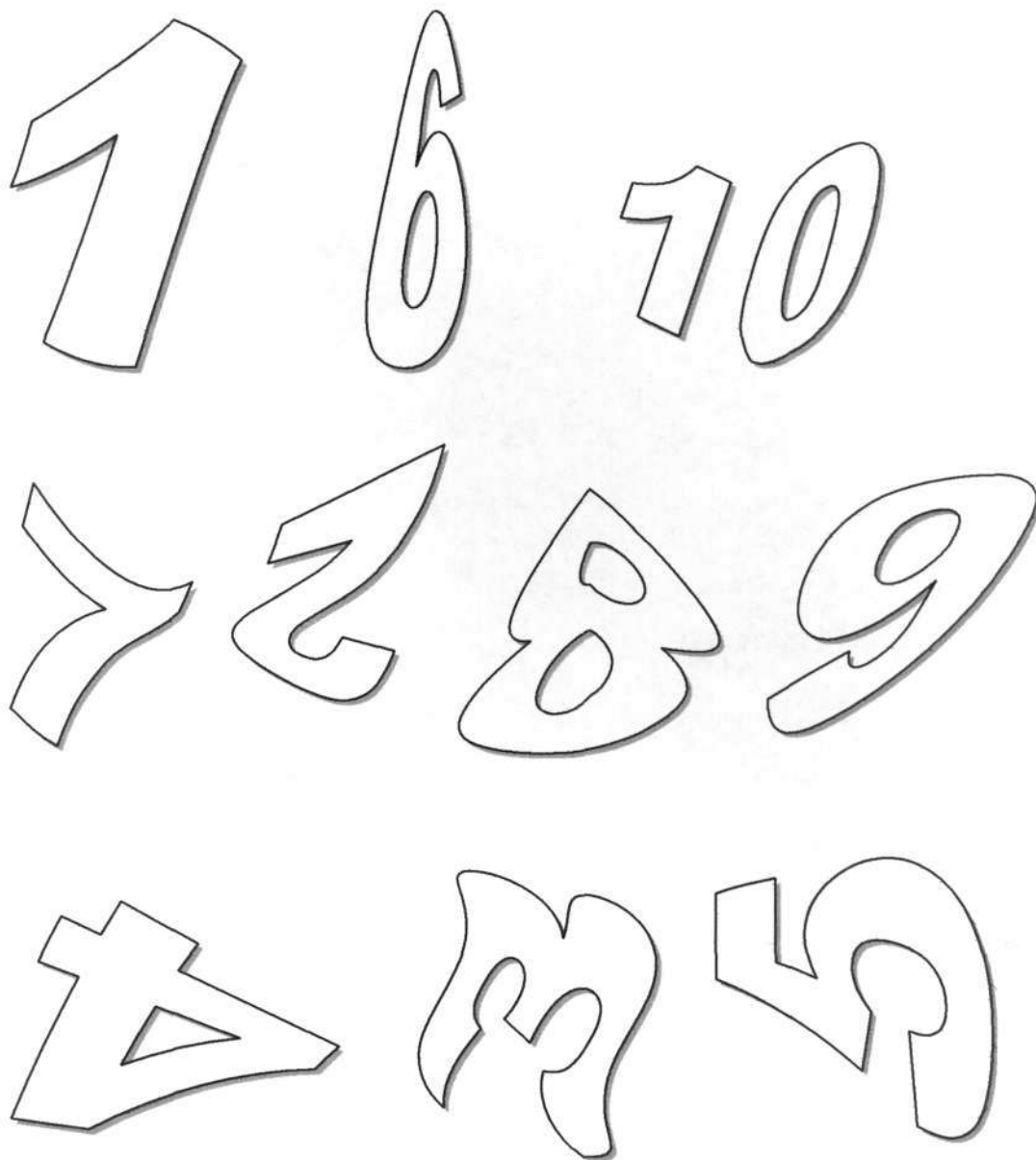


Cover the picture with a paper and answer. Fill in the blanks and match True or False

1. Jeff has got  b__t__s under the  wardrobe. TRUE or FALSE
2. Jeff has got  _r_u_er near the  _____. TRUE or FALSE
3. Jeff has got a  _ll in the  _____. TRUE or FALSE
4. Jeff has got a  s__ate__ on the  _____. TRUE or FALSE
5. Jeff has got  _oc__ in the  _____. TRUE or FALSE
6. Jeff has got a  _a__ on the  _____. TRUE or FALSE

COLOR THE NUMBERS

Read the given sentences below and color the numbers



Color number five black
Color number seven white
Color number nine grey
Color number one blue
Color number ten yellow

Color number two green
Color number eight red
Color number three pink
Color number four orange
Color number six purple

BODY WORDS

Put the letters into correct order and match with the pictures.



() -----



() -----



() -----



() -----



() -----



() -----



() -----



() -----



() -----



() -----



() -----



() -----



1 -----



2 -----



3 -----



4 -----



5 -----



6 -----



7 -----



8 -----



9 -----



10 -----



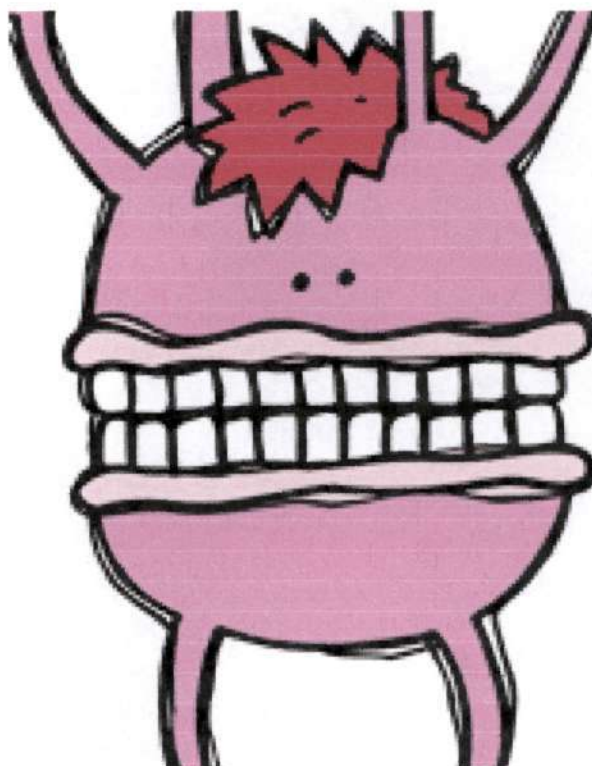
11 -----



12 -----

COMPLETE MY MONSTER

Complete the monster (draw hands, fingers, eyes, foot....) and write sentences about it.



1. It has got twenty three teeth.

2.
3.
4.
5.
6.

HOUSE WORDS

Put the letters into correct order and match them with the pictures below and write the words under the pictures..



()



()



()



()



()



()



()



()



()



()



()



()



()



()



()



1-----

2-----

3-----

4-----

5-----



6-----

7-----

8-----

9-----

10-----



11-----

12-----

13-----

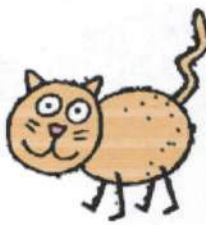
14-----

15-----

LOVELY PETS

A) Put the letters into correct order and match with the pictures.

 a c +	 r u + + l e	 e e s p h	 r r p o a +	 w o c
() _____	() _____	() _____	() _____	() _____
 r a b b +	 r i r b	 e n y k o	 o d g	 s i h f
() _____	() _____	() _____	() _____	() _____

 1- _____	 2- _____	 3- _____	 4- _____	 5- _____
 6- _____	 7- _____	 8- _____	 9- _____	 10- _____

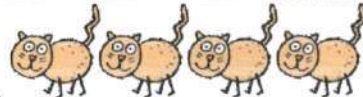
B) Fill In The Blanks (check out the example)

Ex:

I have got two  cows.

She has got a  turtle.

1) I 

2) He 

3) She 

4) They 

5) I 

DO YOU LOVE PETS?

Take a red pencil and color the squares by using the given word pairs. The first two is done for you.

Ten dogs
Eight fish
Seven rabbits
Ten parrots
Four parrots
Five parrots
Eight parrots
Nine birds
Four rabbits
Five birds
Nine cats

Five cats
Three cats
Four birds
Three dogs
Six sheep
Three parrots
Four cats
Ten cats
Five dogs
Ten rabbits
Five rabbits
Six cats

Nine parrots
Eight cats
Eleven parrots
Six rabbits
Seven dogs
Nine rabbits
Ten birds
Eleven dogs
Seven fish
Nine sheep
Six dogs
Four dogs

Eleven cats
Five sheep
Eight rabbits
Six fish
Eight sheep
Seven sheep
Eight dogs
Nine dogs
Seven cows
Six parrots
Seven parrots

	Bird 	Cat 	Dog 	Parrot 	Rabbit 	Sheep 	Fish 	cow 
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

At the end of the coloring, the students will see a heart in the chart

MY BROTHER'S WEEKLY SCHEDULE

Put the letters into correct order and match with the pictures.



()-----



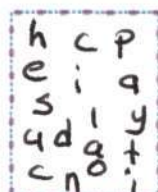
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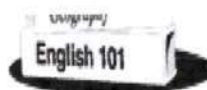
()-----



1-----



2-----



3-----



4-----



5-----



6-----



7-----



8-----



9-----



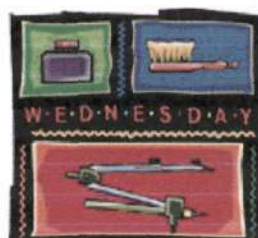
10-----

Take your brother's or sister's weekly schedule and fill in the table

My brother's /sisters weekly schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					

DAYS... DAYS...DAYS...

Cut the pictures and stick them on the boxes in order and write them on the boxes.



MY FRIENDS' WEEKLY SCHEDULE

Write the names of the lessons on the schedule and complete the sentences according to the table.

name	Monday	Tuesday	Wednesday	Thursday	Friday
	 				
Linda	Arts Mathematics				
	 	 	 	 	
	 	 	 	 	



Hello, I am Linda. I have got mathematics and on Monday. I have got and science on Tuesday. I've got and computer on Wednesday. I've got religion and on Thursday. I've got and Turkish on Friday.

This is Molly. She has got Turkish and on Monday. She has got and arts on Tuesday. She's got English and on Wednesday. She's got PE and on Thursday. She's got Turkish and on Friday.



This is Bob. He has got arts and on Monday. He has got and mathematics on Tuesday. He's got science and on Wednesday. He's got religion and on Thursday. He's got Turkish and on Friday.

TIK TAK

Match the pictures with the sentences. . And find the last sentence

A**B****C****D****E****F****G****H****I****J****K****L**

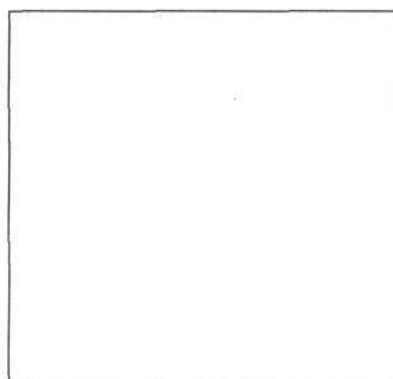
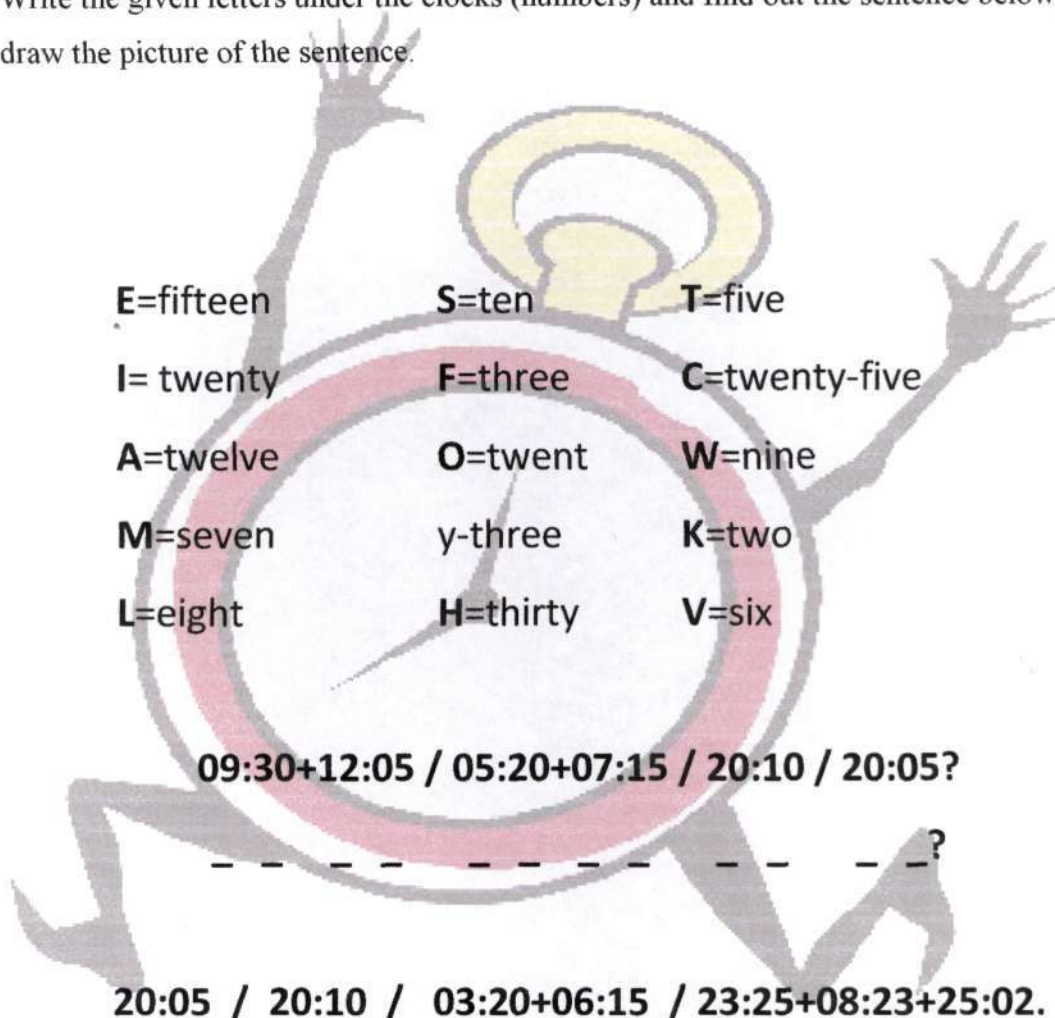
- 1- It is twelve fifty-three o'clock. ()
- 2- It is one fifty pm. ()
- 3- It is eight twenty-five o'clock. ()
- 4- It is twelve twenty am. ()
- 5- It is three o'clock. ()
- 6- It is five past eight o'clock. ()
- 7- It is four o'clock. ()
- 8- It is six o'clock. ()
- 9- It is ten past ten o'clock. ()
- 10- It is ten thirty o'clock. ()
- 11- It is nine oh-two o'clock. ()
- 12- ()

KEY:

1-K 2-A 3-H 4-D 5-B 6-E 7-F 8-G 9-J 10-C 11-L 12-I

LET'S FIND OUT

Write the given letters under the clocks (numbers) and find out the sentence below, draw the picture of the sentence.



WHERE ARE THE SENTENCES?

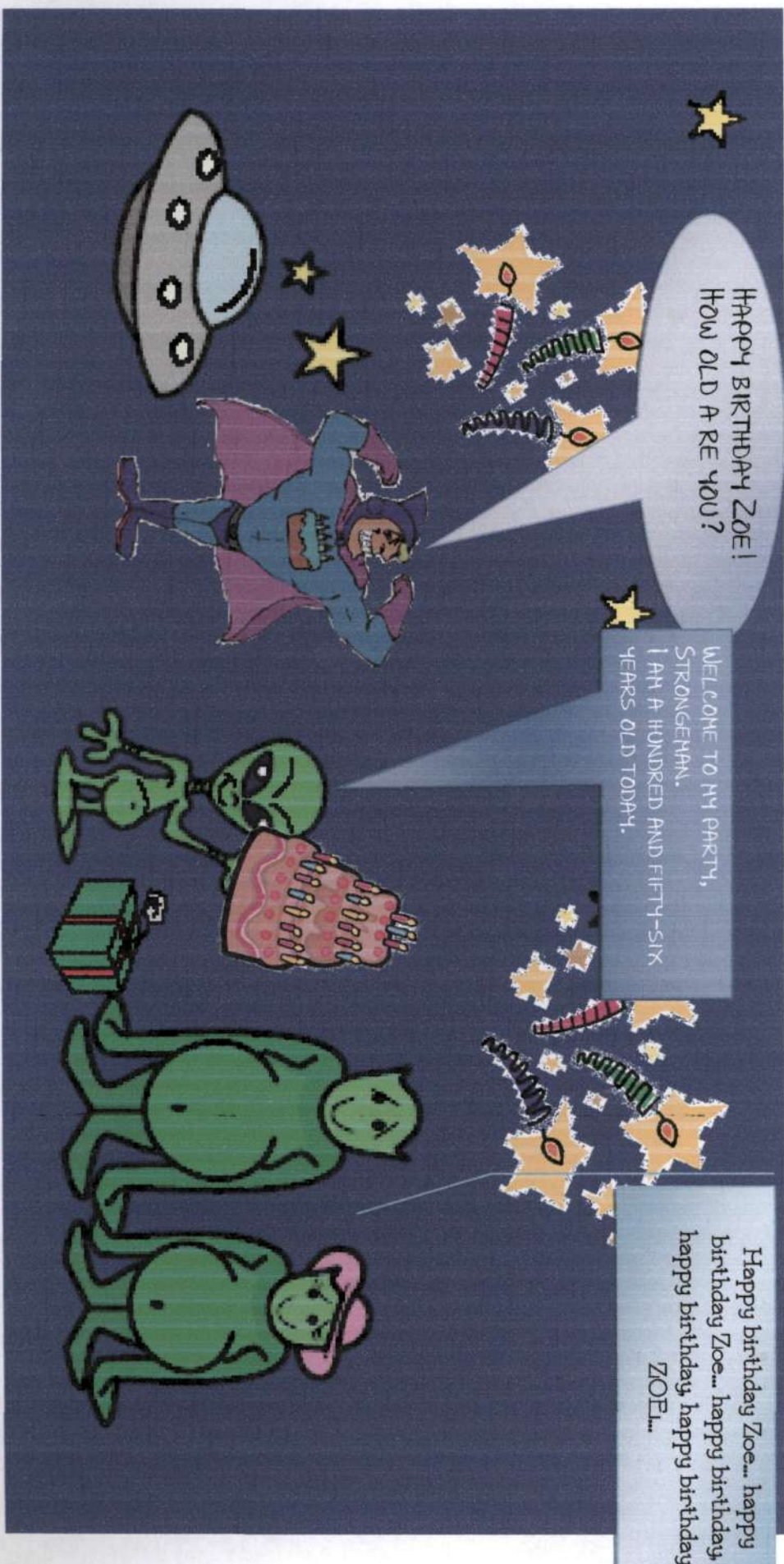
Work in groups, make up sentences.



Example: I have got a dog.

1. Good
2. My
3.
4.
5.
6.
7.
8.

BIRTHDAY PARTY IN SPACE (SAMPLE STORYLINE)





and

Words

Write the names of the pictures and find the hidden sentence by using the numbers.

12	16	16



2	26	26	21	12



10	2	3	12	13

4	13	12	2	7



9	12	2	3



15	14	21	2



15	18	22	15	5	12	23



3	14	9	2	3	14	12	17



26	14	3	2	3	14	12	17



4	2	23	2	23	2



1	22	17	18



15	18	12	12	17	12



3	18	15	13	15	

22	17

17	14	9	12

9	22	21	5

22	23

3	18	12

1	13	22	7	16	12

(There is some milk in the fridge.)



WORDS, LETTERS, AND PICTURES – FOODS AND DRINKS

A-) Put the letters into correct order and match them with the pictures below.



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____



() _____

B-) Write the names of the foods



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



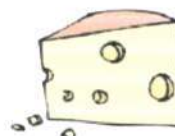
7 _____



8 _____



9 _____



10 _____



11 _____



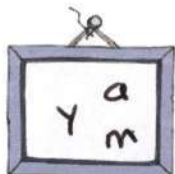
12 _____

WORDS AND LETTERS

A-) Put the letters in order and write them under the frames



() _____



() _____



() _____



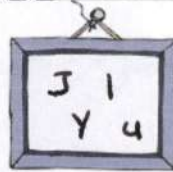
() _____



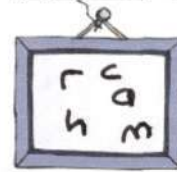
() _____



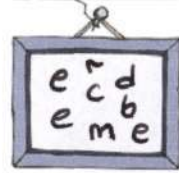
() _____



() _____



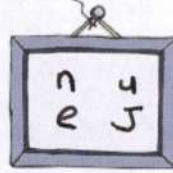
() _____



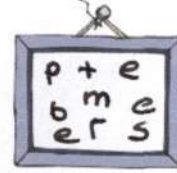
() _____



() _____



() _____



() _____

B-) Put the months in order and write the months under the seasons

- 1) _____
- 2) _____
- 3) _____
- 4) _____

- 5) _____
- 6) _____
- 7) _____
- 8) _____

- 9) _____
- 10) _____
- 11) _____
- 12) _____



- 1)
- 2)
- 3)



- 7)
- 8)
- 9)



- 4)
- 5)
- 6)



- 10)
- 11)
- 12)

MONTHS ELLIPSE

Find the months and write them under the seasons

MONTHS ELLIPSE

WINTER

SPRING

SUMMER

AUTUMN

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST






WEATHER CONDITIONS

Match the questions with the pictures below.

A- What is the weather like in summer? It's sunny and hot. ()	B-What is the weather like in winter? It's snowy. ()	C- What is the weather like in September? It's windy. ()
D-What is the weather like in April? It's rainy. ()	E- What is the weather like in spring? It's sunny. ()	F- What is the weather like today? It's foggy. ()
G- What is the weather like in December? It's cold. ()		

1. 	2. 	3. 
4. 	5. 	6. 
7. 		

LENNIE, HELEN AND JOHN

A) Write the names and numbers of the toys.

		
LENNIE	HELEN	JOHN
		
Four kites	teddy	ballons
		
a		
		
drum		

B) Who has got what?

Fill in the blanks according to the table below.

1. Lennie hasn't got two kites but she has got Kites.
2. Helen has got a
3. John hasn't got four..... but he has got eight.....
4. Helen has got two....., a and three
5. John has got two....., eight..... and a
6. Lennie has got four....., a and a



HOW MANY?

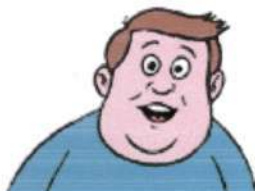
Totsy has got a lot of toys. Count and write how many toys has he got.

Ex: Totsy has got four balls.



FIND WHO IS WHO

Read the descriptions below and try to find out who is who?

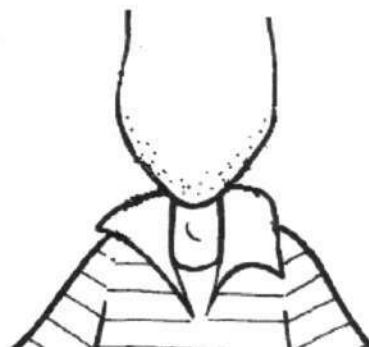
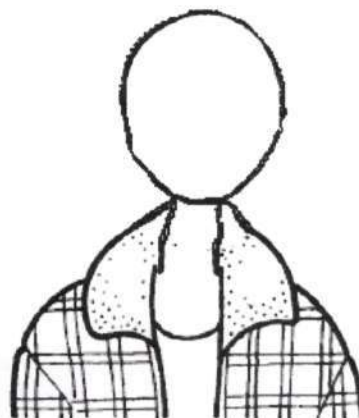
	A	B	C
1			
2			
3			
4			
		BOB	

EX: His name is Bob. He has got short blonde hair. (4D)

- Her name is Alicia. She has hot black short hair. ()
- Her name is Toby. She is old and has got long nose. ()
- His name is Sam. He is fat. ()
- Her name is Kate .She is beautiful and she has got long blonde hair. ()
- His name is Dan. He is handsome and short brown hair. ()
- Her name is Elena. She is beautiful and she is wearing a red dress. ()
- His name is Gary. He is old. ()
- His name is Henry. He is bald and has got a mustache. ()
- His name is Ian. He is ugly and he has got short blonde hair.()
- Her name is Marcy. She is very young and she has got curly hair. ()
- His name is Neil. He has got long brown hair and beard. ()

WHOSE FACE?

Choose a description and a face randomly. Draw the pictures according to the given descriptions. Name your pictures.



1.

- has got big blue eyes.
- has got small ears.
- has got big nose.
- has got a small pink mouth.
- has got short blonde hair.

2.

- has got small black eyes.
- has got small ears.
- has got small pink nose.
- has got a big red mouth.
- has got long, straight, black hair.
- has got glasses.

3

- has got green eyes.
- has got big ears.
- has got big nose.
- has got a normal mouth.
- has got short, curly, brown hair.

4.

- has got black eyes.
- has got small ears.
- has got very big nose.
- has got a small mouth.
- has got medium ginger hair.
- has got earrings.

REDUCED SIZE OF A SAMPLE POSTER FOR UNIT 12: WEATHER**WEATHER**

What is the weather like?

It's.....



WINDY



CLOUDY



SUNNY



RAINY

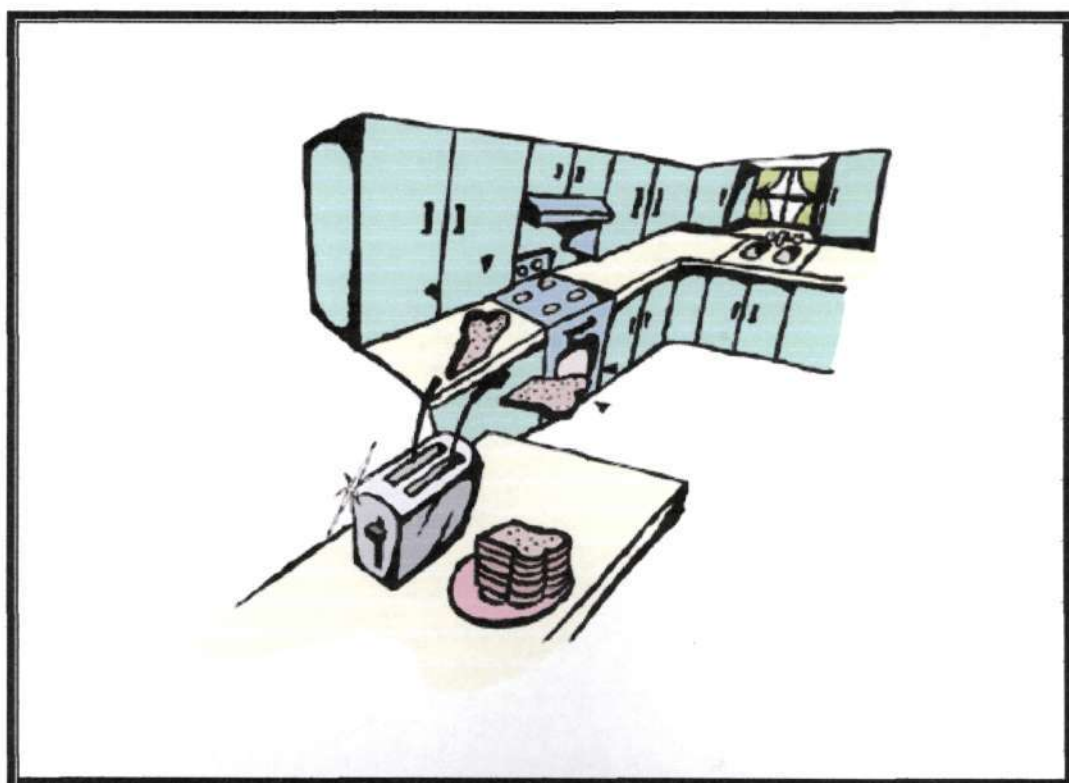


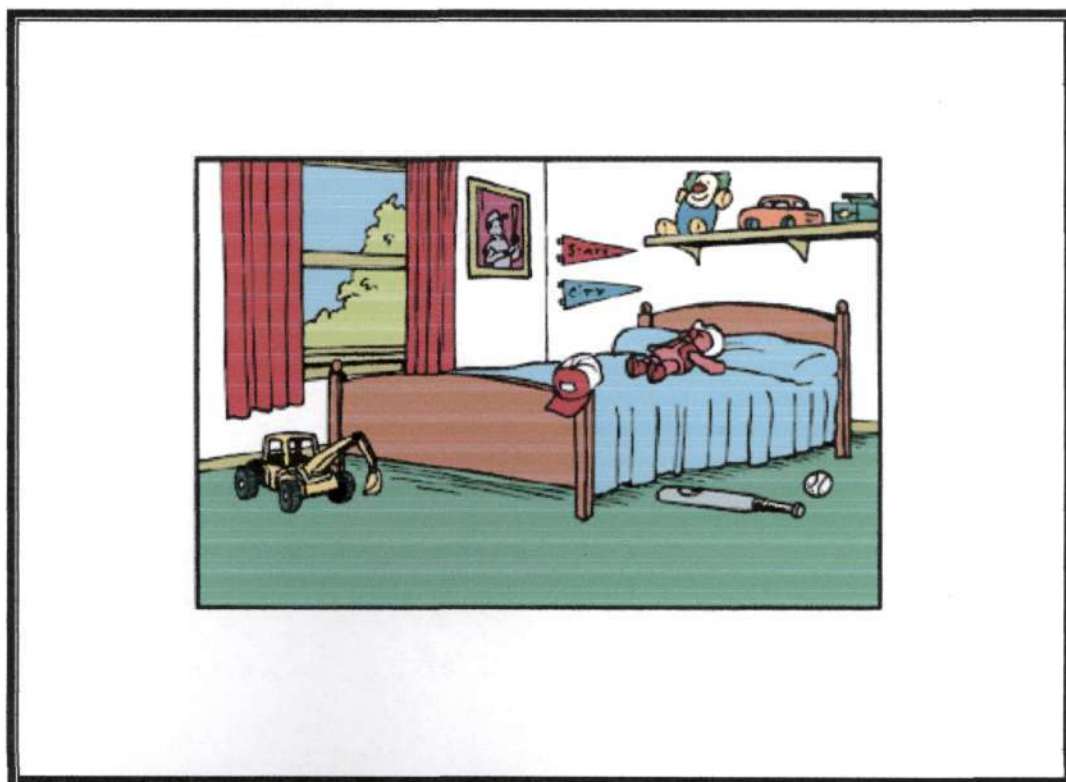
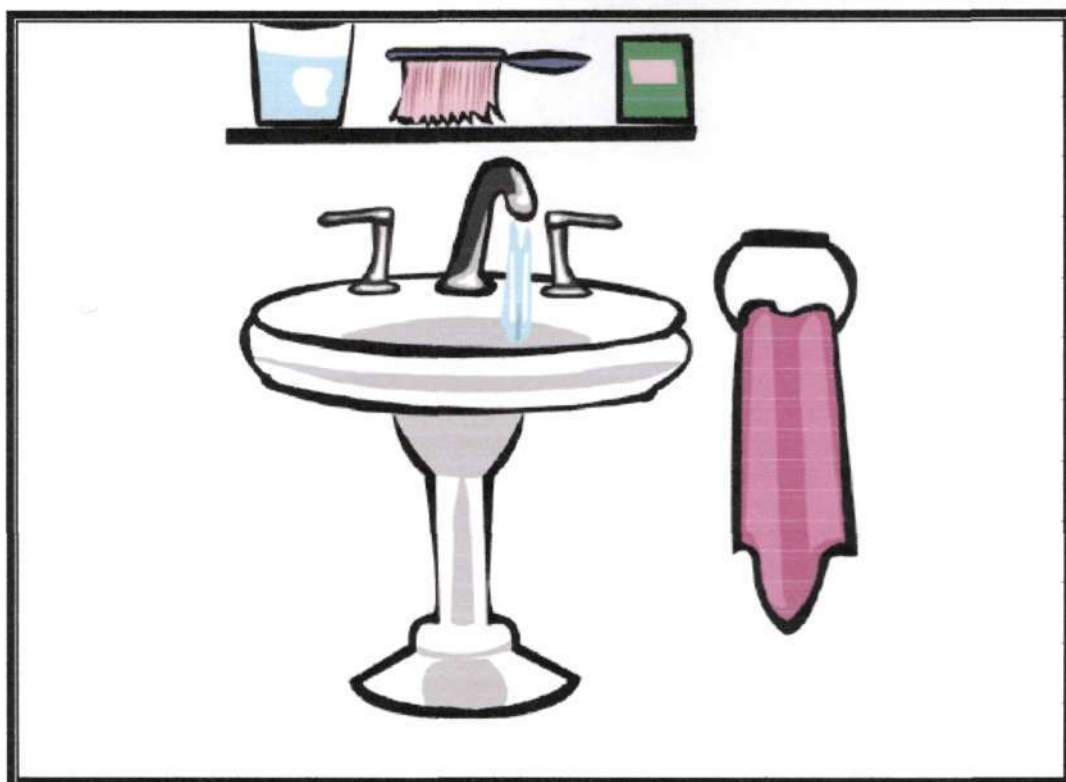
SNOWY

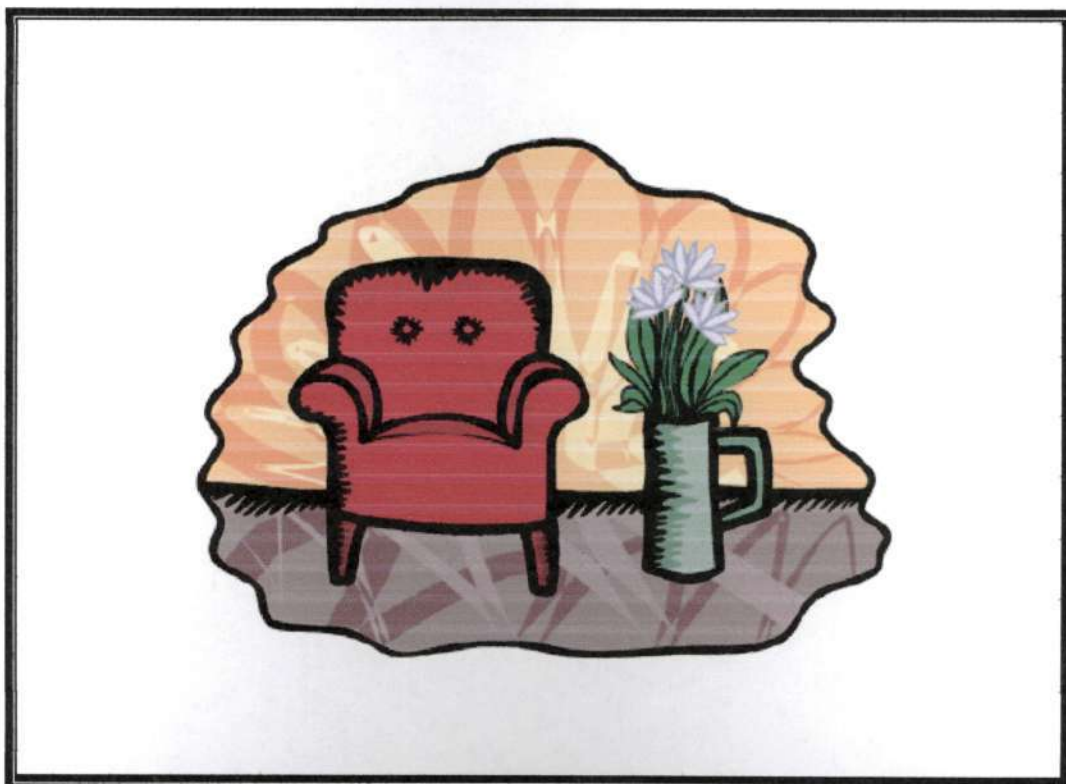


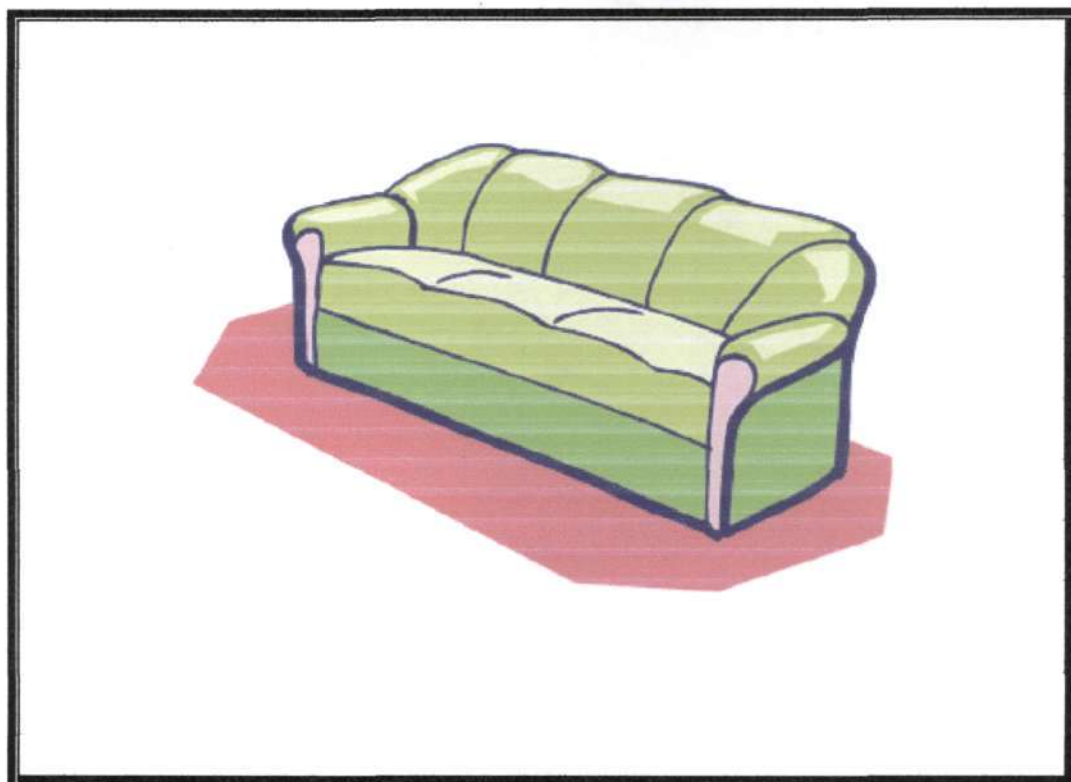
FOGGY

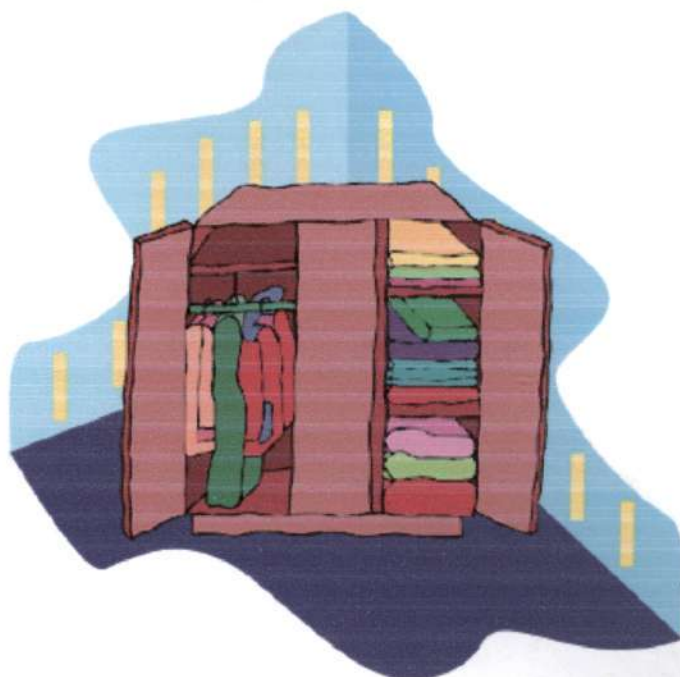
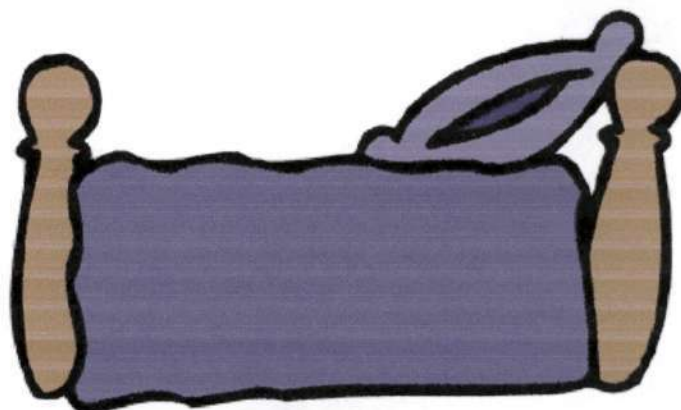
SAMPLE FLASHCARDS FOR THE SIXTH UNIT: HOME SWEET HOME









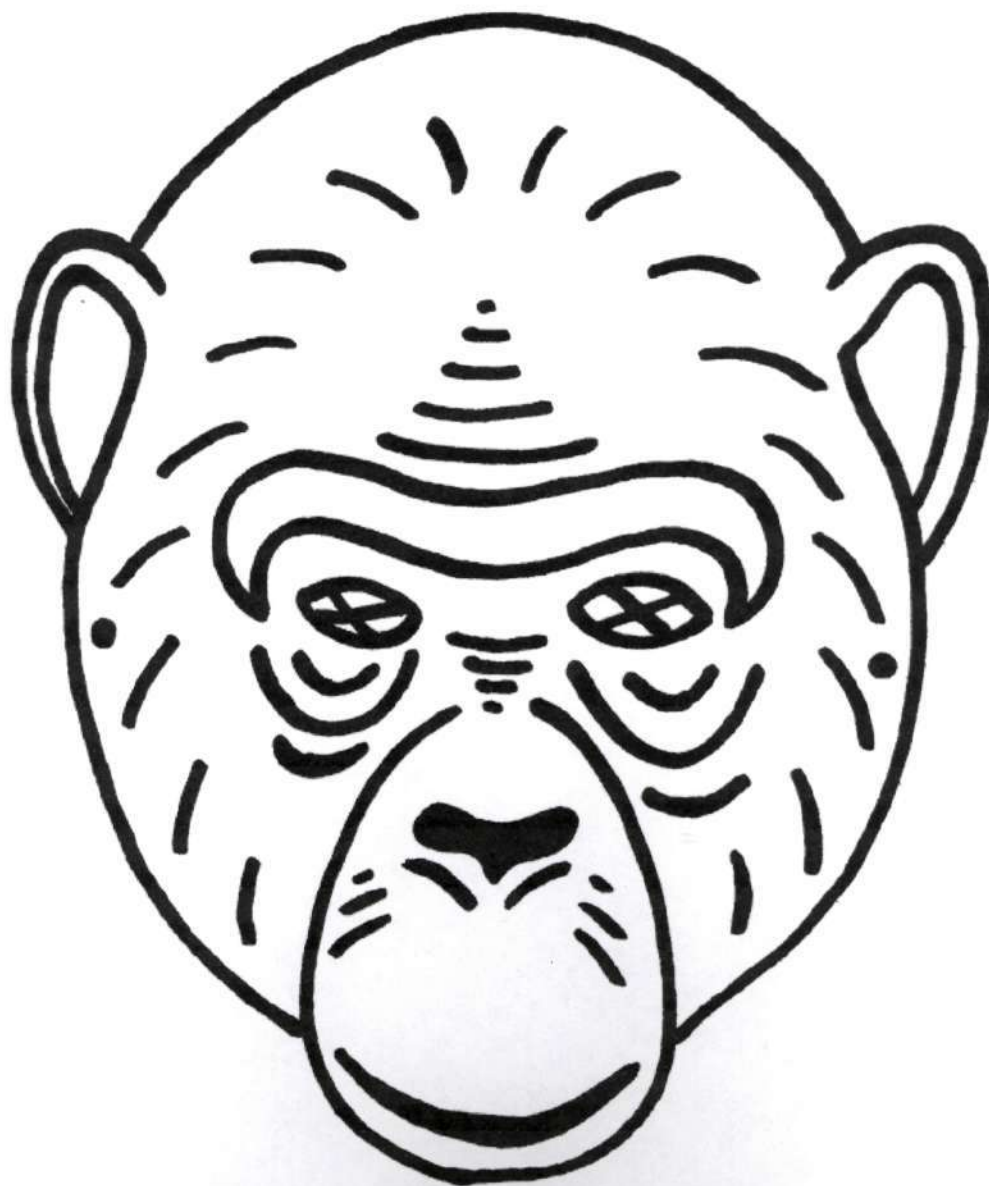


SAMPLE ANIMAL MASKS

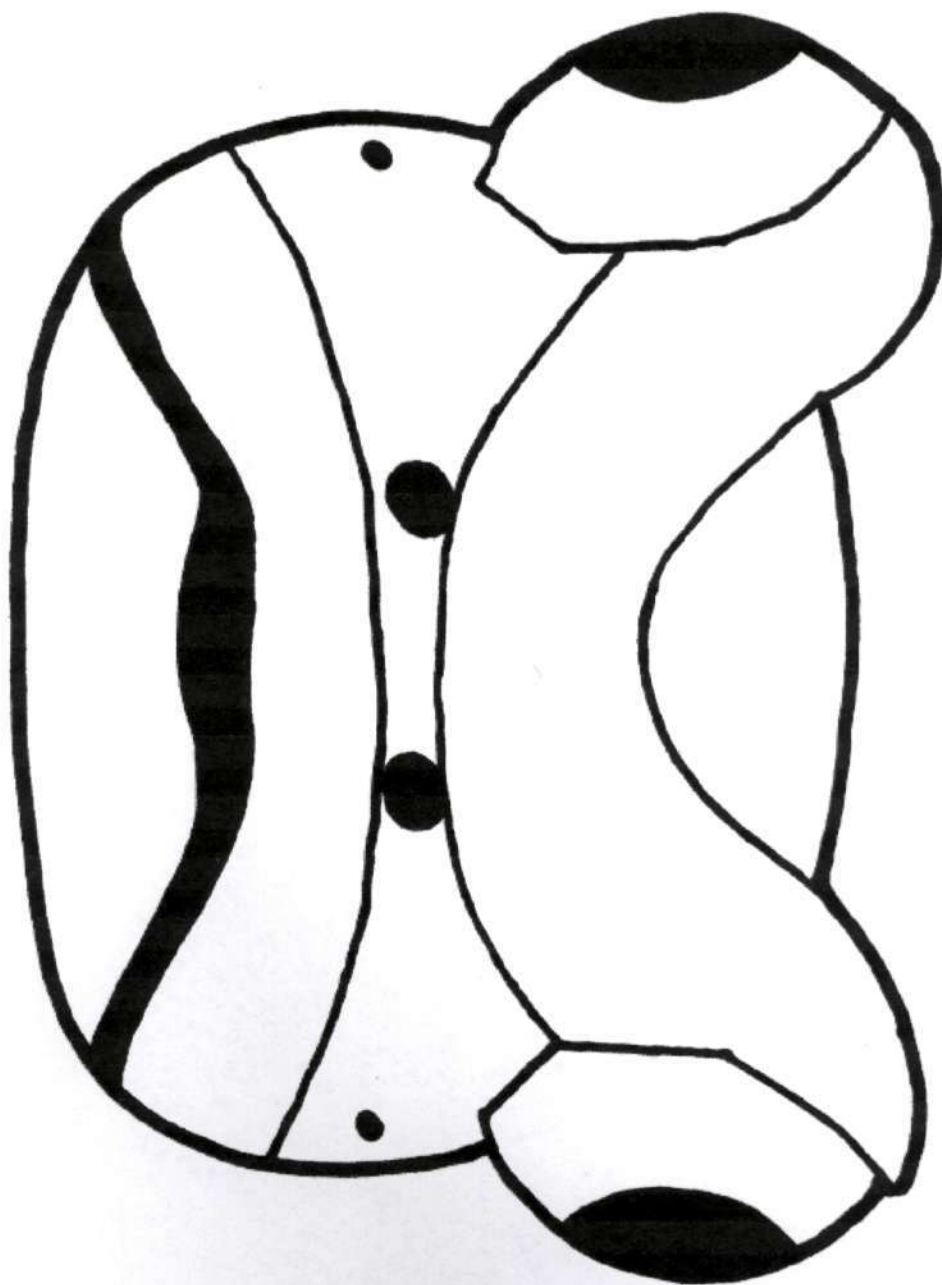
Give students animal masks and want them to cut the eyes and color the masks and want them to attach strings or attach the masks to a stick. They can be used to make students talk in the class.

Masks are taken from : www.blss.portsmouth.sch.uk/hsc/cny/cny.shtml and <http://www.colchesterzoo-kidz.co.uk/wallpapers-masks/masks.html>

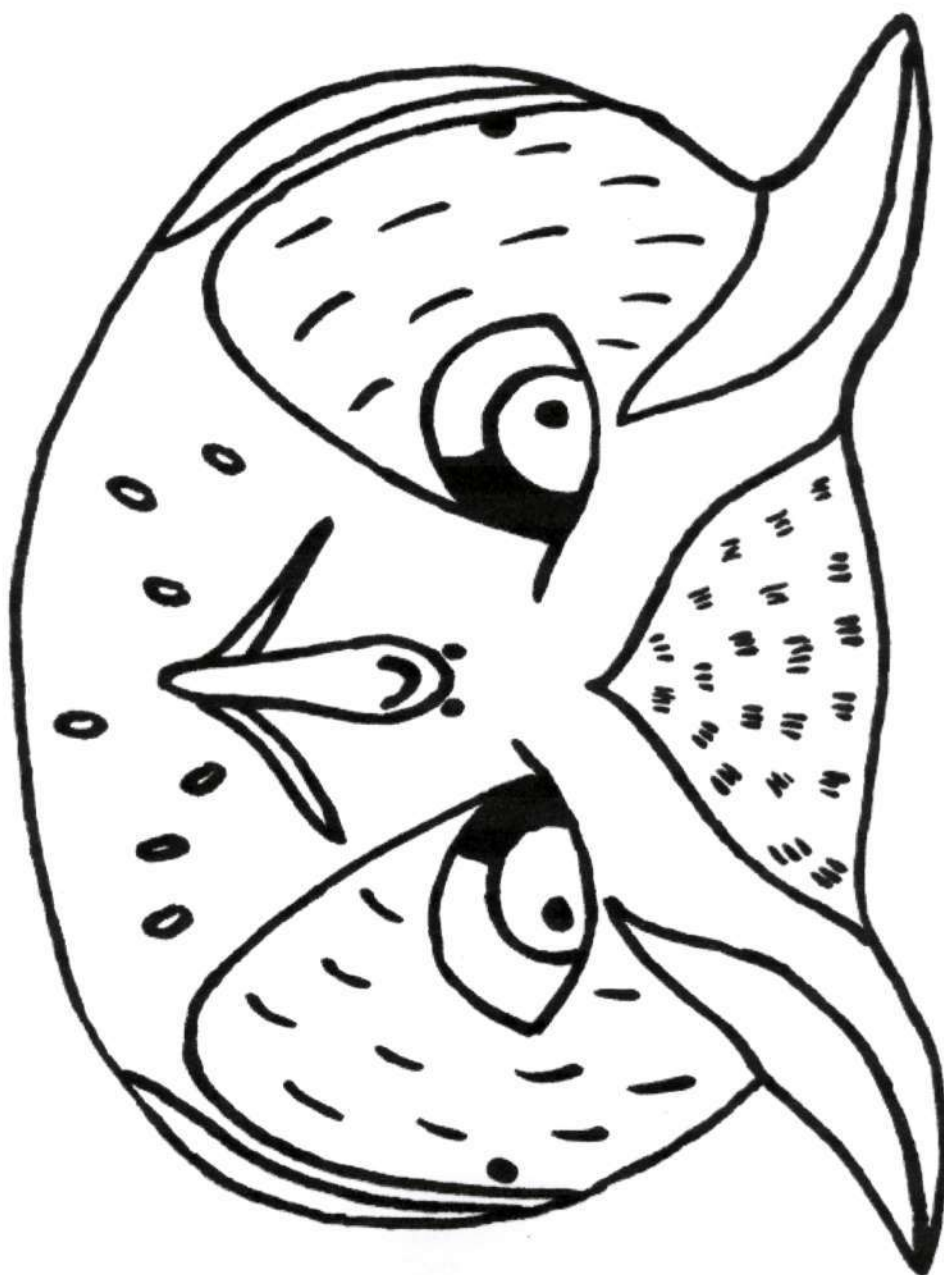
A MONKEY

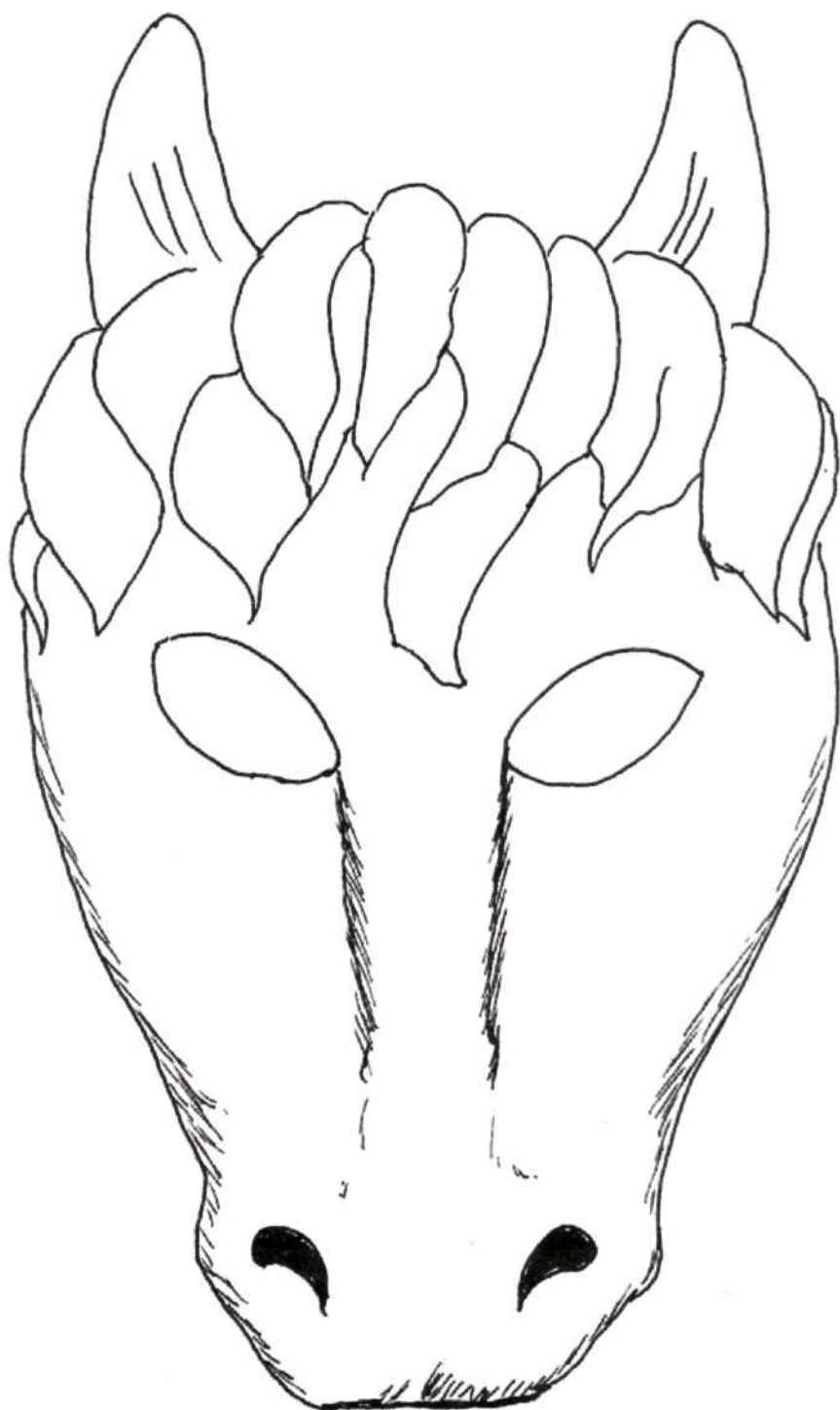


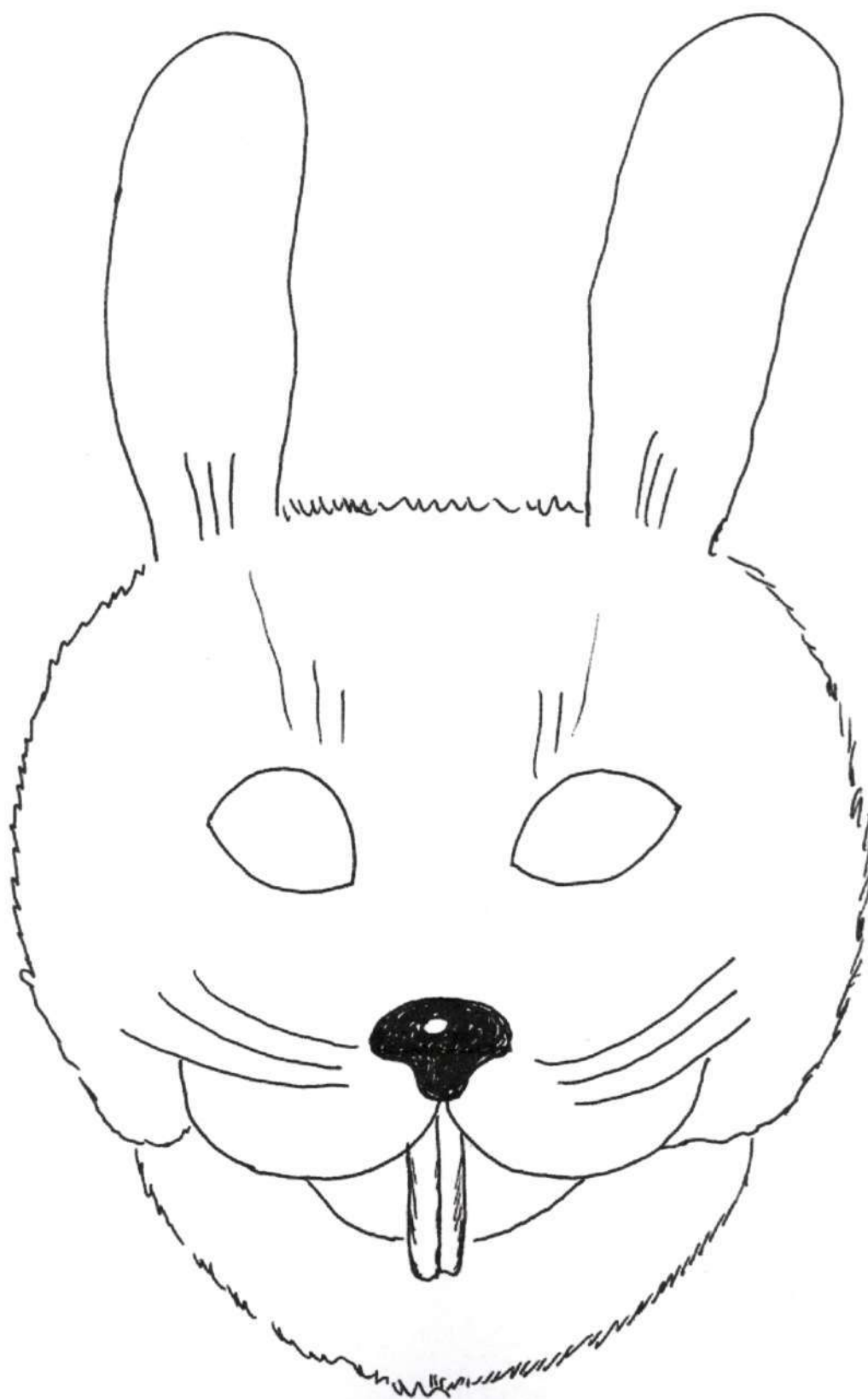
A FROG



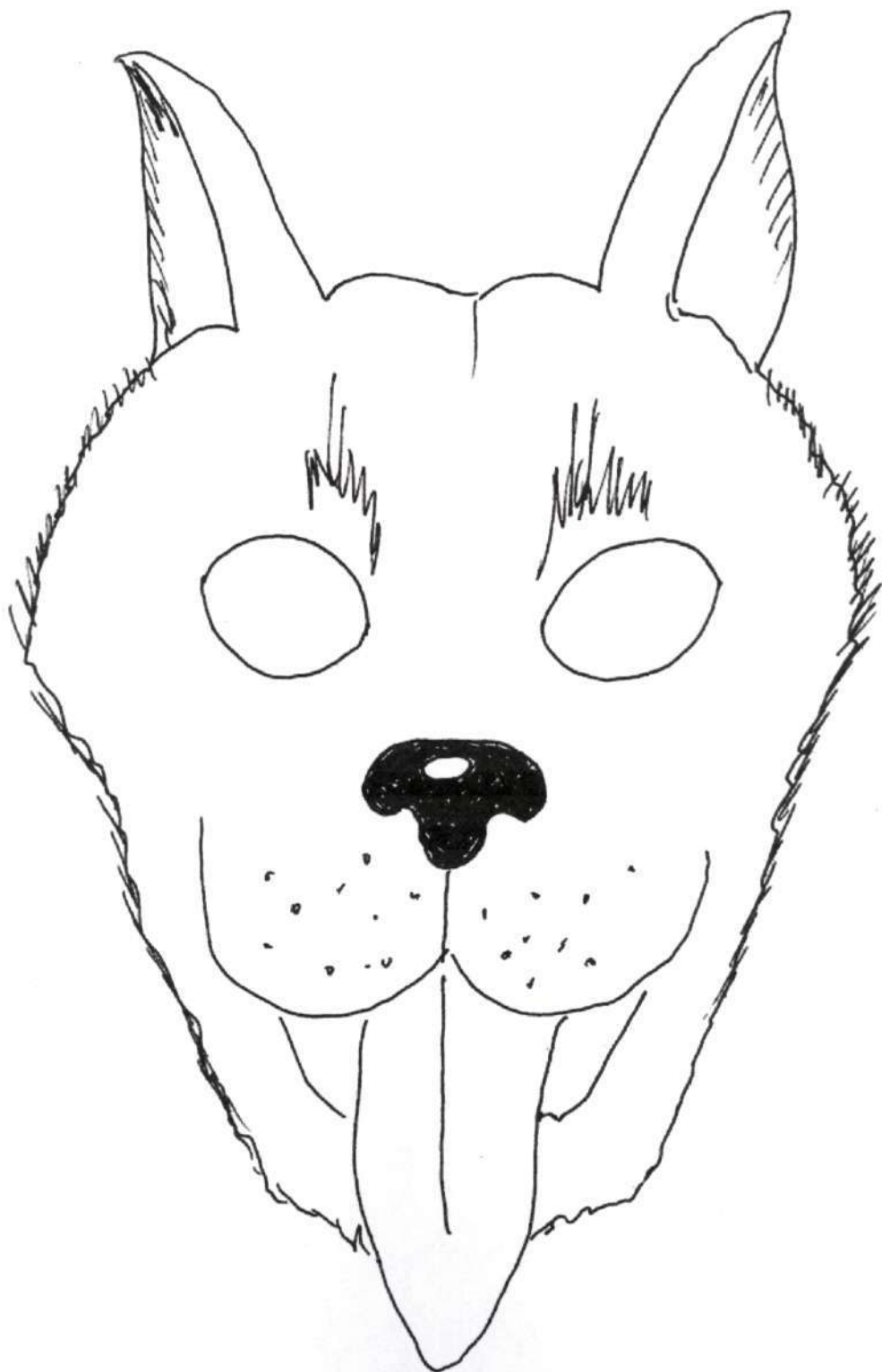
AN OWL



A HORSE

A RABBIT

A DOG



HOW TO MAKE SOCK PUPPETS?

- A sock
- Two buttons
- Colorful ribbon or wool
- Glue
- Scissors



1. Put a sock on your child's hand. Show them how to create a mouth by tucking a portion of the sock between their thumb and palm.



2. For eyes, put glue on the back of the buttons and have your child place them on the sock where their knuckles are.



3. For hair, put glue on short lengths of the ribbon or wool and have your child place it on the sock over the back of their hand.



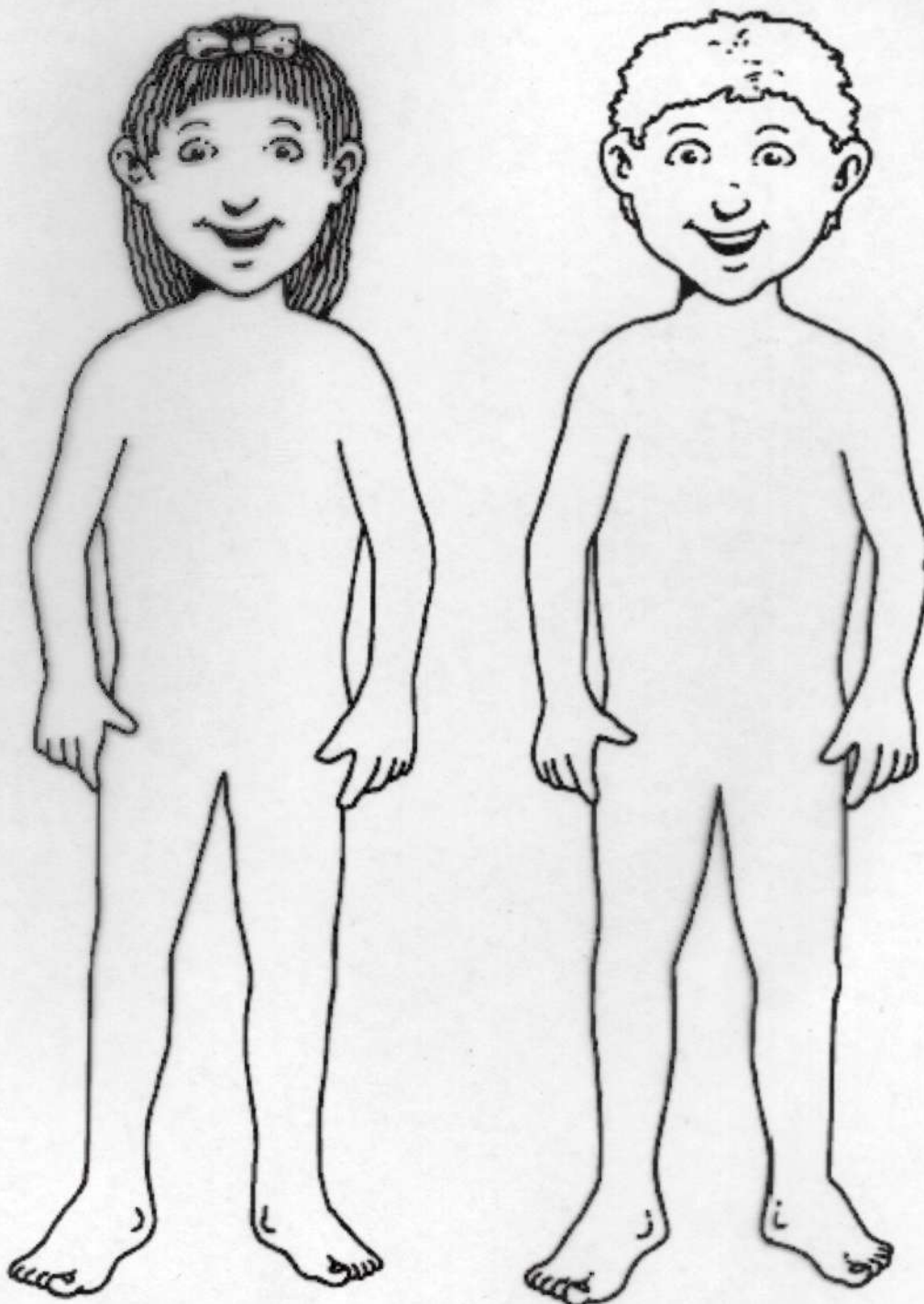
4. Cut and put glue on a tongue-shaped piece of felt and have your child stick it in the puppet's mouth.



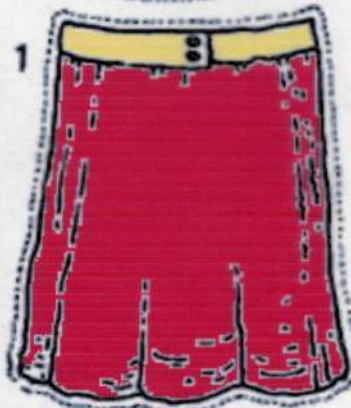
5. Make as many as you like, then act out a story with your puppets!

TRANSPARENCY SAMPLES FOR UNIT 4: MY CLOTHES

The clothes on the second transparency will be cut and by putting on the bodies of the girl and boy, clothes will be introduced.



The transparencies are adapted from Heinemann Children's Games by Maria Toth



The transparencies are adapted from Heinemann Children's Games by Maria Tom

WORDSEARCH

Write the names of the classroom objects and find them in the puzzle.













S	L	H	F	I	S	C	L	C	C	K
K	A	C	N	C	T	E	B	C	C	K
D	E	S	K	U	U	R	Z	V	C	L
C	Y	V	I	A	D	G	E	D	J	M
C	X	C	A	T	E	A	C	H	E	R
R	D	F	R	A	N	E	H	Z	F	N
B	C	A	R	D	T	M	A	L	F	H
C	E	F	E	N	C	I	L	A	C	V
W	I	N	D	C	W	S	K	T	E	R











COMPLETE MY WORDS

Complete the given words and match them with the pictures.

M O T H E R F A T H E R C I C L E

U N C L E A U N T C O N D A U G H T E R

P D D T H E R P D D A I N D A P D D A I N M A

A



B



C



D



E



F



G



H



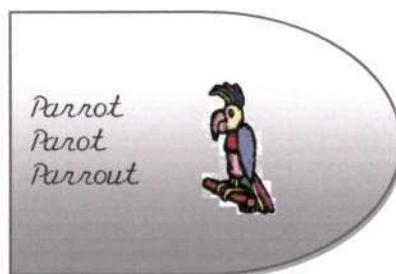
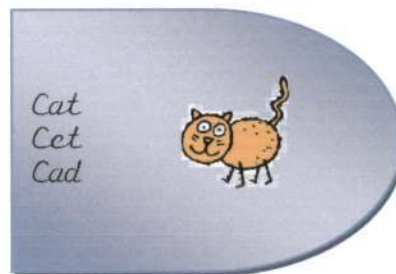
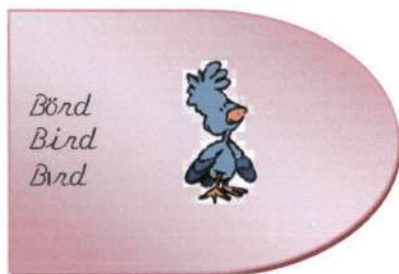
Catch and Match

Match the body parts with the words.



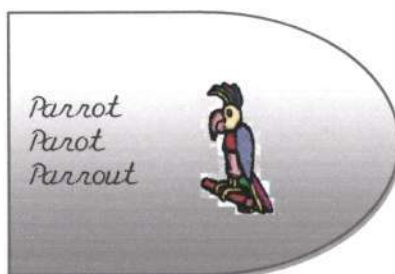
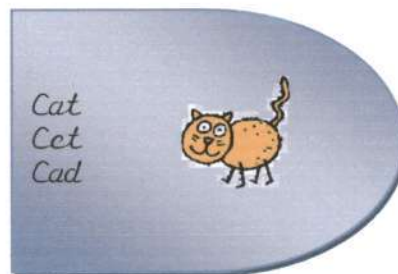
WHICH WORD IS TRUE? - PETS

Mark the correct spelling of the word.



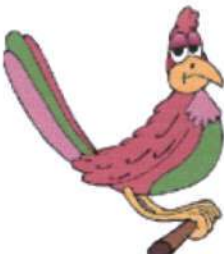
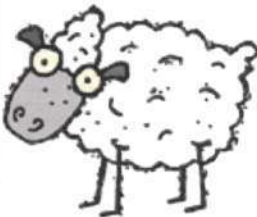
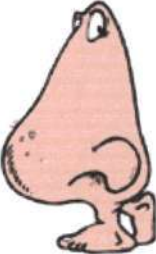
WHICH WORD IS TRUE? - PETS

Mark the correct spelling of the word.



MY FAVOURITE PET

Find the words by using the pictures. Use the clues below the pictures.

			
A	I	D	B
			
O	G	K	L
			
F	E	V	H
			
P	Z	W	Q

CAT / DOG+RABBIT+EYES+BIRD /
FOOT+RABBIT+LEG+PARROT.

— — — — —

WHICH WORD IS TRUE? – BODY PARTS

Mark the correct spelling of the word.

Fingar
Finger
Finger



Hend
Hannd
Hand



Leg
Ligs
Legs



Erm
Arn
Arm



Mouth
Mauth
Maoth



Fout
Foot
Fuut



Noze
Noose
Nose



Aer
Ear
Era



Bodi
Bodiy
Body

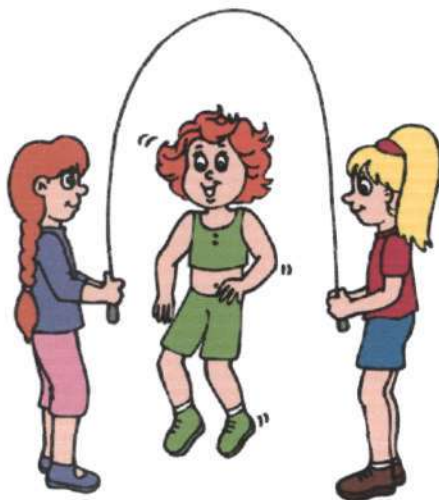


Heed
Head
Haed



WHOSE TOYS?

The toys are mixed guess whose toys are they.



Nancy

Sally

Bethy



Tom

Neil

Jason

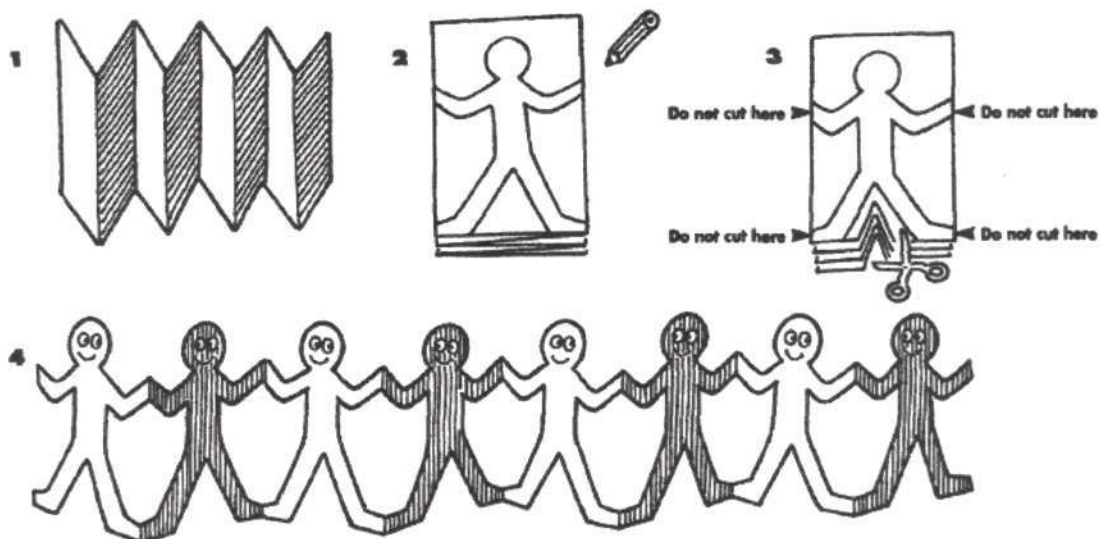
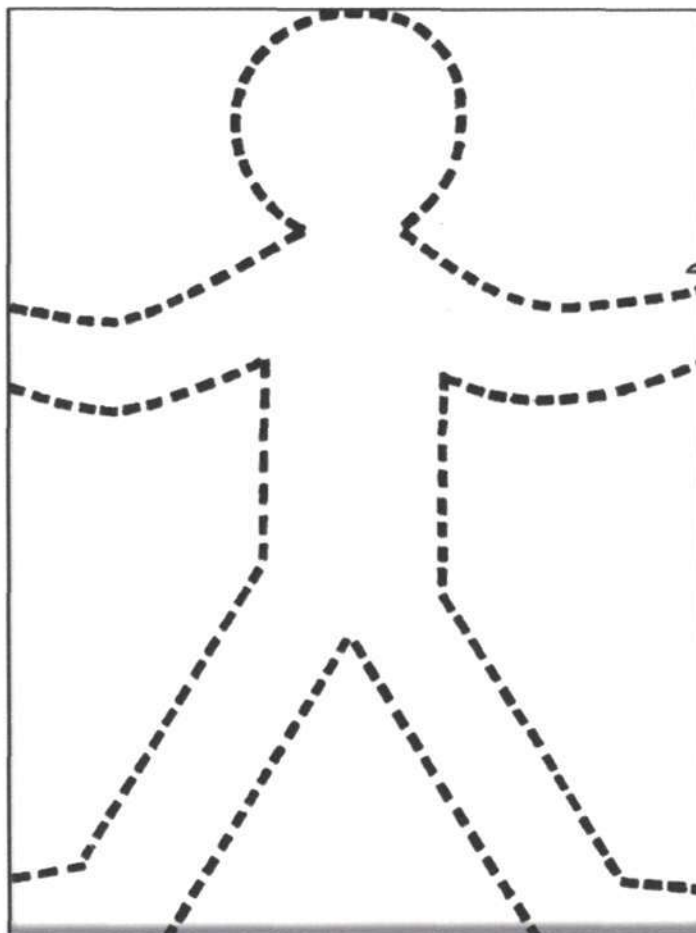


1. Nancy, Sally and Bethy have gotbut Tom, Neil and Jason have got.....
2. Nancy, Sally and Bethy have gotbut Tom, Neil and Jason have got.....
3. Nancy, Sally and Bethy have gotbut Tom, Neil and Jason have got.....
4. Nancy, Sally and Bethy have gotbut Tom, Neil and Jason have got.....
5. Nancy, Sally and Bethy have gotbut Tom, Neil and Jason have got.....

FAMILY CHAIN

Prepare a family chain beforehand to show students in the class. Show them how to make a family chain in the class.

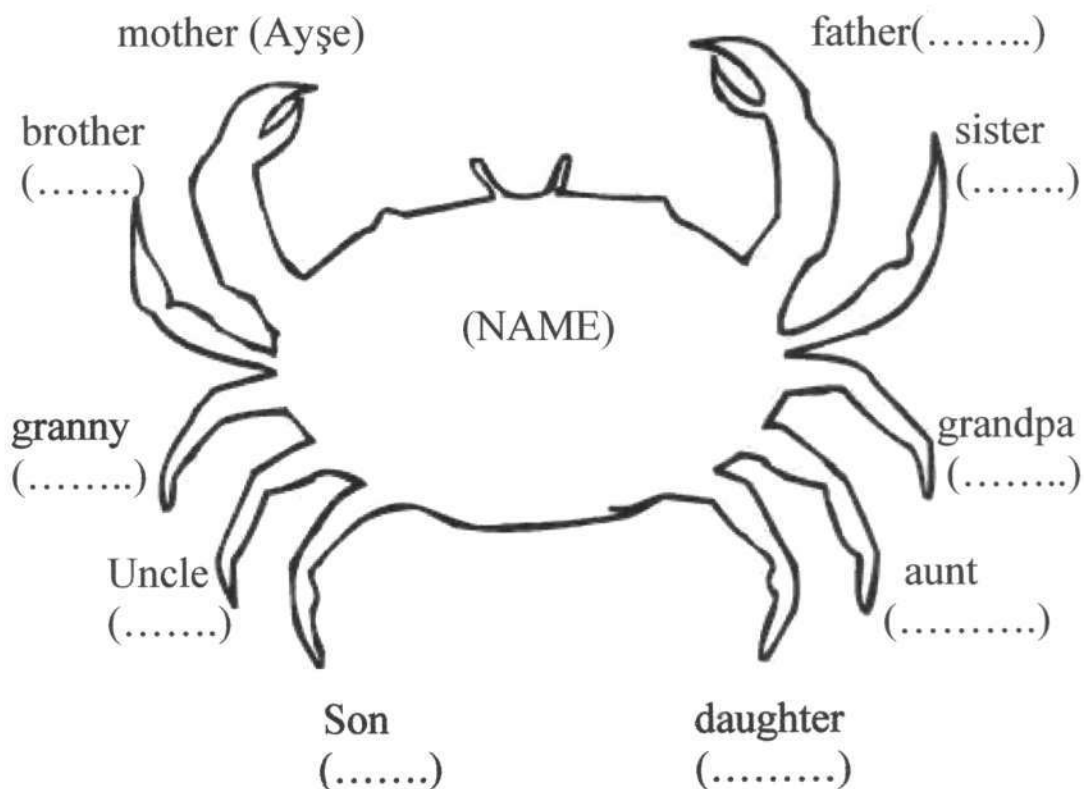
Want students to color and draw faces on their chains and want them to introduce their family in the class.



FAMILY CRAB

- Ask students to take a sheet of paper.
- Ask them to write their names in the middle of paper.
- Ask them to draw a big circle around their names.
- Ask them to draw legs and arms on it -you may draw an example on the board. (ask them to draw a crab)
- Ask them to write as many family member words with names as they can in 60 seconds.

Ex:



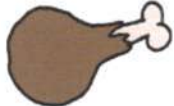
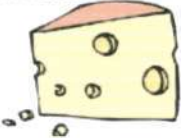
CATCH COLORS AND MATCH PICTURES

Match the pictures with the color words and color the words.



DOMINO GAME

Cut the pictures from the dots. And put the pictures in order-one word, one picture.
The first group who finishes the order will be the winner of the game.

Some bread		Some milk	
Some meat		An apple	
Three apples		Some tomatoes	
A banana		Four bananas	
A potato		Some spaghetti	
Some salami		Pizza	
Seven potatoes		coke	
Some cheese		Chicken	
Fish		A tomato	

SAMPLE EXAM**1. Look at the picture and fill in the blanks (10 p)**

- 1) The dog has got _____ ears.
- 2) The dog has got two _____.
- 3) The dog has got four _____.
- 4) The dog has got _____ mouth.
- 5) The dog has got one _____.

2. Write the animals (15p)

C.....



P.....T



F.....



R.....



B.....

3. Fill in the blanks (12p)

Ex: Have you got a dog? Yes, I have got a dog.

Have you got a rabbit? No, I haven't got a rabbit.

1. Have you got a cat? No,
2. Have you got a fish? Yes,
3. turtle? No,
4. cow? Yes,

4. Write the numbers in English (15p)

- a) Ten + six = b) Eleven - two = c) Eight x two =
 d) Seven + nine = e) twelve ÷ three =

5. Fill in the blanks with "in, on, under, next to". (8p)

1. 1) The monkey is _____ the box.	2. 2) The monkey is _____ the box.	3. 3) The monkey is _____ the box.	4. 4) The monkey is _____ the box.

6. Choose The Correct Answer(24p)



- 1- a) fridge b) sofa
c) armchair d) bookcase



- 2- a) cooker
c) table d) tap



- 3- a) wardrobe b) sofa
c) cooker d) rug



- 4- a) desk b) clock
c) chair d) board



- 5- a) cupboard b) table
c) sofa d) tap
d) fridge



- 6- a) bedroom b) lamp
c) wardrobe

7. Write The Rooms Of The House (16p)



- A: b.....
B: b.....
C: k.....
D: l.....

good luck!



CHAPTER V

CONCLUSION

In recent years English has become the world's global language and a great interest in the teaching of English to young learners has been increased. In state schools, the starting age in learning English has decreased to fourth grades. It is now known that learning a language at a young age will build more proficient speakers of English. The way that young learners learn and the way adults or teenagers learn is completely different. Because not only the characteristics, needs, expectations, interests but also the emotional, social, psychological and cognitive development of children are completely different from teenagers and adults. Young children tend to change their mood every other minute and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults do to do things that appeal to them. Children learn a foreign language in a natural way, the same way they learn their own language; they should be motivated throughout learning. They learn a language by listening and repeating things over and over, by imitating, by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose. Thus, teacher's role and materials importance in learning a language has been greatly expanded.

In Turkey, language learning/teaching greatly depends on teachers and course books since it takes place in schools that are basically the only places for exposure to language. This fact puts a tremendous responsibility on the teachers and course books in order to make the learning process enjoyable and effective. By using games, songs, puzzles, chants, and art and craft activities in the course books, children can learn subconsciously. As it is said that second language learning should be seen as acquisition, it is necessary for children to repeat the target language over and over again.

The most effective way to help children to learn a language is through engaging them in meaningful, purposeful, and enjoyable activities. Repetition and

practice can be done far more effectively by different kinds of activities where students expose to the same vocabulary a number of times. Variation of activities in the language classes provides a relaxed atmosphere in classes because students have fun when they are faced with different kinds of activities. By this way, the child acquires the language without any formal instruction.

Course books, being an important teaching/learning aid, should serve as a means to reach the goals of language teaching/learning and should help organizing teaching/learning process. Most classrooms are likely to contain children with different abilities, different styles of learning and with different attitudes towards English. Course books should appeal to a variety of learners and their needs, interests, emotions, feelings etc. with different kinds of materials, activities, and exercises. In brief a course book should address to all kinds of learners who may have different learning styles and strategies. The course books should also present activities and exercises to develop all four language skills.

This study is a further proof on the assumption that the course book is a very important material/aid in language teaching. The aim of this research is to evaluate the English course book and materials of the fourth grades. A questionnaire has been applied to teachers and another questionnaire parallel to teachers' questionnaire has been applied to students to collect data about the course book, workbook and teacher's book and materials. Teachers' and students' questionnaires have formed the basis for this study. Student's questionnaire is formed in a general view and the items of the questionnaire are very easy and clear because the subject of the study is 10 and 11 year old students. On the other hand, teacher's questionnaire is prepared to evaluate the course book, workbook and other materials in sub-headings which are also divided into particular parts within themselves.

Questionnaires have revealed that the course book "Time for English" meets the needs of both the learners and teachers on the whole. But when the workbook, teachers' book, and other supporting materials are regarded, the results are not that much cheering. As stated before language acquisition occurs after a number of repetitions and practice of the language and workbook plays an important role in

practicing language except from school. Workbook, to be a more effective teaching material, should include different kinds of activities in which students are exposed to the same subjects in the course book for a number of times, and also in a relaxed way.

It is clear that course books can be useful guides for the teacher in classroom. The language teacher should be aware of the fact that s/he can omit or replace some materials which s/he thinks inappropriate to his/ her classroom situation and s/he can make some additions from various other sources. It is not possible to find materials which would interest everyone. However, no course book can completely fit any actual classroom situation. The teachers should be able to use the course books in the purpose of their teaching by evaluating and adapting them constantly. There is no doubt that materials adaptation is a highly demanding and time consuming job which requires a strong methodological background, experience in teaching, competency in English, creativity and devotion to one's job. Teachers should be aware of the needs of their students' and should be able to make some adaptations on the existing materials. It should also be added that it is always the teacher who can/should develop the best materials for his/her class as s/he is the only one who knows the needs, interests and the attitudes of the students and the goals of the program.

It is a fact that teachers in any school do not have enough time for materials adaptation or even for preparing supplementary materials because of the extra activities in school. The aim of the researcher is to evaluate the new English course book of the fourth grades in Turkey and prepare supplementary materials in reference with the new English curriculum which every teacher can benefit from.

Chapter four suggests activities that are prepared for the workbook, and materials and ideas that are prepared for the teachers' book. Previous studies have shown that young learners prefer activities that involve cartoon characters they are already familiar with, games, activities that include different pictures/characters, puzzles, and matching activities respectively. The activities suggested in chapter four are prepared in this respect. They are suggested as alternatives for the deficient parts of the new English course book "Time for English" and especially for the workbook.

Such a need has been felt by many teachers as well as the students for the present workbook. The results of the survey have shown that the workbook has to be supplemented with more and various activities. The activities and exercises should be interesting and exciting for the young learners. With regard to this, activities with lots of colored visuals are designed in the fourth chapter and samples of posters and flashcards are presented in section 4.2. Activities, ideas and supplementary materials for the teacher's book in the fourth chapter can be used by the fourth grade and other young learner teachers by making some adaptations according to their classrooms.

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APPENDICES

Appendix 1.

English Version of the Student Questionnaire

Dear students,

The questionnaire is designed to evaluate and analyze your English course book and workbook "Time for English." You are going to contribute to only this research just by answering the questions below. Your answers will not affect your success in any wise. You do not have to write your name on the questionnaire. Your answers do not correspond to any right or wrong answers. What is wanted from you is to read the items carefully and put "X" to the answers that you agree on.

Thank you very much for your participation and valuable contributions to this research.

Gülden SÜMEN

English Language Teacher

A- STUDENT PROFILE

1. AGE:

2. SEX: ☐ GIRL ☐ BOY

B- STUDENT NEEDS ANALYSIS

3. Where do you expect to use English in the future?

4. Which one is the most important skill in learning English?

☐ reading ☐ listening ☐ vocabulary
☐ writing ☐ speaking ☐ grammar

5. Choose one of the below;

☐ I like learning individually.
☐ I like learning in pairs.
☐ I like learning in groups.

6. What is the importance of a course book in a language teaching program?

☐ very important ☐ not much important ☐ not important

7. Do you like using your course book?

☐ yes ☐ no

If yes, why? _____

If no, why not? _____

8. Choose one of the below;

☐ I like learning through pictures

☐ I like learning through songs and listening

☐ I like learning through dramatizing, moving and playing

C- STUDENT COURSE BOOK EVALUATION FORM

9. I like the pictures in the book and font and cover of the book.

☐ totally agree ☐ partly agree ☐ do not agree

10. There is sufficient number of speaking activities to learn English in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

11. I do some of the activities individually and the number of these activities is sufficient.

☐ totally agree ☐ partly agree ☐ do not agree

12. I do some of the activities with my partner and the number of these activities is sufficient.

☐ totally agree ☐ partly agree ☐ do not agree

13. I do some of the activities with three or more friends and the number of these activities is sufficient.

☐ totally agree ☐ partly agree ☐ do not agree

14. I do some of the activities with the help of my teachers and some by my self.

☐ totally agree ☐ partly agree ☐ do not agree

15. There is sufficient number of games in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

16. There is sufficient number of songs in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

17. There is sufficient number of listening activities other than songs in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

18. There is sufficient number of reading practice activities to learn English in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

19. There is sufficient number of writing practice activities to learn English in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

20. There is sufficient number of vocabulary practice activities to learn English in the course book.

☐ totally agree ☐ partly agree ☐ do not agree

21. I can understand the instructions easily.

☐ totally agree ☐ partly agree ☐ do not agree

22. The subject and content of the course book is interesting.

☐ totally agree ☐ partly agree ☐ do not agree

23. The subject and content of the course book is quite challenging

☐ totally agree ☐ partly agree ☐ do not agree

24. The course book raises my interest in further English language study.

☐ totally agree ☐ partly agree ☐ do not agree

25. The course book covers sufficient variety of subject, content and activities.

☐ totally agree ☐ partly agree ☐ do not agree

26. I really enjoy studying this course book.

☐ totally agree ☐ partly agree ☐ do not agree

27. What are other positive or negative thoughts about the course book that are not mentioned?

Positive: _____

Negative: _____

D- WORKBOOK EVALUATION FORM

28. I like the pictures, font and cover of the workbook.

☐ totally agree ☐ partly agree ☐ do not agree

29. There is sufficient number of games in the workbook.

☐ totally agree ☐ partly agree ☐ do not agree

30. There is sufficient number of reading practice activities in the workbook to review English.

☐ totally agree ☐ partly agree ☐ do not agree

31. There is sufficient number of writing practice activities in the workbook to review English.

☐ totally agree ☐ partly agree ☐ do not agree

32. There is sufficient number of vocabulary practice activities in the workbook to review English.

☐ totally agree ☐ partly agree ☐ do not agree

33. can understand the instructions easily.

☐ totally agree ☐ partly agree ☐ do not agree

34. The activities of the workbook are interesting.

☐ totally agree ☐ partly agree ☐ do not agree

35. The activities of the workbook are quite challenging.

☐ totally agree ☐ partly agree ☐ do not agree

36. The workbook raises my interest in further English language study.

☐ totally agree ☐ partly agree ☐ do not agree

37. There is sufficient variety of activities in the workbook.

☐ totally agree ☐ partly agree ☐ do not agree

38. I can do the activities in the workbook by myself without any help.

☐ totally agree ☐ partly agree ☐ do not agree

39. I really enjoy studying this workbook.

☐ totally agree ☐ partly agree ☐ do not agree

40. What are other positive and negative thoughts about the course book that are not mentioned?

Positive: _____

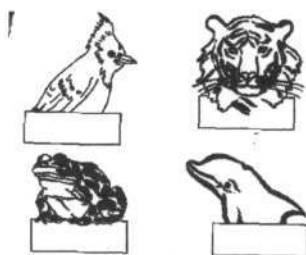
Negative: _____

E-ACTIVITIES

34. Put two of the papers side by side and choose five of the activities which you liked the most _____, _____, _____, _____, _____

35. Put two of the papers side by side and choose five of the activities which you think you learn English most : _____, _____, _____, _____, _____

1. making puppets and make them speak 2. find the way and write the words



3. word puzzle

G	R	A	N	D	F	A	T	H	E	R	H	G	R	A	N	D	M	A	E
L	M	O	M	L	G	R	A	N	D	P	A	O	T	H	I	B	A	B	Y
D	A	D	M	O	T	H	E	R	S	F	A	T	H	E	R	I	S	M	Y
G	R	A	N	D	M	O	T	H	E	R	F	B	R	O	T	H	E	R	A
S	I	S	T	E	R	M	U	N	C	L	E	I	L	A	U	N	T	Y	.

Continued

4. fill in the blanks of speech bubbles



5. completing the words and coloring spelling



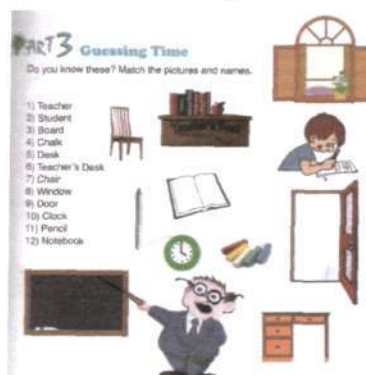
6. finding the right



7. connecting dots



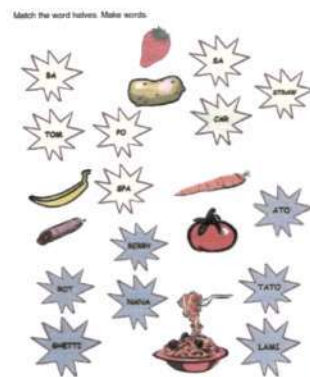
8. matching words



9. puzzle



10. connecting words and matching with pictures



11. speaking with a friend and finding his/her card

PART 8 Speaking and Writing Time

Work in pairs. Don't show your picture.

Pair A / Pair B: Say what you've got in your suitcase. Write the clothes in the suitcase.

Eg:

Pair A: Say "I've got trousers."

Pair B: Write "Trousers" in the suitcase.

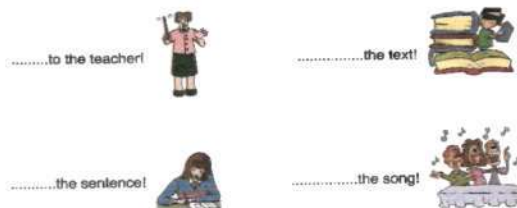


12. finding the order of the words

a) Put the words into the correct order. Make and write sentences.

- 1) birthday? / When / your / is
- 2) in / is / September / birthday / My
- 3) old / How / you? / are
- 4) ten / I'm / old. / years
- 5) the / today? / day / What's
- 6) Friday / is. / It

13. Completing sentences



14. correcting mistakes

Read the following.

Find what's wrong with the following sentences. Correct the mistakes

1. It's cold and snowy. Wear your flip flops.
2. The weather's very nice and warm. Put on your gloves and scarf.
3. It's foggy and rainy. Wear a T-shirt.
4. The weather's hot and sunny. Wear your boots and coat.

15. finding the correct order of the words

b) Put the letters into the correct order. Find and write the word.

FYEARBUR	ASUTGU
ALRPI	TUHSDAYR
MAYNOD	NVEBEORM

16. separating words

I've got turkish maths and music on monday but i haven't got science or art on monday.

Appendix 2.

Turkish Version of the Student Questionnaire

Sevgili Öğrenciler,

Bu anket sizin İngilizce ders ve çalışma kitabınız ile ilgili çeşitli konulardaki görüşlerinizi belirlemek amacıyla uygulanmaktadır. Vereceğiniz cevaplarınızla yalnızca bu konuda yapılan araştırmaya katkıda bulunacaksınız. Cevaplarınızın ders başarınıza ve sınıf geçmenize hiçbir etkisi olmayacaktır. Adınızı ve soyadınızı yazmak zorunda değilsiniz. Size sunulan ifadelerde doğru ya da yanlış cevap söz konusu değildir. Yapmanız gereken; aşağıda bulunan ifadeleri dikkatlice okuyup, belirtilen durumun karşısındaki cevaplardan size en uygun olanına X işareti koyarak içtenlikle yanıtlamanızdır. İlginizden ve bu çalışmaya yaptığınız katkılardan ötürü hepinize teşekkür ederim.

Gülden SÜMEN

İngilizce Öğretmeni

A- ÖĞRENCİ PROFİLİ

1. YAŞ:

2. CİNSİYET: ___Kız ___ Erkek

B -ÖĞRENCİ İHTİYAÇLARI ANALİZİ

3. Gelecekte İngilizceyi nerede kullanacağınızı düşünüyorsunuz?

4. Aşağıdakilerden hangisi en önemlidir.

___okuma ___dinleme ___kelime bilgisi
___yazma ___konuşma ___dil bilgisi

5. Aşağıdakilerden birini işaretleyin.

___tek başıma öğrenmeyi severim
___bir arkadaşım ile öğrenmeyi severim
___grup halinde çalışarak öğrenmeyi severim

6. İngilizce dersinde kitabın önemi ne kadardır?

☐ çok önemli ☐ fazla önemli değil ☐ önemsiz

7. İngilizce öğrenirken ders kitabı kullanmayı seviyor musunuz?

☐ evet ☐ hayır

Evet ise sebebini belirtiniz: _____

Hayır ise sebebini belirtiniz: _____

8. Aşağıdakilerden birini işaretleyiniz

- ☐ resimlerle öğrenmeyi severim
☐ şarkılarla ve dinleme yaparak öğrenmeyi severim
☐ rol yaparak, oyun oynayarak ve sınıfta hareket ederek öğrenmeyi severim

ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

9. Ders kitabının şeklini, resimlerini ve yazı şekillerini beğeniyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

10. Kitabımızda İngilizce öğrenmemiz için yeteri sayıda konuşma alıştırması var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

11. Kitabımızda bazı alıştırma tek başıma yapıyorum ve tek başıma yaptığım alıştırma sayısı yeterli.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

12. Kitabımızda bazı alıştırma bir arkadaşım ile birlikte yapıyorum ve bu tür alıştırma sayısı yeterli

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

13. Kitabımızda bazı alıştırmaları 3 veya daha fazla arkadaşım ile birlikte yapıyorum ve bu tür alıştırmaları sayısı yeterli.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

14. Bazı alıştırmaları öğretmenimin yardımıyla, bazılarını kendi kendime yapabiliyorum.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

15. Kitabımızdaki alıştırmalarda yeteri kadar oyun var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

16. Kitabımızdaki alıştırmalarda yeteri kadar şarkı var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

17. Kitabımızda şarkılar haricinde yeteri kadar dinleme alıştırmaları var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

18. Kitabımızda İngilizce öğrenmemiz için yeteri sayıda okuma alıştırmaları var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

19. Kitabımızda İngilizce öğrenmemiz için yeteri sayıda yazma alıştırmaları var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

20. Kitabımızda İngilizce öğrenmemiz için yeteri sayıda kelime alıştırmaları var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

21. Alıştırmaların İngilizce olan açıklamalarını anlayabiliyorum.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

22. Kitabın konuları ilgi çekici.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

23. Kitabın konuları bana biraz zor geliyor.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

24. Kitabın konuları işlerken daha ileride de İngilizce öğrenmek istiyorum.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

25. Kitapta birbirinden farklı, çeşit çeşit konu ve alıştırma var.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

26. Bu ders kitabıyla ders işlemeyi gerçekten seviyorum.

__tamamen katılıyorum __kısmen katılıyorum __katılmıyorum

27. Ankette belirtilmeyen ders kitabının olumlu ve olumsuz yönleri nelerdir?

Olumlu: _____

Olumsuz: _____

ÖĞRENCİ ÇALIŞMA KİTABI DEĞERLENDİRME FORMU

28. Çalışma kitabının şeklini, resimlerini ve yazı şekillerini beğeniyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

29. Çalışma kitabındaki alıştırmalarda yeteri kadar oyun var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

30. Çalışma kitabımızda İngilizce öğrenmemiz için yeteri sayıda okuma alıştırmaları var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

31. Çalışma kitabımızda İngilizce öğrenmemiz için yeteri sayıda yazma alıştırmaları var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

32. Çalışma kitabımızda öğrenmemiz kelimeleri yeteri kadar tekrarı yapabileceğimiz alıştırmalar var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

33. Çalışma kitabındaki alıştırmaların İngilizce açıklamalarını anlayabiliyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

34. Çalışma kitabındaki alıştırmalar ilgi çekici.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

35. Çalışma kitabındaki alıştırmalar bana biraz zor geliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

36. Çalışma kitabındaki alıştırmalar yaptıkça ileride de İngilizce öğrenmek istiyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

37. Çalışma kitabında yeterli çeşitte alıştırma var.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

38. Çalışma kitabındaki alıştırmaları yardım almadan kendi kendime yapabiliyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

39. Bu çalışma kitabı ile çalışmayı gerçekten seviyorum.

☐ tamamen katılıyorum ☐ katılıyorum ☐ katılmıyorum

40. Ankette belirtilmeyen kitabın olumlu ve olumsuz yönleri nelerdir?

Olumlu: _____

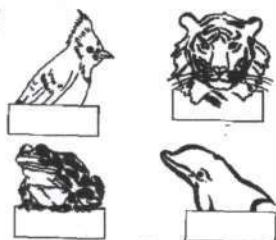
Olumsuz: _____

AKTIVITELER

41. Elinizde bulunan iki kâğıdı yan yana koyarak yapmaktan en çok hoşlandığınız beş aktivitenin numarasını yazın: _____, _____, _____, _____, _____

42. Elinizde bulunan iki kâğıdı yan yana koyarak yaparken en çok İngilizce öğrendiğinizi düşündüğünüz beş aktiviteyi yazın: _____

1. Parmak kuklası yapıp konuşturmak



2. Yol bulmaca, bulurken kelime yakalamaca



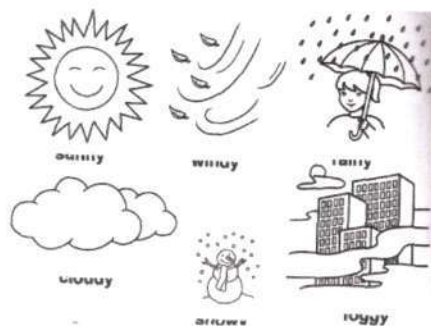
3. Kelime bulmaca



4. Resimlerin konuşma baloncuklarını tamamlama



5. Kelimenin eksik bölümlerini tamamlama resimleri boyama



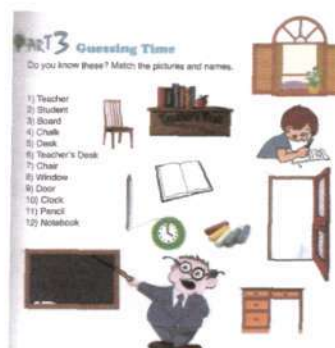
6. Resme göre doğru ve yazılışı bulma



7. Noktaları birleştirme



8. Resimlerle kelimeleri eşleştirme



9. Bulmaca



10. Kelimeleri birleştirip resimlerle eşleştirme



11. Arkadaşımla İngilizce konuşarak onun kartındaki kelimeleri bulmaca

PART 8 Speaking and Writing Time

Work in pairs. Don't show your picture.

Pair A / Pair B: Say what you've got in your suitcase. Write the clothes in the suitcase.

Eg:

Pair A: Say "I've got trousers."

Pair B: Write "Trousers" in the suitcase.



13. Cümle tamamlama



12. Kelimelerin doğru sıralamasını bulma

a) Put the words into the correct order. Make and write sentences.

- 1) birthday? / When / your / is
- 2) in / is / September / birthday / My
- 3) old / How / you? / are
- 4) ten / I'm / old. / years
- 5) the / today? / day / What's
- 6) Friday / is. / It

14. Hatalı cümleyi bulma ve düzeltme

Read the following.

Find what's wrong with the following sentences. Correct the mistakes.

1. It's cold and snowy. Wear your flip flops.
2. The weather's very nice and warm. Put on your gloves and scarf.
3. It's foggy and rainy. Wear a T-shirt.
4. The weather's hot and sunny. Wear your boots and coat.

15. Harflerin doğru sırasını bulma ve yazma

b) Put the letters into the correct order. Find and write the word.

FYEARBUR	ASUTGU
ALRPI	TUHSDAYR
MAYNOD	NVEBEORM

16. birleşik kelimeleri ayırıp cümle yazma.

I've got turkish maths and music on Monday but I haven't got science or art tomorrow.

Appendix 3

English Version of the Teacher Questionnaire

Dear teachers,

The questionnaire is designed to evaluate and analyze the course book, the workbook, the teacher's book and materials of "Time for English" which is started to be used in the 2006 and 2007 academic year. You are going to make contribution to only this research just by answering the questions below. Please read the statements carefully and answer them honestly.

Thank you very much for your participation and valuable contributions to this research.

Gülden SÜMEN

English Language Teacher

A - TEACHER PROFILE

1. Gender:

☐ female ☐ male

2. Years as a teacher:

☐ 1-5 years ☐ 5-10 years ☐ more than 10 years

3. University of graduation:

4. Department of graduation:

☐ ELT ☐ other

5. Year of graduation:

6. In which city are you teaching?

7. Which grades are you teaching?

☐ 4th grades ☐ 5th grades ☐ 6th grades ☐ 7th grades ☐ 8th grades

B - STUDENTS' NEED ANALYSIS

8. Where do you expect your students to use English in the future?

9. Which of the language skill is the most important (choose only one)?

___ reading ___ listening ___ vocabulary knowledge
 ___ writing ___ speaking ___ grammar

10. Your students prefer to learn;

___ individually ___ in pairs ___ in groups

11. What is the importance of a course book in language teaching program?

___ very important ___ partly important ___ not important

12. Do you like using your course book?

___ yes ___ no

If yes, why? _____

If no, why not? _____

C - STUDENT COURSE BOOK EVALUATION FORM**C-1-Layout and Design:**

13. The layout and design are appropriate and clear.

___ totally agree ___ partly agree ___ do not agree

14. The course book is organized effectively.

___ totally agree ___ partly agree ___ do not agree

C-2- Activities:

15. The activities in the course book encourage sufficient communicative and meaningful practice.

☐ totally agree ☐ partly agree ☐ do not agree

16. The activities in the course book include sufficient reading practice.

☐ totally agree ☐ partly agree ☐ do not agree

17. The activities in the course book include sufficient listening practice.

☐ totally agree ☐ partly agree ☐ do not agree

18. The activities in the course book include sufficient writing practice.

☐ totally agree ☐ partly agree ☐ do not agree

19. The activities in the course book include sufficient individual work.

☐ totally agree ☐ partly agree ☐ do not agree

20. The activities in the course book include sufficient pair work.

☐ totally agree ☐ partly agree ☐ do not agree

21. The activities in the course book include sufficient group work.

☐ totally agree ☐ partly agree ☐ do not agree

22. The activities in the course book promote creative, original and independent responses.

☐ totally agree ☐ partly agree ☐ do not agree

23. The course book provides a balance of free and controlled activity types.

☐ totally agree ☐ partly agree ☐ do not agree

24. The activities in the course book include sufficient number of games.

☐ totally agree ☐ partly agree ☐ do not agree

25. The activities in the course book include sufficient number of songs.

☐ totally agree ☐ partly agree ☐ do not agree

26. The activities in the course book include sufficient number of dramatizations.

☐ totally agree ☐ partly agree ☐ do not agree

27. The activities in the course book involve sufficient number of tangible tasks.

☐ totally agree ☐ partly agree ☐ do not agree

28. The activities in the course book are appropriate to the students' age.

☐ totally agree ☐ partly agree ☐ do not agree

29. The activities in the course book are easily adaptable to the class atmosphere.

☐ totally agree ☐ partly agree ☐ do not agree

C-3-Skills:

30. The activities in the course book include skills that students need and skills that students can practice language.

☐ totally agree ☐ partly agree ☐ do not agree

31. The activities in the course book provide an appropriate balance for the four language skills.

☐ totally agree ☐ partly agree ☐ do not agree

32. The activities in the course book involve enough vocabulary practice.

☐ totally agree ☐ partly agree ☐ do not agree

33. The activities in the course book involve enough grammar practice.

☐ totally agree ☐ partly agree ☐ do not agree

C-4-Language Type:

34. The language used in the course book is at the right level for my students' current English ability.

☐ totally agree ☐ partly agree ☐ do not agree

35. The progression of grammar points and vocabulary items in the course book is appropriate.

☐ totally agree ☐ partly agree ☐ do not agree

C-5-Subject and Content:

36. The subject and content of the course book is relevant to students' needs.

☐ totally agree ☐ partly agree ☐ do not agree

37. The subject and content of the course book is interesting.

☐ totally agree ☐ partly agree ☐ do not agree

38. The subject and content of the course book is challenging.

☐ totally agree ☐ partly agree ☐ do not agree

39. The subject and content of the course book is motivating.

☐ totally agree ☐ partly agree ☐ do not agree

40. There is sufficient variety in the subject and content of the course book.

☐ totally agree ☐ partly agree ☐ do not agree

C-6-Overall Consensus:

41. The course book raises students' interest in further English language study.

☐ totally agree ☐ partly agree ☐ do not agree

42. I would really enjoy studying this course book.

☐ totally agree ☐ partly agree ☐ do not agree

43. What are other positive and negative thoughts about the course book that are not mentioned up to now?

Positive: _____

Negative: _____

D -STUDENT WORKBOOK EVALUATION FORM

D-1-Layout and Design:

44. The layout and design of the workbook is appropriate and clearly.

☐ totally agree ☐ partly agree ☐ do not agree

45. The workbook is organized effectively.

☐ totally agree ☐ partly agree ☐ do not agree

D-2- Activities:

46. The activities in the workbook encourage sufficient communicative and meaningful practice.

☐ totally agree ☐ partly agree ☐ do not agree

47. The activities in the workbook include sufficient reading practice.

☐ totally agree ☐ partly agree ☐ do not agree

48. The activities in the workbook include sufficient writing practice.

☐ totally agree ☐ partly agree ☐ do not agree

49. The activities in the workbook promote creative, original and independent responses.

☐ totally agree ☐ partly agree ☐ do not agree

50. The workbook provides a balance of free and controlled activity types.

☐ totally agree ☐ partly agree ☐ do not agree

51. The workbook includes sufficient number of game like activities.

☐ totally agree ☐ partly agree ☐ do not agree

52. The activities in the workbook involve tangible tasks.

☐ totally agree ☐ partly agree ☐ do not agree

53. The activities in the workbook are appropriate to the students' age.

☐ totally agree ☐ partly agree ☐ do not agree

54. The activities in the workbook are interesting.

☐ totally agree ☐ partly agree ☐ do not agree

55. The activities in the workbook are challenging.

☐ totally agree ☐ partly agree ☐ do not agree

56. The activities in the workbook are motivating.

☐ totally agree ☐ partly agree ☐ do not agree

57. There is sufficient variety of activities in the workbook.

☐ totally agree ☐ partly agree ☐ do not agree

D-3- Skills:

58. The activities in the workbook provide an appropriate balance of the four language skills.

☐ totally agree ☐ partly agree ☐ do not agree

59. The activities in the workbook involve enough vocabulary practice.

☐ totally agree ☐ partly agree ☐ do not agree

60. The activities in the workbook involve enough grammar practice.

☐ totally agree ☐ partly agree ☐ do not agree

D-4- Language Type:

61. The language used in the workbook is at the right level for my students' current English ability.

☐ totally agree ☐ partly agree ☐ do not agree

D-5- Overall Consensus:

62. The workbook raises students' interest in further English language study.

☐ totally agree ☐ partly agree ☐ do not agree

63. I would really enjoy studying this workbook.

☐ totally agree ☐ partly agree ☐ do not agree

64. What are other positive and negative thoughts about the workbook that are not mentioned up to now?

Positive: _____

Negative: _____

E- TEACHER'S BOOK and MATERIALS EVALUATION FORM

65. A workbook accompanies the course book.

☐ yes ☐ no ☐ yes, but I have not got it.

66. A teacher's book accompanies the textbook.

☐ totally agree ☐ partly agree ☐ do not agree

67. An audio-tapes/CD accompanies the textbook.

☐ totally agree ☐ partly agree ☐ do not agree

68. Some posters accompany the textbook.

☐ totally agree ☐ partly agree ☐ do not agree

69. Some flashcards accompanies the textbook.

☐ totally agree ☐ partly agree ☐ do not agree

70. The course book and the program have a web site for both teachers and students.

☐ yes ☐ no

71. The teacher's book gives sufficient knowledge about how to use the course book.

☐ totally agree ☐ agree ☐ do not agree

72. The teacher's book contains extra ideas for the existing activities.

☐ yes ☐ no

73. The teacher's book contains extra activities other than course books'.

☐ yes ☐ no

74. The teacher's book contains exam and quiz samples for the teacher.

☐ yes ☐ no

75. The teacher's book contains transparencies for the teacher.

☐ yes ☐ no

76. What are other positive and negative thoughts about the teacher's book and materials that are not mentioned up to now?

Positive: _____

Negative: _____

Appendix 4

Turkish Version of the Teacher Questionnaire

Sevgili Öğretmenler,

Elinizde bulunan anket 2006–2007 eğitim öğretim yılında kullanılmaya başlanan “Time For English” isimli İngilizce ders ve çalışma kitabının ve materyallerinin değerlendirilmesi ve analiz edilmesi için tasarlanmıştır. Vereceğiniz cevaplarla bir tek bu araştırmaya katkıda bulunacaksınız. Lütfen soruları dikkatli okuyup dürüstçe cevaplandırın.

Bu araştırmaya katıldığınız için ve değerli katkılarınızdan dolayı teşekkür ederim.

Gülden SÜMEN

İngilizce Öğretmeni

A- ÖĞRETMEN PROFİLİ

1. Cinsiyetiniz:

__bayan __erkek

2. Görev süreniz:

__1–5 yıl __5–10 yıl __10 yıldan fazla

3. Mezun olduğunuz okul:

4. Mezun olduğunuz bölüm:

__İngilizce Öğretmenliği __diğer

5. Mezun olduğunuz yıl:

6. Hangi şehirde öğretmenlik yapıyorsunuz:

7. Okutmakta olduğunuz sınıflar: __4 __5 __6 __7 __8

B- ÖĞRENCİ İHTİYAÇLARI ANALİZİ

8. Öğrencilerin İngilizceyi gelecekte nerede kullanacağını düşünüyorsunuz?

9. Aşağıdaki dil becerilerinden hangisinin öğrenciler için en önemli olduğunu düşünüyorsunuz? (sadece bir tanesini işaretleyiniz)

☐ okuma ☐ dinleme ☐ kelime bilgisi
☐ yazma ☐ konuşma ☐ dil bilgisi

10. Öğrencileriniz.....öğrenmeyi tercih ediyor?

☐ tek başına ☐ eşiyile(bir arkadaşı ile) ☐ grup çalışmasıyla

11. Sizce İngilizce öğretiminde ders kitabının önemi ne kadardır?

☐ çok önemli ☐ fazla önemli değil ☐ önemsiz

12. İngilizce öğretirken kullandığınız ders kitabı takip etmekten memnunuz musunuz?

☐ evet ☐ hayır

Evet ise sebebini belirtiniz: _____

Hayır ise sebebini belirtiniz: _____

C- ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

C-1-Düzen ve tasarım:

13. Ders kitabının düzen ve tasarımı uygun ve açıktır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

14. Ders kitabı yararlı/etkili bir şekilde tasarlanmıştır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

C-2-Aktiviteler:

15. Alıştırmalar öğrencileri konuşmaya ve anlamlı pratik yapmaya yeteri kadar teşvik ediyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

16. Ders kitabında öğrencilerin okuma pratiği yapabileceği aktivitelere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

17. Ders kitabında öğrencilerin dinleme pratiği yapabileceği aktivitelere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

18. Ders kitabında öğrencilerin yazma pratiği yapabileceği aktivitelere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

19. Alıştırmalar bireysel çalışmalar içeriyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

20. Alıştırmalar eşli/ikili çalışmalar içeriyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

21. Alıştırmalar grup çalışmaları içeriyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

22. Alıştırmalar yaratıcı, orijinal ve bağımsız cevaplar vermeye teşvik ediyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

23. Ders kitabında kontrollü (öğretmen yardımı gerektiren) ve serbest aktivitelere dengeli bir şekilde yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

24. Aktivitelerde yeteri kadar oyunlara yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

25. Aktivitelerde yeteri kadar şarkılara yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

26. Aktivitelerde yeteri kadar dramatizasyonlara yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

27. Aktivitelerde yeteri kadar elle dokunulabilir/somut ödevlere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

28. Aktiviteler çocukların yaş seviyesine uygun.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

29. Aktiviteler kolaylıkla sınıf ortamına göre değiştirilebiliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

C-3- Beceriler:

30. Aktivitelerde öğrencilerin ihtiyacı olan ve pratik yapabilecekleri becerilere (dinleme ve konuşma) yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

31. Aktivitelerde dört dil becerisine (dinleme / okuma / konuşma / yazma) eşit bir şekilde yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

32. Aktivitelerde kelime öğretimine yeteri kadar yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

33. Aktivitelerde dil bilgisi öğretimine yeteri kadar yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

C-4-Dil Tipi:

34. Ders kitabında kullanılan dil öğrencilerimin seviyesine uygundur.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

35. Ders kitabındaki dilbilgisi ve kelimelerin her konuda artış oranı uygundur.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

C-5-Konu ve içerik:

36. Ders kitabının konuları ve içeriği öğrencilerin ihtiyaçlarına uygundur.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

37. Ders kitabının konuları ve içeriği ilgi çekicidir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

38. Ders kitabının konuları ve içeriği zorlayıcıdır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

39. Ders kitabının konuları ve içeriği motive edicidir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

40. Ders kitabının konuları ve içeriği yeterli çeşitliliktedir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

C-6- Genel fikir:

41. Ders kitabı öğrencilerin gelecekte de İngilizce öğrenmesini teşvik ediyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

42. Bu ders kitabıyla çalışmaktan mutluluk duyuyorum.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

43. Ankette belirtilmeyen ders kitabının olumlu ve olumsuz yönleri nelerdir?

Olumlu: _____

Olumsuz: _____

D- ÖĞRENCİ ÇALIŞMA KİTABI DEĞERLENDİRME FORMU

D- 1-Düzen ve tasarım:

44. Düzen ve tasarım uygun ve açıktır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

45. Çalışma kitabı yararlı/etkili bir şekilde tasarlanmıştır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

D-2- Aktiviteler:

46. Çalışma kitabının aktiviteleri öğrencileri konuşmaya ve anlamlı pratik yapmaya yeteri kadar teşvik ediyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

47. Çalışma kitabında öğrencilerin okuma pratiği yapabileceği aktivitelere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

48. Çalışma kitabında öğrencilerin yazma pratiği yapabileceği aktivitelere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

49. Çalışma kitabının aktiviteleri yaratıcı, orijinal ve bağımsız cevaplar vermeye teşvik ediyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

50. Çalışma kitabında kontrollü(öğretmen yardımı gerektiren) ve serbest aktivitelere dengeli bir şekilde yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

51. Çalışma kitabının aktivitelerinde oyunlara yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

52. Çalışma kitabının aktivitelerinde elle dokunulabilir/somut ödevlere yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

53. Çalışma kitabının aktiviteleri çocukların yaş seviyesine uygundur.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

54. Çalışma kitabının aktiviteleri ilgi çekicidir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

55. Çalışma kitabının aktiviteleri zorlayıcıdır.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

56. Çalışma kitabının aktiviteleri motive edicidir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

57. Çalışma kitabının aktiviteleri yeterli çeşitliliktedir.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

D-3- Beceriler:

58. Çalışma kitabında dört dil becerisinin (dinleme/okuma/konuşma / yazma) tekrarına eşit bir şekilde yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

59. Çalışma kitabında kelime tekrarına yeteri kadar yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

60. Çalışma kitabında dil bilgisi öğretimine yeteri kadar yer veriliyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

D-4- Dil Tipi:

61. Çalışma kitabında kullanılan dil öğrencilerimin seviyesine uygundur.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

D-5-Genel fikir:**62. Çalışma kitabı öğrencilerin İngilizce öğrenmesini teşvik ediyor.**☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum**63. Bu çalışma kitabıyla çalışmaktan mutluluk duyuyorum.**☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum**64. Ankette belirtilmeyen kitabın olumlu ve olumsuz yönleri nelerdir?**

Olumlu: _____

Olumsuz: _____

E- ÖĞRETMEN KİTABI VE MATERYAL DEĞERLENDİRME**FORMU****65. Ders kitabının çalışma kitabı vardır.**☐ evet ☐ hayır ☐ var fakat elime ulaşmadı**66. Ders kitabının öğretmen kitabı vardır.**☐ evet ☐ hayır ☐ var fakat elime ulaşmadı**67. Ders kitabının kaset ve/ya CDleri vardır.**☐ evet ☐ hayır ☐ var fakat elime ulaşmadı**68. Ders kitabının posterleri vardır.**☐ evet ☐ hayır ☐ var fakat elime ulaşmadı**69. Ders kitabının flashcardları vardır.**☐ evet ☐ hayır ☐ var fakat elime ulaşmadı

70. Ders kitabının öğretmen ve öğrencilerin kullanabileceği bir web sitesi vardır.

☐ evet ☐ hayır

71. Öğretmen kitabı ders kitabının kullanımı konusunda yeterli bilgi içeriyor.

☐ tamamen katılıyorum ☐ kısmen katılıyorum ☐ katılmıyorum

72. Öğretmen kitabı mevcut aktiviteler için farklı fikirler içeriyor.

☐ evet ☐ hayır

73. Öğretmen kitabı ders kitabındakilerin haricinde ekstra alıştırmalar içeriyor.

☐ evet ☐ hayır

74. Öğretmen kitabı öğretmenler için sınav ve küçük sınav örnekleri içeriyor.

☐ evet ☐ hayır

75. Öğretmen kitabı ekstra sınıf çalışmaları için tepegöz asetatları içeriyor.

☐ evet ☐ hayır

76. Ankette belirtilmeyen öğretmen kitabının ve materyallerin olumlu ve olumsuz yönleri nelerdir?

Olumlu: _____

Olumsuz: _____

Appendix 5

Cunningsworth (2008:3) presents a sample a checklist for evaluation and selection of a course book.

Quick-Reference Checklist for Evaluation and Selection

Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- What components make up the total course package (eg. students' books, teachers' books, workbooks, cassettes, etc.)
- How is the content organized (eg. according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequenced'(eg on the basis of complexity, learnability', usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
- Is it easy to find your way around the coursebook? Is the layout clear?

Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg. paragraphing) and use of appropriate styles?

Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?

- What techniques are used for presenting/practising new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?
- Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writers set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?