

REPUBLIC OF TURKEY
ABANT IZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

**EVALUATION OF THE SECOND GRADE COURSEBOOK "FUN
WITH TEDDY": VIEWS OF ELT ACADEMICIANS AND
TEACHERS**

ÖZNUR SELÇUK AVŞAR

BOLU – 2017

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TEACHERS**

Master of Arts Dissertation

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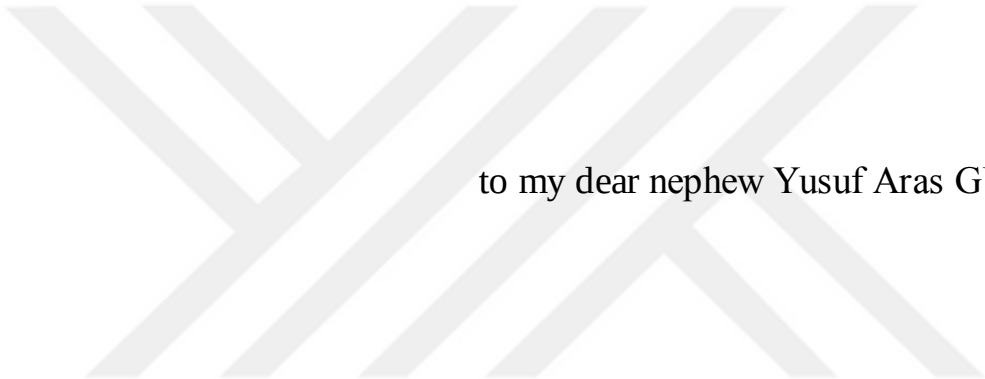
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Öznur AVŞAR



to my dear nephew Yusuf Aras GÜNEYSU

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LIST OF ABBREVIATIONS

CEFR.....	Common European Framework of References for Language
CoHE.....	Council of Higher Education
EFL.....	English as a Foreign Language
MoNE.....	Ministry of National Education
RQ.....	Research Question
TEYL.....	Teaching English to Young Learners
VYs.....	Very Young Learners
Ys.....	Young Learners
ZPD.....	Zone of Proximal Development

ABSTRACT

EVALUATION OF THE SECOND GRADE COURSEBOOK "FUN WITH TEDDY" : VIEWS OF ELT ACADEMICIANS AND TEACHERS

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The purpose of this study is to evaluate the effectiveness of the coursebook "Fun With Teddy" in terms of different aspects by asking the teachers' and ELT academicians' ideas about the coursebook. In order to reach the aims of the study, 20 of English teachers who teach the second grades in public primary schools were asked eight interview questions related to the effectiveness of the coursebook "Fun With Teddy". With the participants' permission, the interviews were recorded as well as typed in the Word files. The modified interview questions were sent to the ELT academicians who work in different universities in Turkey by e-mail. The qualitative data collected from the teachers and ELT academicians were transcribed, content analysed, and categorised according to positive and negative answers.

According to the results of the study, most teachers do not think that the coursebook is sufficient and effective to teach English to young children while all the academicians believe the coursebook is suitable for teaching English to young learners.

Keywords: Coursebook Evaluation, Teaching English to Young Learners. English as a Foreign Language,

ÖZET

İLKOKUL 2. SINIF İNGİLİZCE DERSİNDE KULLANILAN 'FUN WITH TEDDY' İSİMLİ DERS KİTABININ İNGİLİZCE ÖĞRETMENLİĞİ ALANINDAKİ AKADEMİSYENLERİN VE ÖĞRETMENLERİN BAKIŞ AÇISINDAN DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı, devlet ilkokullarının ikinci sınıflarında İngilizce ders kitabı olarak kullanılan "Fun With Teddy" isimli kitabın etkililiğini, İngilizce öğretmenlerinin ve İngilizce alanındaki akademisyenlerin görüşlerini alarak değerlendirmektir. Çalışmanın amaçlarına ulaşmak için, devlet ilkokullarında ikinci sınıf öğrencilerine ders veren 20 İngilizce öğretmene, "Fun With Teddy" isimli ders kitabının etkililiği ile ilgili sekiz tane görüşme sorusu soruldu. Katılımcıların izni ile, bu görüşmeler hem sesli olarak, hem de Word dosyası olarak kayıt edildi. Görüşme sorularında uygun değişiklikler yapılarak Türkiye'nin farklı üniversitelerinde görev yapan İngilizce alanındaki akademisyenlere e-mail ile gönderildi. Öğretmen ve akademisyenlerden toplanan veriler uyarlandı, içerik analizi yapıldı ve olumlu olumsuz cevaplara göre sınıflandırıldı.

Araştırmanın sonuçlarına göre, bütün akademisyenler ders kitabının çocuklara İngilizce öğretmeye uygun olduğuna inanırken çoğu öğretmen ders kitabının küçük çocuklara İngilizce öğretme konusunda yeterli ve etkili olduğunu düşünmemektedir.

Anahtar Kelimeler: Ders Kitabı Değerlendirmesi, Genç Öğrencilere İngilizce Öğretimi

CHAPTER I

1. Introduction

In this chapter, statement of the problem, purpose of the study, significance of the study, research questions and limitation of the study will be presented.

1.1 Statement of the Problem

The problem which will be concerned in this study is whether it is sufficient and effective to use the coursebook "Fun With Teddy" for teaching English to the second grade students. When the education system changed from the 8+4 educational system to the new 4+4+4 model in 2013, the students started to learn English in the second grade instead of the fourth grade. With this change, there is an earlier start to a new foreign language and thus the appropriateness of the coursebook which is used for teaching the language should be questioned. The teachers' ideas about the coursebook's effectiveness in terms of the second grade students' ages and interests are asked to decide if MoNE's choice of the coursebook is correct or not.

When the system changed, the primary school curriculum is also changed accordingly. The action-oriented activity based learning is emphasized, so the appropriateness of the coursebook to the new curriculum is also examined.

1.2 Purpose of the Study

The purpose of this study is to evaluate the effectiveness of the coursebook "Fun With Teddy" in terms of different aspects by asking the teachers' and ELT academicians' ideas about the coursebook. It is aimed to find out how effective the

coursebook is, which is used for the first time, for the new program. With the help of the views and ideas of the teachers who have used this coursebook, the evaluation of the coursebook will be done. The opinions of the ELT academicians about the coursebook will also be taken into consideration. The general aim of the study is to research the effectiveness of the coursebook "Fun With Teddy" according to the teachers who use it and ELT academicians who are interested in material evaluation. The specific aim of the study is to investigate the teachers' and the ELT academicians' opinions regarding the appropriacy of the activities, the presentation of language items, the organisation and the supporting materials to the curriculum.

1.3 The Significance of the Study

According to 4+4+4 system (MoNE, 2013), students start to learn English at the second grade in primary school. The starting age for learning a foreign language is 6-6.5 years old. In the old system students used to learn English at the fourth grade when they were 8-8.5 years old. The earlier start is very important development. There are two important studies related to when teaching English should start.

Damar, Gürsoy and Korkmaz (2013) conducted a survey research about the opinions of teacher trainers related to the beginning age for L2 learning, and the suitable approach for teaching English to young learners. According to the results, EFL teacher trainers favour language teaching to begin at the earliest phase of primary school and even at pre-school, which are appropriate to the current modifications in the programme. The teacher trainers stressed the significance of suitable approach and evaluation strategies which are suitable to learners' cognitive, emotional, and physical maturation.

Similarly, another study by Gürsoy, Korkmaz and Damar (2013) aimed to examine the ideas of teachers of English related to the beginning age of learning a foreign language, how it need to be carried on with children, and lastly what their recent

activities are when instructing young learners. The results showed that according to the teachers, language teaching should begin at the earliest phase of primary school and even at pre-school. The majority of teachers stated that foreign language instruction in primary school need to be mostly depended on listening and speaking skills rather than grammar; in a context through visual and kinesthetic practices, songs, and games rather than worksheets. On the other hand, findings also showed that there were considerable dissimilarities between the opinions of the participants and how they perform.

This current study will be important in that it aims to determine the positive and negative aspects of the coursebook selected and applied for teaching English to children in accordance with the material evaluation criteria, the teacher's opinions using this coursebook and opinions of the ELT academicians.

1.4 Research Questions

To the aim of the current study, the following research questions (RQs) have been formulated:

RQ1. a. What are the teachers' opinions about the suitability of the coursebook to the curriculum?

b. What are the academicians' opinions about the suitability of the coursebook to the curriculum?

RQ2: a. What are the teachers' opinions about the appropriacy of the approach espoused by the coursebook for teaching YLs?

b. What are the academicians' opinions about the appropriacy of the approach espoused by the coursebook for teaching YLs?

RQ3: a. What are the teachers' opinions regarding the effectiveness of the visual design of the coursebook?

b. What are the academicians' opinions regarding the effectiveness of the visual design of the coursebook?

RQ4: a. What are the teachers' opinions about the effectiveness of the presentation of language functions in the book?

b. What are the academicians' opinions about the effectiveness of the presentation of language functions in the book?

RQ5: a. What are the teachers' opinions regarding the activities in the coursebook in terms of motivation, quality, quantity, variety, and integration of listening and speaking skills?

b. What are the academicians' opinions regarding the activities in the coursebook in terms of motivation, quality, quantity, variety, and integration of listening and speaking skills?

RQ6: a. What are the teachers' opinions about the organisation of the coursebook in terms of sequencing, clarity, flexibility, and adaptability?

b. What are the academicians' opinions about the organisation of the coursebook in terms of sequencing, clarity, flexibility, and adaptability?

RQ7: What are the teachers' opinions regarding the supplementary sources of the coursebook for the students?

RQ8: What are the teachers' opinions about the supplementary materials of the coursebook for the teachers?

1.5 Limitation of The Study

For this study, the data will be collected from only the 20 teachers working at the public primary schools in Bolu city center and ELT academicians at different universities in Turkey. That means only the teachers' and academicians' views will be taken into consideration because the students are too young to answer any questionnaire or interview questions.

CHAPTER II

2. Literature Review

In this chapter, first theoretical background of young learners and teaching English to young learners will be explained. The Common European Framework of Reference for Languages will be mentioned related to the Teaching English to young learners in Turkey. The Ministry of National Education's English Language Teaching Programs (ELTP) of 1998, 2007 and 2013 will be mentioned briefly. Second, the topic of coursebook evaluation will be covered. Finally, the empirical studies carried out on coursebook evaluation studies in Turkey will be reviewed. Previous studies conducted with EFL materials in Turkish State Primary and Secondary Schools will be discussed.

2.1. Theories of Cognitive Development and Learning

It is a well-known fact that teaching a foreign language to children is different from teaching adults. For example, Cameron (2000) states that, in comparison to adults, children have more enthusiasm and energy to learn; they are eager to do what the teacher asks them to do; they can participate in activities without understanding completely. Moreover, because children are not inhibited, they are more confident to talk in a new language, which helps them to acquire a more native-like accent. Finally, they are not shy of making mistakes while speaking the new language, so they can be more fluent than adults. On the other hand, when children encounter difficult tasks, their motivation and interest may lessen quickly. In addition, because using language to talk about language is difficult for children, the meta- language that is used by teachers to explain vocabulary, grammar and discourse to older learners is not clear to younger

ones. In short, according to Cameron, the linguistic, psychological and social development of learners cause important differences.

A number of theories of cognitive development and learning have helped to shape the way we teach EFL to young learners. The most prominent of these are Piaget's child development theory, Vygotsky's socio-cultural theory and Bruner's cognitive development theory (Wood, 1998). Each of these theories will be discussed briefly in the following sections.

2.1.1 Piaget's theory of intellectual development

Donaldson (1978) provides a summary of Piaget's intellectual development theory. Unlike the behaviourist theories, which argued that a baby's mind was like a blank slate and that learning occurred by trial-and-error, his theory stated that children had some innate structures of knowledge, or schemata, with which they could progress from initial sensory experience to develop cognitive reasoning. He argued that this maturation process occurred in stages. The first is the sensory-motor period spanning from age zero to two. During this time, babies are able to distinguish their own selves from objects, behave deliberately, and understand that objects continue to exist even if they are invisible (object permanence). The second is the pre-operational period which lasts from two to seven years old. At this stage, the young child acquires language and can symbolise objects with mental pictures and expressions, classify objects based on a criterion, and still thinks in an egocentric manner. At the concrete-operational stage, from ages seven to 11, the child can think in a logical manner about events and objects, comprehend the preservation of number, mass and weight, categorise according to a number of different criteria. At the formal operational period, the final stage starting from 11 years onward, the child is able to think in logical manner about theoretical concepts and check theories consistently, becomes concerned with hypothetical and ideological matters. According to Piaget, each child follows the same order of these stages in order to process cognitive development, although some children may develop at a faster or slower rate.

Piaget was concerned with the way in which young children functioned in their environment, and in what manner this affected their intellectual growth. In his theory, the child is considered to be constantly in interaction with his/her environment in order to find solutions for problems that occur, and that learning happens by trying to solve these problems. Importantly, he argued that knowledge was actively constructed by the child him/herself, rather than being imitated or innately present. As problems are confronted mentally, the child acts to resolve them, hence thought is perceived as obtaining from action (Cameron, 2000; Donaldson, 1978).

Piaget's theory suggested two processes by which development occurred as a result of activity: *assimilation* and *accommodation* (Donaldson, 1978). Woolfolk (2010) summarized these process as follows: when children use their extant schemes to understand what is happening around them, assimilation occurs. This is the process which helps children to understand new phenomena in relation to what they already know. Accommodation, on the other hand, happens when a child has to modify his/her schemes in the face of new phenomena. Although distinct from one another, these two adaptive processes happen together. At first, they are adaptable procedures of behaviour, then they turn into thinking procedures (Cameron, 2000). McLeod (2015) stated that, according to Piaget, *equilibrium* takes place when a child's schemes assimilate new knowledge. In the event that new knowledge cannot be assimilated, a state of disequilibrium takes place. Individuals find this state disturbing, so *equilibration* is the factor that brings about the learning process as schemes work to accommodate the current challenge. To summarise, according to Piaget, children learn and think actively, constructing their own knowledge by practicing with things and concepts. Children also try to assign meaning to the intentions and purposes of other peoples' actions by making use of their previous experiences (Cameron, 2000).

With regards to language, Piaget traced cognitive development while observing children as they played and interacted with adults. As a result, he could see in what manner the cognitive development of children affected the way they used language. According to Piaget, "language is system of symbols for *representing* the world, as

distinct from actions and operations which form the *processes* of reasoning” (Wood, 1998, 25. Original emphases). The function of language, he believed, was to represent knowledge that children had acquired as a result of interaction with their surroundings (Lightbown & Spada, 1999).

According to Wood (1998), the implications of Piaget’s theory for teaching are: first, instruction is only effective when it is given in accordance with the child’s developmental stage; and second, the teacher can only provide appropriate contexts and materials to enable a child to act upon his/her environment in order to learn, but it is ultimately the child who determines the problems s/he will solve. In other words, Piaget did not assign prime importance to either the role of language or adults in the child’s environment.

2.1.2 Vygotsky and socio-cultural theory

Russian developmental psychologist Lev S. Vygotsky argued that development and learning were two parallel and integrated processes which were embedded in children's social environment. Differing from Piaget, Vygotsky argued that children learn from their interactions both with the environment, and with the adults around them. As a result, he gave more importance to the role of other people and language in the environment of child (Wood, 1998).

As Cameron (2000) notes, Vygotsky believed that the child's first language develops at the age of two, which generates a very important change in cognitive development. In this way, language supplies a means for the child to perform actions and to organise knowledge by using the symbols of language. Young children have frequently been observed to talk to themselves and organise themselves while they are carrying out projects or playing games, and this is known as *private speech*. Wood (1998) emphasises that, unlike Piaget, who saw childhood speech as “a personal, egocentric affair” (p. 29), Vygotsky viewed child speech as “*social* and communicative in both origin and intent” (p. 29. Original emphasis). A child who is engaging in

monologue as s/he plays is regularising and organising his/her activities, and this leads the way to verbal thinking.

2.1.2.1 Vygotsky's stages of speech development

Gredler (2009) reports that, according to Vygotsky speech development consisted of four stages: preintellectual and autonomous speech, naive psychology, communicative and egocentric speech, intellectual (internal) speech. The preintellectual speech stage includes the social contact of an infant in the first year of life, such as crying, laughter, babbling, pointing and gesture. In the autonomous speech stage, the child starts to invent words to refer the concrete objects in sight but s/he does not use the words consistently. In the stage of naive psychology, the child uses simple adult words but s/he does not understand the symbolic function of the words as categories. In communicative and egocentric speech stage, the child has two speech types which are communicative it means speech for others and egocentric it means speech for oneself. In this stage, speech fulfils a social function. In the intellectual (internal) speech stage, the child internalizes egocentric speech. Because inner speech means speech for oneself, it is carried out almost without words. Additionally, it is not fully developed until adolescence.

Cameron (2000) contrasts Vygotsky's theory with that of Piaget as follows. According to Piaget children learn in an active way by themselves in their environment. On the other hand, Vygotsky believed that children learn actively in an environment together with other people. Put it differently, Vygotsky emphasised the importance of the social context in the helping a child to learn. Adults in the children's environment help them to acquire knowledge by taking their attention with things and opinions, speaking during the play time and talking about playing, reading narratives, asking questions. That is, adults *moderate* the world for children in order for them to access knowledge of it. Cameron continues to state that it is a characteristic of human intelligence that people can learn through instruction and mediation. With the help of adults, children can do and understand much more than they can on their own.

According to Wood (1998), Vygotsky's most important contribution to educational theory was the concept of a zone of proximal development (ZPD), which provided a novel understanding of the concept of 'intelligence'. He recommended that intelligence was better quantified by what a child is able to do with the assistance of a more competent individual than by what he/she is able to do on his/her own. Importantly, each child's ZPD is different. As Wood states, "some children have larger zones of proximal development than others, even when their existing levels of performance are similar" (p. 27). In the field of TEYL specifically, Cameron (2000) gives the example of when a teacher asks "do you like swimming?" and encourages the students to question in a similar way. One child may make use of previous knowledge and ask: "Do you like drinking orange juice?"; while another child may only repeat the same question that was asked by the teacher. Others may not be able to repeat the teacher's question correctly. Expressed simply, the ZPD varies from individual to individual.

Interacting with an adult helps children to learn about how to do things and how to think. Children perform actions firstly in a social environment with other people, and language helps in different ways. Steadily, the child moves from dependence on others to autonomous behaviour and thought. *Internalisation* is thinking inside the head, instead of just thinking loudly and speaking about what is being performed. (Cameron, 2000). As Lightbown and Spada (1999) point out, Vygotsky argued that in an environment which encouraged interaction, children can learn much more than they would be able to on their own. He emphasised the significance of dialogues between children, peers and adults as the source of language and thought. For Vygotsky, thinking was internalised speech, and speech came before social interaction.

Karatepe (2012) summarises the three domains through which ZPD operates: assessment; scope of concepts and topics; and pretend play and imagination. First, assessment underlines the differences between individual performance and aided performance, thus allowing the assessment of a learner's educational potential in a more

dynamic way with multi-dimensional, interactive techniques. Second, the scope of variety of topics and issues is not restricted, and can include topics as diverse as how to tie one's shoelaces and respiration. Third, Vygotsky stated that if children personify an older person such as a doctor or mother during a role play, or *pretend play*, they will be prepared for their future roles in society. He also indicated the importance of adult assistance while starting and extending role-play activities for children to provide them with real life experiences. As a result, children have an opportunity to learn about social relationship in a society. In this way, pretend play contributes to cognitive development as well as to social development.

2.1.3 Bruner's theory of cognitive development

As Wood (1998) pointed out, Bruner's cognitive development theory was influenced by both ideas of Piaget and Vygotsky. For example, Piaget and Bruner emphasised the significance of doing things and solving problems to learn. However, unlike Piaget, who was concerned with the structure of mature thinking, Bruner was more interested in the different processes involved in creative problem-solving. He also assigned a predominant function to language, communication and instruction in constructing the information, similar to Vygotsky. Moreover, unlike the theories of Piaget and Vygotsky, Bruner's theory was instrumental, and thus aimed to explain a model for instruction. In this way, his theory encompassed learning beyond the completion of cognitive development (see, e.g. Bruner, 1966)

Wood (1998) continued to state that, according to Bruner, the most significant instrument for cognitive growth was language. He was interested in the way in which adults used language to moderate between children and the environment and to help them solve problems. Citing research he conducted with colleagues, Wood describes the term "scaffolding" (p.99), or the talk that helps children with carrying out an activity. In experiments with American mothers and children, parents made their children curious about the task, facilitated the assignment often by separating it into smaller steps, reminded them of the goal of the task, controlled the frustration of the child, demonstrated the idealised version of the task, and emphasised the crucial parts of the

task as an effective example of scaffolding. He also underlined that certain strategies, such as giving oral instructions without visual support were ineffective. In addition, effective scaffolding was adapted to the child's needs, and that it was reduced when the level of the child's competency increased. Cameron (2000) points out that scaffolding occurs in the classroom by means of teacher-student speech. Teachers may suggest, praise the significant, and supply focusing activities in order to make children pay attention to the relevant things. They may also encourage rehearsal, be explicit in terms of organisation, remind and model in order to make students have useful strategies, and remember the whole tasks and aims.

Smidt (2011) remarked that according to Bruner, education should treat children as active problem-solvers. They need to be guided to explore new things and ideas themselves. His research was based on human cognition on the skill of categorization. He believed that all primary cognitive activities were performed in order to categorise things and ideas. In conclusion, he related mental functions as perceiving, conceptualising, and learning with categorising. He believed that human mind see concepts in terms of similarities and differences between them.

Cameron (2000) remarked that according to Bruner, forms and routines are the factors which contribute to the sequencing of instructional activities, and blend the safety of the familiar with the excitement of the new. Routines also supply chances for meaningful language development, because they help learners to understand new language through already gained experience and supply a gap for language development.

According to Bruner (1986), there are two types completing modalities of reasoning: *narrative thought*, and *paradigmatic thought*. Narrative thought necessitates action- oriented, detail driven and sequential mental processes. For example, storytelling while narrative mode is more about daily life and used to express beliefs and intentions. Young children's narratives are embedded in the immediate context of

situation. While children are mentioning about the past events, they need to use decontextualized language which refers to people, events, and experiences that are not part of the immediate context. This ability develops steadily. Children master the use of decontextualized language around the age of 10 (Wood, 1999). Paradigmatic thought, on the other hand, necessitates analytic, systematic and categorical rational procedures for example, logical thinking. The language in order to express this kind of thought should be consistent and non-contradictory. When children mature, they develop the ability to use both modes of thought (Bruner, 1986).

As Smidt (2011) summarises, Bruner focused on how learners construct new concepts by drawing on their background knowledge, stating that “learning was a process of personal and active discovery” (p.21). Bruner describes three types of representation in the process of cognitive development in children. First, in the *enactive mode*, child starts to know the world mostly through physical contact with objects in his/her environment; second, in the *iconic mode* knowledge is stored as sensory images and thinking is based on mental images of things and senses the child experiences, and the presence of the physical object is no longer necessary; finally, in the *symbolic mode*, information is stored as symbols and language is seen as a powerful symbol. Children can now use symbolic systems such as language to evaluate and think critically. Bruner did not see the cognitive developmental stages as showing divided modes of thought at different points of development like Piaget. According to him, there was the steady improvement of cognitive abilities and approaches about more unified “adult” cognitive methods (McLeod, 2008).

According to Bruner (1960) a child of any age can comprehend difficult knowledge. He stated that: "We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development". (p. 33) He gave an explanation about how this could occur with the spiral curriculum notion (Bruner, 1960). Specifically, in a spiral curriculum, the knowledge is organised in order that complicated concepts can be instructed at an easy stage at the beginning, and later be returned to at more complex stages. As a result, main topics are instructed

step by step, with the difficulty gradually increasing. In that way, children's ability to solve problems is facilitated (Smidt, 2011).

When the most recent ELTP (MEB, 2013) was prepared, following a spiral curriculum was considered as a necessary feature of the new teaching program. As a result, a series of ten units is provided for each grade level. Each unit starts with cognates and borrowed words which are used in Turkish. Students use their prior knowledge in order to construct new knowledge and develop their speaking skills instead of learning a long list of new words each year. Language proficiency is also developed by building on existing knowledge of vocabulary and linguistic structures in introducing new information. In order to increase retention, material that has already been learnt is revised (Kırkgöz, Çelik, & Arıkan, 2016).

This section has presented a brief discussion of the major theories of child intellectual development and learning that have influenced schooling and instruction. The following section will deal with issues about the teaching of English to young learners (TEYL). Specifically, the discussion will focus on TEYL as a field, and the definitions of *young learners* and *very young learners*.

2.2 Teaching English to Young Learners

TEYL is a discipline which has shown rapid development over the world recently. Consequently, EFL is offered more frequently at the primary level of education, so more and more students are beginning to take English lessons at younger ages. As this happens, the foreign language learning process becomes increasingly formalized and commercialized. Specifically, more and more instructional materials for young learners are being published, and a greater amount of people want and can afford to provide their children with extra-curricular EFL lessons. As a result, these developments in the field of TEYL will affect other areas of education, especially secondary school teaching and teacher education (Cameron, 2003).

2.2.1 Young learners & Very Young Learners

As Haznedar and Uysal (2010) point out, the term *young learners* (YLS) is used to refer to children whose first exposure to another language occurs after their first language has been established for at least three to five years. In EFL contexts such as Turkey, YLS are generally referred to children aged six to twelve (Haznedar & Uysal, 2010). According to McKay (2006), YLS are those who are studying a language which is different from their native language during the primary stage of their formal education, that is, from six to 11 years old. In some cases language learning may occur at an even younger age, such as three to six years-old. These learners have been distinguished from YLS and are called 'very young learners' (VYLs) (Ersöz, 2007). VYLs are defined by Slatterly and Willis (2001) as those who are under 7 years of age. VYLs pick up a lot of English by listening and doing, in a very similar manner they pick up their first language. That is, they learn incidentally while they are playing, and they do not try to get meanings of new language items in a conscious way. They like having fun with language sounds, imitating, and making amusing noises very much. However, they cannot regulate their learning, and they cannot read or write in their first language. Thus, it is crucial to recycle language frequently using talk and games. If this is done, their knowledge related to grammar will improve steadily of its own accord when they are exposed to enough English in various contexts (Slatterly & Willis, 2001). In the current study the 2nd grade students are considered as YLS because they are at least six years old, having started their formal education at the age of 66 months (MoNE, 2013).

According to Halliwell (1992), young learners possess a set of aptitudes, abilities and features which will help them to acquire a different language. For instance, children can interpret the meanings without comprehending the words exactly, use restricted language in a creative way, imply information, find ways to enjoy what they are doing, think imaginatively, and enjoy talking (Halliwell, 1992). Moreover, young learners are starting to learn how to read and write in their first language. They are progressing as thinkers and can realise what is real and what is imaginary. They can find the best way to complete a task, and also work cooperatively and learn others, as

well as being reliable and able to take on responsibility in classroom activities and procedures (Slatterly & Willis, 2001).

2.3 Teaching English to Young Learners in Turkey

As Kırkgöz (2010) stated, the introduction of EFL into Turkish state primary schools dates back to 1997 with the curricular reform aimed at revising the national education system and the teacher education programmes offered at the faculties of education at that time. This reform foresaw the introduction of EFL at grade 4 from grade 6, bringing the starting age down from secondary to primary schools. Consequently, EFL has come to be a mandatory course in the schools for all receivers of mandatory education since October 1997 (Kırkgöz, 2005; 2006; 2007a; Uysal, Plakans & Dembovskaya, 2007).

Another major educational innovation in the field of foreign language teaching arising from the 1997 reform, as Kırkgöz (2010) continues to state, was the introduction of Communicative Language Teaching (CLT). The objectives of the Ministry of National Education (MoNE) English curriculum for grades 4 and 5 were stated as follows: raising students' foreign language awareness of a foreign language; promoting a positive approach to English language learning; increasing students' interest and motivation towards the English language; establishing such a learning environment that students can have fun while learning English; setting up conversations and purposeful contextualized learning activities; and helping students to develop effective language learning strategies (Kocaoluk & Kocaoluk, 2001).

The introduction of the second modification in the ELT curriculum was in 2005. Although the 1997 curriculum was implemented nationwide for grades 4-8 simultaneously, the new implementation was introduced progressively; that is, it was introduced at grade 4 alone in the first year of implementation, and then was gradually introduced to the higher grades on a year-by-year basis. Like the 1997 curriculum, the 2005 curriculum also emphasised communicative approaches to ELT, highlighting the teacher's role again as a facilitator during the learning process. As a consequence, this

curriculum was a much more extensive and detailed form of the earlier one. (Kırkgöz, 2010). Kırkgöz (2013) states that, paralleling the theoretical basis of the national curriculum, the 2005 English Language Programme was based on constructivist theory, according to which teachers should give projects for learners to carry out individually or cooperatively. This curriculum adopted content and language integrated learning (CLIL).

The 2005 English Language Teaching Programme (ELTP) (MoNE, 2006) offered different kinds of activities for grade 4 and five students: for example, songs, plays, games and drawing, colouring activities which aimed at the active involvement of the students. The ELTP for grades 6 to 8 promoted learner independence by assigning learners tasks and strategy instruction to account for their individual learner differences. The revised primary ELTP was conceived to integrate current methodological trends in ELT in the conceptualisation of objectives and subject matter, also in the materials for teaching and the evaluation system (Kırkgöz, 2010).

The most recent reforms to the Turkish national educational system foresaw a shift from the two-tier 8+4 system to the three-tier 4+4+4 model. Hence, it was necessary to redesign all current instructional programmes. The current ELTP (MoNE, 2013) obligates that EFL lessons commence from grade 2, rather than grade 4. In addition to the new curriculum to accommodate grades 2 and 3, it was also necessary to revise the programmes for grades 4 through 8 to keep continuity, because the newly-designed grades 2 and 3 programmes would function as the basis for English language learning. Additionally, the previous programme was designed for students who were beginning foreign language learning at almost at the age of 8-8.5, however students would now start learning English at the age of about 6-6.5; so the current curriculum had to consider the younger learners' needs (MoNE, 2013; see Kırkgöz, Çelik & Arıkan, 2016, for more details about the development of the new elementary ELTP).

There were several alterations generally because of the ultimate aim to develop communicative competence in English in the current programme. Rather than concentrating on reading and writing skills, it emphasizes listening and speaking, and so there is no time allotted to literacy skills in grade 2. Teaching reading and writing starts at grade 3 and only at a word basis. Students are not required to read and write more than 10 words until grade 6. There is a strong emphasis on oral skills because majority of the pupils in Turkey finish school education without gaining the communication skills in English. The new curriculum also emphasizes the use of four different assessment techniques instead of using just pen and paper tests. Project and portfolio evaluation, self and peer assessment, teacher monitoring and assessment, and pen and paper exams containing listening and speaking abilities are suggested assessment types (MoNE, 2013).

The standards and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were followed closely while designing the new ELTEP. The current curriculum focuses on using the target language in realistic communicative situations as the CEFR especially focuses on the learners' need to use what they have learned in real-life conversations so as to improve fluency, competency and language retention (CoE, 2001). An extensive combination of informative methods has been espoused, drawing on an action-oriented approach so that students can use English to communicate. The current curriculum also endeavours to encourage an amusing and entertaining learning conditions in which children who learn English will be relaxed and assisted. In order to highlight the communicative nature of English, realistic materials, drama and role play, and hands-on activities are used. At grades 2 and 3, the oral skills are stressed; however, literary skills are integrated in upper grades as learners' proficiency develops (MEB, 2013).

Table 2.1. Comparing the 1998, 2005 ELT Curriculum and 2013 ELTEP

Curriculum	1998 ELT Curriculum	2005 ELT Curriculum	2013 ELTEP
Starting Age	4th grade (8-8.5)	4th grade (8-8.5)	2nd grade (6-6.5)
Approach	Communicative	Communicative Language Teaching	Action-oriented and activity based
Design	Student-centered	Student-centered	Student-centered
Assessment	Tests and examinations that contain all learning objectives of English course. All skills, vocabulary, listening, speaking and writing, grammar and intercultural competence are evaluated together.	Performance-based assessment such as using portfolio.	Project and portfolio evaluation, self and peer assessment, teacher monitoring and assessment, pen and paper tests involving listening and speaking abilities.
Activities	Songs, games, performing dialogues, listening comprehension activities.	Songs, plays, games, drawing and colouring activities.	Drama and role play, hands-on activities, using authentic materials, chants and songs, arts and crafts, drawing and colouring, games, labelling, listening, matching, real-life tasks, reordering, TPR.
Skills	Reading, writing, listening and speaking.	Reading, writing, listening and speaking.	Listening and speaking.

2.4 The place of teaching English to young learners in the Turkish teacher education system

In parallel to the curricular reforms of 1997, a reform in teacher education was carried out by the Turkish Council of Higher Education (CoHE) in conjunction with the World Bank in 1998, in order to standardise pre-service teacher education and make it consistent with social, economic, technological, and communication developments (CoHE, 1998). As Yavuz and Zehir Topkaya (2013) stated, practically-oriented courses such as 'Teaching English to Young Learners', 'Approaches to English Language Teaching', 'Instructional Technologies and Material Development', 'Material Evaluation and Adaptation' were given more place in the 1998 English Language Teacher Education Programme than had been done previously in an attempt to reduce the theoretical load of the previous programme. In addition, the school-based 'School Experience I', 'School Experience II' and 'Teaching Practice' practicum courses were introduced in order for prospective teachers to experience teaching in real instructional contexts.

2006 saw the second largest reform in initial teacher education. CoHE (2007) underlined the importance of shaping teacher education along the findings of empirical research and to specify the learning outcomes of the undergraduate teacher education programmes in accordance with the criteria of the European Higher Education Area. Additionally, the teacher education programmes had to take into consideration the principles of the constructivist approach which had been introduced with the educational reform of 2003. Consequently, courses were categorised as Field Knowledge (FK), General Culture (GC) and Pedagogical Knowledge (PK). Some new courses were introduced, such as 'Teaching Language Skills I and II'; others were removed, for example 'Short Stories and Language Teaching'; and others were moved to different semesters, for example "Special Teaching Methods I" was moved from the fifth semester to the fourth. According to the new programme, the course "Teaching English to Young Learners", was offered as two four-hour courses (two theoretical hours plus two practical hours) in the fifth and sixth semesters instead of three class hours in the sixth semester alone (CoHE, 2007).

The previous two sections have discussed the effects of the increasing global interest in TEYL on EFL teaching and teacher education in Turkey over the past two decades. However, there is another aspect of the EFL teaching/learning process that needs to be considered; namely, instructional materials. The following section deals with the role of such materials in TEYL.

2.5 Teaching Material for Young Learners

After the learner and the teacher, instructional materials can be considered as the third most significant factor in foreign language learning. According to Nunan (1988, cited in Yangın Ekşi, 2012, p. 33), well-designed materials have a number of roles. They are a significant source of input for learners, and a model of desirable classroom practice; they provide a basis for a curriculum model, play a part in teacher development, and act as a model for teachers who want to develop their own materials.

It is generally the coursebook together with the teachers' book and the workbook that is the most frequently used and cited as language learning/teaching materials in the classroom. However, materials may actually be anything which is used in order to teach and facilitate the learning of the foreign language. Children learn through experience and by interacting with the physical world, so the teachers have to use a wide variety of objects and activities to help young learners grasp the meaning of the new language. Yangın Ekşi (2012) states that language learning materials for children cover a wide range of items from puppets, toys, and other realia, to crafts, storybooks, and videos, songs and games. Examples of authentic language examples such as magazines or restaurant menus, web-based games and websites can also be utilised. In fact, if the teacher is creative and imaginative, anything can be used as foreign language teaching material. The general characteristics of the age group determines which activities or items can be used as language materials. Given that the abilities and interests of young learners are very different, the materials used with each age level should differ accordingly (Yangın Ekşi, 2012).

Yangın Ekşi (2012) presents a number of features that teachers should consider when selecting materials to use with YLs. Specifically, they should be meaningful, comprehensible, purposeful and relevant to the child's world, in addition to being developmentally appropriate. The teachers should present the language in natural and understandable contexts. Teacher should use the activities which are challenging enough, but not too difficult. The activities should be appropriate for the physical, cognitive and socio- affective development of the child. The teachers should use realia and issues that are "here and now" in the children's real world, and stories and fantasies from their imaginary world. Materials should also be recycled for better retention, because children can easily forget what they have learned. There should be lots of exposure to language involving all senses and taking into consideration the different learning styles and intelligences. As children have so much energy, materials should allow for physical action. Namely, games, songs, singing, dancing activities that include movement should be used because children learn by doing. Materials should present appropriate and accurate use of the target language, and they should contain lots of illustrations and be colourful to attract young learners' attention at first sight. After an initial focus on listening and speaking skills, young learners can gradually move onto reading and writing. Hence, materials should account for integrated skills and purposeful activities should be used in order to help the YLs to use target language to do things.

Having discussed the general concepts central to the instructional materials that should be used with YLs, it is now necessary to move on to the specific matter of the materials that are used by the schools under the administration of the MoNE in Turkey, which form the focus of the current study. As mentioned earlier, the current ELTEP (MoNE, 2013) was designed in accordance with the standards laid down by the CEFR. Hence, in the following section The Common European Framework of Reference for Languages (CEFR) and how coursebook writers, course designers and teachers can facilitate language learning using CEFR will be reviewed.

2.6 The Common European Framework of Reference for Languages as a Framework for Materials Development

The Council of Europe (CoE) has been actively involved in promoting reform and innovation in language teaching in Europe over the years. In the 1970s, it developed one of the first models of a communicative syllabus, the Threshold Level syllabus, which had a key role in the development of Communicative Language Teaching. The CEFR was conceptualized by the CoE not just as a framework for the teaching of English, but to encourage the successful learning of all the languages spoken within the European community (Richards & Rodgers, 2014).

The CEFR provides an expansive description of the language skills and knowledge that the language learners need in order to be able communicate effectively in a given modern language, in addition to cultural background knowledge. It is characterised by carefully-described levels of proficiency that allow for the monitoring of learners' language development on a lifelong basis. By providing such a clear framework, the CEFR aims to encourage collaboration in the area of modern languages (Council of Europe, 2011).

Although not originally intended for that purpose, the CEFR is increasingly being used as a basis for course design and materials development. It was not designed based on the findings of research, rather it was formed as the result of the intuition of experts. Furthermore, it does not specify the actual language or discourse skills that learners need to acquire to reach any given level, because it is intended to be used across many different languages. As a result, it is the users of the CEFR who have to elaborate on the given information. In working with the framework, teachers and materials designers are also dependent upon intuition in determining which language skills and information students need to learn, based on their interests and learning situation (CoE, 2011; Richards & Rodgers, 2014).

2.7 Coursebooks in ELT

Coursebooks are essentially the printed materials on which a course is based. According to Tomlinson (1998), a coursebook provides as much of the necessary material in a single book, and usually covers work on language systems (i.e., grammar, vocabulary, functions, and pronunciation), and language skills (i.e., listening, speaking, reading, and writing). Hutchinson and Torres (1994) emphasised the fact that the coursebook is considered "an almost universal element of ELT teaching" (p.315), and that without a coursebook, no teaching programme is regarded as complete.

2.7.1 Advantages and Disadvantages of Using A Coursebook

McGrath (2013) states seven reasons for why coursebooks are so popular. First, they reduce the time teachers need to prepare the lessons, and they provide a visible, coherent programme of study. Second, they are important for the parents of younger learners who want to follow their children's progress. Third, they provide methodological support for untrained or novice teachers. Fourth, they are useful for the learners because they are convenient resources for them to preview and review classwork, so they can feel more autonomous. Fifth, they help to standardise instruction across institutions. Sixth, they are visually appealing and convey cultural information. Finally, they are the rich sources of extra materials because the modern coursebook package provides students with additional resources for both classroom use and self-study purposes.

There are also disadvantages to using coursebooks. According to Cunningsworth (1995) there are four problems of using just one coursebook as a teaching tool. First of all, probably there will be no diversity in the teaching process. Second, there will be less novelties about needs of learners. Third, there will be less spontaneity and flexibility. Finally, creativeness in teaching strategies and using language will probably be missed out.

2.8 Coursebook Evaluation

It is often the teachers who have to decide which coursebook they should use to teach. According to Ellis (1997), they need to make a *predictive evaluation*, what Cunningsworth (1995) refers to as pre-use evaluation, for choosing the coursebook which best fits their objectives. After using the coursebook, they will probably have to evaluate again in order to decide the suitability of the materials for their needs. Ellis calls this *retrospective evaluation*, what Cunningsworth calls post-use evaluation. A glance through the printed studies about assessment of materials (e.g., Cunningsworth, 1984; Breen & Candlin, 1987; Skierso, 1991; McDonough & Shaw, 1993) shows that coursebook evaluation is nearly always predictive. According to Ellis predictive evaluation can be conducted by the teachers using two principal methods. First, they can trust evaluations made by 'experts', such as those printed in academic journals; second, they may make their personal predictive evaluations using a checklist (e.g., Cunningsworth 1984, Breen & Candlin 1987, Skierso 1991, McDonough & Shaw 1993).

According to Sheldon (1988), coursebook evaluation is essentially a very subjective process. In order to make the procedure more scientific, retrospective evaluation becomes very significant. In this way, the teacher will get information based on which the teacher can decide whether or not it is worth using the coursebook again, which activities are beneficial and which are not, and in which ways the materials should be adapted for future use. In addition, using retrospective evaluation can help to validate predictive evaluation, and predictive tools may be modified for future use (Ellis, 1997).

Cunningsworth (1995) also refers to in-use coursebook evaluation, which, as the name suggests, teachers can conduct as they are using the coursebook. In order to conduct in-use evaluation, the teacher needs to collect data from number of procedures, such as examining of the teachers' daily records and logs, data from observation of lesson, and information about the material adaptation or additional materials.

According to Tomlinson and Masuhara (2004), both in- use and post-use evaluation is necessary in order to know whether or not the choice of the materials was suitable. Evaluation can also give teachers information on how to improve materials and/or the way in which they were used. Moreover, these evaluation types have a role in reflective practice. When teachers adapt materials, provide supplementary materials and develop their own materials, they realise how successful they are and according to their experiences they modify them or not. (McGrath, 2013)

In the current study, in-use evaluation is used because the coursebook is being used for the first time by the teachers during the data collection procedures.

2.8.1 Reasons for evaluating coursebooks

According to Cunningsworth (1995) and Ellis (1997) coursebook evaluation assists teachers to get practical, correct, systematic, and contextual information about instructional material. So, coursebook evaluation can be considered as doing an action research and making professional development. In the same way, coursebook evaluation is a very important element of teacher training programs because it makes student teachers conscious about the significant characteristics to search for in coursebooks while becoming familiar with them.

Cunningsworth (1984) stated there are lots and various reasons for making evaluation. A main and common reason for evaluation is the intention to espouse new coursebooks. One more reason is to distinguish specific strong points and weaknesses in coursebooks in order to make best use of their strengths , while their weaker points can be made stronger by adapting or exchanging subject matter from other books. Unavoidably evaluation will include comparing items, particularly when coursebooks are in competition for adoption or where present materials are being challenged by very recently created one. In order to make the evaluation procedure more objective and to get more reliable consequences, in this type of comparative evaluation, a normal process and a general group of criteria, used equally to the various coursebooks (Cunningsworth, 1984).

Assessment for appropriateness includes corresponding the textbook to a particular necessity containing the purposes and background of the students, the accessible sources, etc (Cunningsworth,1995).

2.8.2 Methods for evaluating coursebooks

McGrath (2001) stated three approaches to assess coursebooks. The first one is the *impressionistic*, the second one is *checklist*, and the last one is *in-depth method*. In the impressionistic method, there is a need to analyse a coursebook on the basis of a common opinion by taking the blurb which is on the back of the book into consideration, and then scanning through the book to gain an impression of the body, subjects, design and pictures. This method is often combined with the checklist method, which is methodical in the manner that the criteria on the inventory are ticked off in a definite classification. There are four benefits of using checklist for particular evaluation purposes. First, it is *systematic*, all important items are regarded; second, it is *cost effective*, considerable amount of knowledge can be entered in a short space of time; third, the knowledge is recorded in a *suitable* form, comparing between sets of material which against each other can be made easily; and finally, it is *explicit* and, the sections can be comprehended easily by all affected in the assessment, and thus suggests a general theoretical account to make decision. The third one which McGrath (2001) suggested is the 'in-depth method', in which a deliberate inspection of symbolic characteristics for example the pattern of one specific entity or practice is necessary. The chosen part may not represent the book totally which is considered as a disadvantage of this method (McGrath, 2001).

2.8.3 Guidelines for evaluating coursebooks

According to Williams (1983), Sheldon (1988), Brown (1995), and Cunningsworth (1984, 1995) checklists which are used to evaluate materials, need to include some criteria concerning about the physical features of coursebooks for example; design, organisational, and logistic features, methodology, objectives, and techniques. These checklists should make people to decide whether the materials are teachable and suitable to the demands of the teacher's approach and whole curriculum organisations. Skierso (1991) separated materials which should contain a checklist for

evaluation, into five parts: bibliographic information, objectives and purposes, subject matter, vocabulary, and structures, and design and physical cover. Cunningsworth (1995) claimed that successful assessment based on inquiring suitably and giving interpretation the responses to them. He continued stating in order to do detailed coursebook analysis, extensive evaluation checklists are necessary. There are 45 questions in Cunningsworth's evaluation checklist, that cover criteria such as purposes, layout, language content, abilities, and methodology, in addition to functional factors like price and obtainability. (Cunningsworth,1995).

After examining a collection of ten reports about EFL/ESL coursebook and ten evaluation checklists related to EFL/ESL coursebook Ansary and Babaii (2002) described the standard features of a criterion EFL/ESL coursebook. More lately, Miekley (2005) also put out a compound qualification made of main components of twenty-two checklists which were formerly printed .

According to Cunningsworth,(1984) there are four guidelines underlie many of the more specific criteria for evaluation: first, matching the curriculum's the purposes and targets; second, reflection of the usage (present or future) that students will practice the language; third, accounting for what learners need and facilitating their procedures of learning; and finally, having a certain function as an encouragement for learning. (Cunningsworth,1984).

Sheldon (1988) also has a highly extensive checklist which tries to evaluate every facet of subject matter. In his checklist, Sheldon(1998) itemises seventeen qualifications covering various components like graphics and physical features to suitability, genuineness, flexibility, educational validity.

In the current study, the interview questions designed by Özdemir (2007) were used to obtain qualitative data. These interview questions were altered from Cunningsworth (1984), Littlejohn (1998), McDonough and Shaw(1998), Byrd (2001), Ur (1996) and Ansary and Babaii (2002).

This section dealt with the issue of coursebooks in ELT and coursebook evaluation. The following section will cover the previous studies conducted with EFL materials in Turkey.

2.9 Previous Studies Conducted with EFL Coursebooks in Turkey

There is a considerable body of research which has been done regarding the EFL materials of Turkish public primary and secondary schools. The aim of the current section is to provide a review of this research in order to delineate clearly the importance of the present research. Given that the focus of the current research is ELT materials at the primary level, the review of literature in this section will first deal with studies that were conducted in the secondary school context, and then narrow down to concentrate on the primary school context.

2.9.1 Studies conducted with EFL materials in Turkish state secondary schools

In her mixed method study, Çakıt (2006) aimed to find out whether the textbook ‘New Bridge to Success 3’, which was used in the ninth grade high school is effective by taking the views of the teachers and the students. In the study, the textbook evaluation was carried out at macro level on the base of 11 criteria which were understood commonly used and decided by the researcher after reviewing the relevant literature. Specifically, these criteria are selection and organisation of content, level, physical appearance, content, exercises and activities/tasks, vocabulary and grammar, clarity of instruction, supporting aids/sources, development of learner autonomy, consideration of learning style differences, and teachers’ books/manual. The researcher gained quantitative and qualitative data using student questionnaires and teacher interviews. Descriptive statistics were used to reveal the total results of how the pupils ranged the textbook concerning ten criteria (e.g., physical appearances, level, supporting sources, etc.). Data collected through interviews were analysed according to the 11 criteria.

According to the results both teachers and students had negative feelings about the most of the features of the textbook. Specifically, it was revealed that the reading texts required to be made simpler with regard to both vocabulary load and structures. It

was stated by most of the students and all the teachers that the level of the textbook was not suitable for the specific age group. It was also understood that the materials were not successful at taking learning style preferences of the visual, auditory and kinaesthetic learner into consideration. However, there was a strength of the textbook that the graphics in the textbook were up-to date and useful for learners to comprehend the main topics (Çakıt, 2006).

In her study, Dilek (2009) aimed to investigate vocabulary teaching aspect of reading texts in the coursebook titled NBS (New Bridge to Success for Grade 9 Elementary). In order to complete this study the researcher used two sets of data. Firstly, a questionnaire was handed out to 185 students and to the 21 teachers of the 9th grades of 7 Anatolian High Schools in Ankara, who follow the NBS as the only coursebook. Then, the correspondences and discrepancies between the teachers' and students' reports were determined and the coursebook was investigated according to these findings.

Dilek's (2009) results showed that both the teachers and the students had negative feelings about the coursebook in terms of the majority of the features of the reading passages and vocabulary aspects. The texts were long and difficult for the level of the students. There were a lot of dialogues in the book, which may be helpful for speaking, but the texts were not authentic. In the texts Turkish culture was mentioned. While learning the English equivalent of the vocabulary of Turkish culture may be helpful for students to express themselves to the foreigners, learning a foreign language means learning a lot about the culture of that country. English is a world-wide used language and coursebooks printed in other countries show different cultures more. Majority of the teachers mentioned that concerning vocabulary load and structures aspects the reading texts had to be made simpler. It was also mentioned that the book needs revision and during revision special care need to be given to the vocabulary teaching and learning aspect.

Using questionnaires and interviews, Aytuğ (2007) aimed to explore what the attitudes of English teachers are about the evaluation of the textbook 'New Bridge to Success' for 9 th Grade New Beginners (NBS). She also explored teachers' impressions in terms of main features of a model ELT textbook which could be created and used for the students at high school in Ankara . Teachers' suggestions for such an ELT textbook were evaluated in the study. According to the interview results which included the teachers' suggestions relating to the characteristics of a model ELT textbook for high school students a textbook requires to have a colourful, motivating and a charming cover. Related to this matter, the teachers also gave special importance to the advantage of the appealing ELT textbooks concerning their high-quality cover, papers and printings. The teachers also pointed the superiority of language use and functions over single presentation of grammatical issues. Moreover, according to the teachers a successful textbook should provide adequate number of activities to improve interaction in the classroom. They also added that the materials in textbooks need to elicit both the spoken and written communication in the classroom with regard to learners' needs (Aytuğ, 2007).

The results displayed that the investigation of the researcher on the items of the coursebook matched to the evaluations of the teachers. For example, 88.3 % teachers stated that the subjects were not attractive for the pupils. 80 % teachers thought that the activities were boring for the students. There were not sufficient creative exercises and tasks and they were not based on real situations. However, in some points there were conflicts between the teachers' answers and the researcher's investigation of the coursebook. For example, although the teachers had negative ideas about the instructions in expressing the aim of the related exercises, the researcher found out that the instructions was easy, consistent and serving the purpose of the practices at different grades. (Aytuğ, 2007).

In his study, Kayapınar (2009) aimed to display the opinions of the teachers about the quality of foreign coursebook packages which were from beginner to intermediate level. These coursebooks were used to teach English for preparatory classes in 25 different high schools. The teachers selected bestselling coursebooks

having same sub-domains to evaluate for this study. The researcher collected the data from the results of ninety-four teachers' questionnaire and forty teachers' standard open-ended interview results. The participant teachers taught in English preparatory classes and used particular coursebook packages in the classrooms.

Kayapınar (2009) found that teachers had negative opinions about the coursebook packages widely used. They complained about the language points in the books that could not be shifted other situations for instance specific dialogues about going to church, the Halloween celebrations, or other national carnivals in the countries. Foreign coursebook writers did not know to the culture and environment of learners. The teachers stated that the books' writers were not from ELT field. A teacher commented that the supposed writers were “just writers in dark rooms with internet connections”. In addition, the teachers mentioned that the learners were not able to use the coursebooks independently as a reference or sourcebook. Moreover, the teachers recommended that the coursebooks should be written in a way which could meet the students' needs in the national context.

Taylan (2013) did a research in order to reveal whether the coursebook 9th Grade English Breeze 9 effective or not. The coursebook was published by MoNE for the students who were at 9th grade in high schools. More specifically in his study, he tried to find out how effective Breeze 9 for 9th grade students and teachers at Turkish public high schools in terms of the categories including purposes, grammar teaching, communicative activities and its demonstration and needs and interests. In order to fulfil this aim the researcher used a questionnaire and open-ended questions.

According to Taylan's (2013) study's results, there was not an agreement for the effectiveness of the coursebook Breeze 9 in terms of the existing categories according to the students at 9th grade and English teachers working at the high school. According to the results, coursebook Breeze 9 is high effective in terms of the existing

categories according to 9th grade high school students while it is low effective in terms of the existing categories according to 9th grade high school English teachers.

2.9.2 Studies conducted with EFL materials in Turkish state primary schools

In her study, Özdemir (2007) purposed to investigate the effectiveness of the coursebook 'Time For English 4', which was used in public schools for the 4th grades in Turkey. This study aimed to identify the opinions of the students who are at the fourth grade in public schools and the fourth grade English teachers regarding the coursebook in terms of aim, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. In order to fulfil the purpose of the study, the researcher prepared a teacher questionnaire, a student questionnaire and a teacher interview.

The results of Özdemir's (2007) study stated that both the teachers and the students found the coursebook sufficient. The students were more satisfied with the coursebook. According to students there were two problems related to the instructions and the songs in the coursebook. Specifically, as their teachers stated in the teacher interview, students were not able to comprehend the instruction of exercises and activities because they were above their level of proficiency. The students were not able to listen to the songs in the coursebook due to two possible reasons. First reason might be lack of the CDs, other might be the difficulty of the songs' lyrics. According to the teachers there were more problems about the teacher's book. The first one was the presentation of the language items, the second was the number of vocabulary items, the third problem was the number of units. Namely, the lessons' phases, useful tips about the games and drama exercises, and alternative activities for different conditions as a solution were expected to be seen in the teacher's book by the teachers. What they wanted was more counsel about how to demonstrate the language points. Because of the lack of necessary guidance, all the teachers thought that the teacher's book insufficient. The teachers also thought that students were expected to learn much more vocabulary

items in a unit than they could learn at their age level. Finally the teachers stated that there were so many units, so they had difficulty to cover them all in one educational year.

Using questionnaires and interviews, Arikan (2008) set out to describe the students opinions who were at 4th and EFL teachers concerning 4th grade English coursebook in terms of textbook design, subject matter and the authenticity of materials and methodological validity. According to the results, a large number of the students had positive feelings about the preset group of criteria which the questionnaire included. According to half of the students the organization of layout and design of the textbook, including the content, style, format and sequence of the different special elements of a book was effective. 56.6 % students stated that games, songs and storytelling included in teaching grammar and vocabulary items were given in motivating and sensible context. 48.1 % students commented that the materials paid attention to the language skills they were expected to practice. According to 52.1% students, there was a relation between the subject and content and their needs as language learners. However, the teachers had varied opinions. Specifically, seven out of 20 teachers stated positive opinions about a general admiration for the present language textbook while another seven teachers did not agree with them. Six teachers did not give any explanation about this matter (Arikan, 2008).

Tekir and Arikan (2007) studied 7th grade students' and teachers' ideas regarding the coursebook 'Let's Speak English 7' by using teacher and student questionnaires which included Likert-scale items, and an open-ended item for the teachers. According to results the teachers and the students felt negatively about the coursebook. Actually the feelings of the teachers were more negative. According to both teachers and students the topics are not interesting. The activities do not match the interest of the students. They did not encourage critical thinking and they did not let for significant free production. Language points were not demonstrated in meaningful contexts, and they did not encourage meaningful learning and real communication. The coursebook Let's Speak English 7 did not have different kind of role-plays and

information gap activities which emphasized the fluency production. In the coursebook there were not many activities such as open-ended discussion questions which made students personalize their answers, share what they knew and explain their opinions and experiences in English. By displaying the problems with the coursebook, it was understood that supporting materials were necessary to make the negative points minimum.

Dündar (2015) conducted a study that aimed to evaluate seventh grade English coursebook *Sunshine 7* from the perspectives of coursebook users. For the evaluation of the coursebook, the researcher developed Importance-weighted Local Textbook Evaluation Checklist (ILTEC) teachers' and students' forms. The criteria in the checklists were determined through the interviews with English teachers and seventh grade students. The mixed method was applied as the research design.

The results revealed that the importance-weighted scores of the majority of the participants were considerably low as well as their satisfaction levels. These low scores showed the coursebook was ineffective both for the teachers and pupils. Furthermore, the content and design of the coursebook were not designed according to the needs of the coursebook users. Supporting the results obtained from quantitative data, the general profile of the students' metaphors on coursebook was found to be negative. Standing at the other side of the issue, the responses of the writer showed that coursebook writing was a hard process and not only the coursebook users but also the writers were not satisfied with the system in which they had been trying to design a material (Dündar, 2015).

Tok (2010) examined the benefits and handicaps of the coursebook "Spot On" used to teach English language in public primary schools in Turkey. 46 English teachers chosen randomly from the schools in Malatya and Adıyaman city centres were the participants of the study. Tok adapted into Turkish the Teacher Textbook Evaluation Scale (Litz, 2005), which aimed to evaluate coursebooks in terms of the dimensions of 'layout and

design', 'activities and tasks', 'language type', 'subject, content and skills' and 'whole aspect'.

The results of the study showed that the coursebook was generally realistic, attractive, entertaining and challenging in terms of content. There were enough diversities in the topic and content of the coursebook. In addition, the materials were not culturally prejudiced and they did not depict any negative stereotypes. In spite of its positive ways, 'Spot On' had so many unpleasant features. In terms of layout and the design of the coursebook, most of the peoples' answers were negative. According to nearly all of the participants Spot On coursebook did not totally have a balance of activities. According to nearly half of teachers the activities in the coursebook did not encourage sufficient communicative and meaningful practices. According to half of the teachers grammar and vocabulary items were not demonstrated in entertaining and realistic context. The teachers also complained about the repetitive activities which could not encourage meaningful practice and realistic discourse. In conclusion, although there were a few positive points, the teachers though that the coursebook 'Spot on' was not effective to fulfil the language-learning purposes of the 8th grade students (Tok, 2010).

Iriskulova (2012) aimed to examine the cultural load of the reading passages in the ELT coursebook Spot On. She also tried to determine teachers' and students' percept regarding the existence of native, target and other world cultures (C1, C2 and C3 respectively) in ELT coursebooks in her study. The researcher prepared a checklist, a teacher questionnaire, a student questionnaire, a teacher interview in order to fulfil the purposes of the study. In addition, she used the impressionistic overview and the item frequency procedure in order to analyse the cultural content of the coursebook.

According to the results the coursebook was not effective in terms of including cultural load and cultural elements in the reading texts. Students were neither content nor discontent with the coursebook while the teachers were not satisfied with it. In general, the perceptions of teachers and students about the culture and the real cultural load of the coursebook were different. According to the teachers native, target and other

world cultures were important equally, however; the target culture was dominant in the reading passages. According to the students their native culture is more important rather than the target and other world cultures (Iriskulova, 2012).

Özeş (2012) set out the study to find out whether “Spot On 8” English coursebook which was used in Turkey's public primary schools was effective concerning layout and physical composition, exercises, skills, language type, subject and content, vocabulary and structure and general ideas. The research was conducted with a total of 195 participants, of whom were 95 English teachers and 100 eighth grade students. A teacher questionnaire and a student questionnaire were used in this study.

The findings of Özeş's (2012) study suggest that the teachers felt negatively about the coursebook they have been using regarding the layout and design, exercises, skills, topics and content, language type, lexicon and structure of the textbook. The majority of the teachers indicated a variety of drawbacks concerning the textbook especially with respect to its being inefficient in reflecting the English language and other different cultures. However, students seem to be more positive and neutral to the textbook they use. Consequently, the results of the research indicate that the textbook stands out with its shortcomings more on the whole and it cannot be wholeheartedly recommended. Nevertheless, it can still be effective with suitable adaptations and with plenty of useful audio-visual supplementary materials.

In her study, Söylemez (2010) aimed to find out whether there is any sexism in textbooks for ELT that were used in the public schools of primary and secondary education, written by Turkish authors and printed by the MoNE. Data were gathered in two ways, by using two questionnaires, “Coursebook visuals evaluation scale” and “student's perception of gender in occupations inventory” and by the content analysis of 11 coursebooks. The visual contents of the coursebooks used in the visited schools were analyzed considering the criteria such as appearance of female and male characters, family roles, occupations, household activities, spare time activities, sports they do,

places they were shown in, which family member the child/teenage characters are pictured with, objects/toys and games that child/teenage characters shown with. The results of the analysis revealed that coursebooks used in secondary education have more sexist viewpoint compared to primary education coursebooks in terms of the criteria stated.

In this final part of the literature review, the studies conducted with EFL materials in Turkish state secondary and primary schools were examined and the results of them were summarised. These studies have shown that such evaluations can give valuable insight into how the various aspects of teaching materials are perceived by teachers and students alike. Hence, it would be enlightening to conduct a similar study into the materials which are at the cutting edge of curricular innovation, namely the coursebooks designed for use in the second grade of the new ELTEP (MoNE,2013).

CHAPTER III

3. Methodology

In the previous chapter, literature related to TEYL and coursebook evaluation was reviewed. This chapter describes the method of the study. It includes the design of the study, the subjects of the research, research questions, instrumentation, data collection procedures, and data analysis are described. Limitations of the study are also described in this chapter.

3.1. Research Design

The purpose of this study was to evaluate the effectiveness of the book "Fun with Teddy" (Orhan, Günel, & Karadeniz, 2013) which is used to teach English to the second grade students in the public primary schools in Turkey. In this study, qualitative research design was used. Specifically, the data were *naturalistic*, being gathered from a particular context (i.e., the grade 2 teachers from state-run schools in a small town in Turkey); they were *descriptive*, taking the form of words rather than numbers, with no detail being considered as trivial; and finally, the focus of the current study was *meaning based*, with the aim to reveal how participants in a real setting make sense of their everyday lives (Bogdan & Biklen, 2007). The data were collected from the grade 2 English teachers in different public schools of Bolu city centre by means of a semi-structured interview. In order to provide an alternative perspective on the focus of the study, the modified version of the interview questions were asked by sending e-mails to the ELT academicians in different universities of Turkey.

3.2. The context of the study

In Turkey, compulsory primary education includes children 6-13 years age group. Primary education institutions consist of 4 year compulsory primary schools and 4 year compulsory secondary schools and religious vocational secondary schools which enable students to prefer different programs (MEB, 2012). In the Turkish primary educational system, English is started to be taught in the 2nd grade as a foreign language. For the 2nd, 3rd and 4th grades English is a compulsory lesson to be taught as a foreign language 2 hours in a week. For the 5th and 6th grades English is mandatory 3 hours in a week. For the 7th and 8th grades 4 hours in a week English is a compulsory lesson (MEB, 2012). Coursebooks are distributed to the primary and secondary school students free of charge by Ministry of National Education. (MEB,2011)

3.2.1 The organisation of the coursebook 'Fun with Teddy'

"Fun with Teddy" is a coursebook which is used in 2nd grade public primary schools in Turkey and contains ten units in parallel with the MoNE Curriculum (2013). The name of the first unit is '*Words*' which aims to teach some words that are common to both Turkish and English (cognates). For example, broccoli, electricity, robot, ambulance, zebra, etc. The language function of this unit is 'telling people what we know.' For instance, that's a balloon, that's an ambulance etc. The name of the second unit is '*Friends*' which aims to teach asking someone's name, greeting and meeting people. There are some sentences that should be taught such as hello, good morning, what is your name?, how are you? etc. The language functions of this unit are 'asking someone's name, greeting and meeting people, and making simple inquiries.' The third unit is '*In the classroom*' which teaches the classroom language, such as sit down, stand up, open the window, cut, colour, stick, etc. The language functions of the third unit are 'apologising, expressing and responding to thanks, giving and responding to simple instructions, making simple requests, telling someone what to do.' For instance, I'm sorry, excuse me, please, turn right etc. The fourth unit is '*Numbers*' which aims to teach the numbers from one to ten. In addition to the ten numbers, the questions "how many are there?" and "how old are you?" are taught in this unit. This unit's language functions are 'describing characters/people, expressing quantity, making simple

inquiries, naming common objects and naming numbers.' The fifth one is '*Colours*'. In this unit students are expected to learn the names of colours such as red, blue, green, white, pink, etc. The language functions of this unit are 'describing characters/people, expressing likes and dislikes, greeting and meeting people, making simple inquiries, naming colours, and naming numbers.' For instance, what colour is it?, It is blue, who are you?, I'm a superhero, I'm yellow and black, I like red, how many pink crayons are there?, Two. The name of the sixth unit is '*At the playground*' which is about the verbs such as swing, slide, play, skip rope, etc. The sixth unit's language functions are 'making simple inquiries and making simple suggestions.' For instance, let's dance, do you slide?, yes, I do, etc. The seventh one is '*Body parts*' in which students learn eyes, nose, head, shoulder etc. The language functions of this unit are 'making simple inquiries, talking about possessions, and telling someone what to do.' For instance, what is this?, this is my finger, look at my ears, raise your hand, etc. The eighth unit is '*Pets*'. As well as the pets' names such as cat, dog, bird etc, this unit includes the prepositions in, on and over there. The language functions of this unit are 'making simple inquiries, and talking about locations of things.' For example, where are the birds?, the birds are in the tree, etc. The name of the ninth unit is '*Fruits*' in which students learn both the name of the fruits such as banana, apple, grape, etc, and the question do you like? and answer saying either yes I do or no I don't. The language functions of this unit are 'expressing likes and dislikes, giving and responding to simple instructions, making simple inquiries, and telling someone what to do.' For example, show me the apples, eat the grapes etc. The tenth and the last unit is '*Animals*' which aims to teach both farm animals such as cow, horse etc, and wild animals like crocodile, giraffe, etc. This unit's language functions are 'expressing ability and inability, expressing likes and dislikes, and making simple inquiries.' For instance, monkeys can jump, can you jump, yes I can, I'm a lion, I can't swim, I like ducks etc.

As suitable with the current curriculum which is based on listening and speaking skills for 2nd grades, the coursebook contains mostly listening activities. In the Students' book there are mostly pictures and the students are expected to look at the pictures and do the activities according to what they hear. There are rare writing activities. There isn't any reading activities. At the end of each unit there is a game called "Teddy Lingo"

to practice the words in that unit. At the end of the book there are stories which are related to the units and tracing and writing activities for each unit. In the coursebook suggested activities are 'listen and chant', 'find, circle and say', 'listen and say', 'listen and sing', 'colour and write', 'draw, colour, and say', 'listen and do', 'listen and number', 'ask, tick or cross', etc. (see Appendix 5 and 6). The lyrics of the songs and listening texts aren't written in the students' book.

3.3. Participants

The participants of the study consisted of 20 second-grade English teachers from different public schools in Bolu city centre who used the second grade English coursebook ‘Fun With Teddy’ and five ELT academicians from different universities in Turkey. The 18 teachers are female and the two of them are male. The age range of the participants is between 28 and 43. Their professional experience range is between four and 17 years. They graduated from different universities of Turkey for example, Abant İzzet Baysal University, Anadolu University, Hacettepe University, Selçuk University, Gazi University, Uludağ University etc. The 11 of the participants graduated from ELT department. Four teachers graduated from English Language and Literature department. One teacher graduated from the department of American Culture and Literature. Four teachers graduated from different departments such as Physics, History etc. They have got postgraduate certificates in teaching in order to be English teachers.

Table 3.1. Information concerning the gender of the teachers

Gender	Frequency	Percentage
Male	2	10 %
Female	18	90 %
TOTAL	20	100.0

Table 3.2. Information concerning the ELT experience of the teachers

Years of teaching Experience	Frequency	Percentage
1 to 5 years	2	10%
6 to 10 years	9	45%
11 to 15 years	6	30%
17 years	3	15%
TOTAL	20	100.0

The adapted version of the interview form was sent to 20 academicians in the field of ELT working at different state-run universities in Turkey. Only five of the academicians responded. Three of the ELT academicians are female, two of them are male. The age range of the academicians is between 35 and 60. They have been teaching for 14, 16, 18, 20 and 35 years. Four of them were assistant professors, one was an instructor doctor. Two of them are at Uludağ University, one of them is at Abant İzzet Baysal University, one of them is at Çukurova University, and one of them is at Çanakkale Onsekiz Mart University. Participation was on a voluntary basis.

3.4. Instrumentation

In this study a teacher interview was used to gather information from the English teachers about the effectiveness of the coursebook "Fun with Teddy". In addition, the modified version of the same interview questions were sent by e-mail to the ELT academicians from different universities in Turkey. In some similar studies like "An Evaluation Of Time For English 4, The 4th grade English Coursebook For Public Schools"(Özdemir, 2007), "Textbook Evaluation In Foreign Language Teaching : Time For English, Grade 4 Teachers' and Students' Views" (Arkan, 2008), "The Investigation of The Cultural Presence In Spot On 8 ELT Textbook Published In Turkey: Teachers' and Students' Expectations Versus Real Cultural Load of the Textbook"(Iriskulova, 2012), "An Evaluation of Breeze 9, the 9th grade English

Coursebook for Turkish Public High Schools" (Taylan,2013), researchers also used student questionnaires to get their ideas about the coursebook. Given the young age of the students, for the sake of reliability they were not involved in the data collection procedure. Instead, their teachers were interviewed by the researcher to get reliable information about the book's effectiveness.

20 English teachers working in different public primary schools in Bolu city centre were interviewed using the interview questions designed by Özdemir (2007) in order to obtain qualitative data (see Appendix 2). Her interview was used by the researcher with her permission (see Appendix 4). In order to provide parallelism, the interview questions were sent to the ELT academicians who work at different universities in Turkey by the researcher. Because the ELT academicians haven't used this coursebook, the interview questions were modified accordingly by the researcher. For example, as they did not know which materials were or were not given to the teachers related to the coursebook, the last two questions which were about the supporting sources were eliminated by the researcher (see Appendix 3).

3.5. Data Collection Procedures

In Bolu city centre there are 36 public primary schools. 20 of these schools were selected randomly by the researcher. In order to improve the reliability of the research, more than half of the public schools of Bolu city centre were decided without any consideration in terms of location of them. In the second term of 2013-2014 academic year, each week over a period of 10 weeks, the researcher went to two or three schools in order to interview the second grade English teachers. In order not to disturb the teachers during their lessons as the permission from MoNE asked, the researcher waited for the break, therefore the interviews took about fifteen minutes. In addition, because of the time limitation, and in order to prevent any misconception caused by language, the interview questions (Özdemir, 2007) were asked one by one in Turkish by

the researcher and the teachers answered them in Turkish, too. With the participants' permission, the interviews were recorded as well as transcribed in the Word files.

The interview questions (Özdemir, 2007) were modified accordingly and sent by e-mail to the ELT academicians in the second term of 2016-2017 academic year by the researcher. The modified interview questions were in English. Five ELT academicians returned with the answers in English, too within two and three weeks.

3.6. Data Analysis

In order to analyse the data obtained from the participants, the 20 interview files were read carefully by the researcher. The missing parts of the notes were completed using the transcription of the recorded data. The answers of the participants for each questions were evaluated together to recover the common issues or different ideas about the coursebook. The ideas of the teachers were reflected to the results according to their answers to the questions in the interview. Finally, the qualitative data collected by the teacher interviews were transcribed and content analysed. Summative content analysis method was used in this research. The interviews were given numbers such as I1, I2, I3 etc. in order to analyse the differences and similarities between the ideas of the participants. The ideas of the participants were also categorised according to positive and negative answers. An example for a positive answer; "In my opinion, the book "Fun with Teddy" is suitable to the needs and the purposes of the curriculum. It is also suitable for the students' level. The book is appropriate for my own needs and purposes." An example for a negative answer; "I think the visual design of the coursebook isn't very effective in terms of design and layout. In addition, the book isn't effective and useful in terms of print, paper, font size, font type, pictures and graphics. Pictures aren't clear enough. For example, my students can't distinguish which fruit the picture is. I do not believe that the coursebook is appropriate for the young learners."

The answers of the ELT academicians were also read carefully by the researcher. The open-ended questionnaire forms were given numbers such as A1, A2,

A3 etc. Their opinions were analysed and categorised in the same way in order to compare with the teachers' ideas.

3.7. Limitations

As with any piece of academic research, the current study has a number of limitations. First, it is limited to 20 state primary schools in Bolu city centre. Similar studies could be conducted in different cities in Turkey to gain a more comprehensive representation of teachers' opinions about the book being used. Second, only the teachers' and ELT academicians' opinions about the coursebook were taken into consideration as the students are not at the right stage of development to express their likes and dislikes, criticise in a proper way. They are young learners and have just here and now motive. Given the reduction in the age at which foreign language learning begins in Turkey, further studies could be conducted to determine a means by which the opinions of young learners regarding instructional materials could be validly and reliably collected by making observations. Finally, the current study made no attempt to compare the current coursebook with any other second grade EFL coursebooks commonly used in the Turkish state school system. Future studies could adopt a comparative approach to research the strengths and weakness of the currently available second grade coursebooks.

CHAPTER IV

4. Findings and Discussion

In this chapter, the findings from the semi-structured interviews with the participants and the answers of the modified open-ended questions will be presented and discussed within the framework of the current literature. The presentation of the findings and discussion will be organised according to the research questions.

4.1. Findings and discussion related to RQ1

RQ1. a. What are the teachers' opinions about the suitability of the coursebook to the curriculum?

b. What are the academicians' opinions about the suitability of the coursebook to the curriculum?

11 teachers answered the question as "Fun with Teddy" is not suitable to the needs and the purposes of the curriculum. According to I2 "The book is not suitable to the needs and the purpose of the curriculum. It looks enjoyable but in terms of content, the book is not adequate for teaching English." According to I20: "There are not enough speaking activities in the book so I think it is not suitable to the needs and the purpose of the curriculum." According to I13: "The book is not suitable to the needs and the purpose of the curriculum because there are not enough writing activities." However, in the new ELTP (MEB, 2013) writing is not given in the second and third grades. The students are not expected to read and write, instead they require to listen, act and say mostly. The coursebook consists of listening activities similar to the new curriculum's purposes. All teachers answered this question superficially, and they could not expand the results because some of them were not sufficiently familiar with

the curriculum. 8 teachers could not even tell any reasons for their responds. They seemed not knowing about the curriculum's needs and purposes.

Nine teachers answered the question as "Fun with Teddy" is suitable to the needs and the purposes of the curriculum. According to I3: "The book is suitable to the needs and the purposes of the curriculum because there are listening and speaking activities more. There are a few written forms in the book. Students learn pronunciation by listening first, then they see the written forms." According to I6, I17 and I19 'Fun with Teddy' is suitable to the needs and the purposes of the curriculum because the approach of it is communicative and it contains listening activities mostly. These reasons are suitable with the current ELTP (MEB, 2013). The other five teachers did not make any explanation about why they thought that the book is suitable to the needs and the purposes of the curriculum. They just gave the answer that "yes it is suitable." The teachers' lacking of knowledge about the curriculum's needs and purposes again may be the reason for that. If they knew the purposes of the curriculum, they could compare them with the coursebook's activities which aims to make students listen and act. They could also explain the suitability of the coursebook to the curriculum.

All of the five ELT academicians agreed that "Fun with Teddy" is suitable to the needs and the purposes of the curriculum because of several reasons. For example, according to A3 "The current MEB ELTP curriculum is more meaning-focused. The course book itself consists of rather comprehension-based activities which precede production-based activities. Production-based activities are controlled, and language production is expected to emerge at the later stages of the process. In these respects, the course book seems to meet the requirements of the curriculum in question." According to A4 "... the coursebook contains listening and speaking activities empowered with activities through which young learners can draw or paint pictures, cut the shapes and so on. All in all, highlighting the main premises of the current program as listen and talk by means enjoyment, this coursebook provides just more than this." According to A5 "When the latest ELTP is taken into account, it can be said that the coursebook is suitable to needs and the purposes of it in general. For instance, according to this

curriculum, listening and speaking are primarily important and reading and writing are secondarily important. As seen in the book, most of the activities are listening activities." All the academicians answered the question by giving examples from the new ELTP (MEB, 2013).

Regarding the relevance of the coursebook to their own purposes, 14 teachers stated that the book was not appropriate. I4 said: "The book is not appropriate for my own needs and purposes because some songs and listening texts are difficult for young learners who have not learnt English before. I find easier songs for my students from the internet." According to I13 : " Because there are a few writing activities, the students have some writing problems, so the book is not appropriate for my needs." As an opposition to the teacher's view, in the new ELTP (MEB,2013) in the 2nd grade students are not expected to write or read. Before writing skill, the students should practise listening and speaking. Cameron (2001) supported that young learners encounter, understand, practice and learn the new language with the help of mostly spoken language. As a result in the new curriculum, the writing activities are limited to the word level for this age group. For example, learners see a picture of a cat and write the word "cat" underneath (MEB,2013). According to I20: "The readiness level of the students was not taken into consideration in terms of selection of the songs and some of the vocabulary items. The book is like serving the students who have already known English. I think the level of the book is higher than public school students." However, when the curriculum was prepared, the needs and interests of this age were taken into consideration . As Cameron (2001) stated that younger children learn languages best through songs, games, and hands-on activities, the new curriculum expects to apply these types activities in the coursebooks in accordance with the learner's age and needs (MEB,2013). The level of the students may be different depends on the background of the schools, however the teacher can use the coursebook flexibly. According to I7 and I8: " I do not think the book is appropriate for my own needs and purposes. There aren't enough speaking and writing activities." According to I12: " The book is not appropriate for my own needs and purposes. At first I couldn't get the CD of the coursebook so I couldn't make use of listening parts. Other eight teachers who do not think that the book

is appropriate for their own needs and purposes, did not give any reasons about their view.

Six teachers state that the book is appropriate for their own needs and purposes. I3 said: The book is appropriate for my own needs and purposes because it is enjoyable, colourful and attractive. My students love the activities in the book." Other five teachers gave explanations related to the appropriateness of the level of the students in a positive way. They also stated the listening activities as a reason that they believe the coursebook is appropriate for their own needs and purposes.

Because the ELT academicians did not use the coursebook, they were not asked about the coursebook's appropriateness for their own needs and purposes.

4.2. Findings and discussion related to research question 2

RQ2: a. What are the teachers' opinions about the appropriacy of the approach espoused by the coursebook for teaching YLs?

b. What are the academicians' opinions about the appropriacy of the approach espoused by the coursebook for teaching YLs?

12 teachers responded that the approach of the coursebook is not appropriate to teach English to young learners although the approach seems communicative. The teachers do not think it is enough to teach English to young learners. I4 said: "Some of the songs are difficult for my students. There are some unknown words in them. Songs should be easier and more enjoyable." I2 said: "The book does not give enough opportunity for students to speak. There should be more speaking activities." I16 said: "It is good that there are a few writing activities in the first term, but there should be more writing activities in the second term." However, in the new curriculum there is no writing skills in the 2nd grade. The curriculum emphasizes listening and speaking over reading and writing (MEB,2013). I5 said: "The approach of the coursebook isn't appropriate to teach English to young learners. It doesn't motivate the students for learning English. The songs and videos are difficult for the students' level and the voice quality is very low." I8 and I13 said: "I think the approach of the coursebook to

language learning and teaching isn't appropriate to teach English to young learners because there aren't "cut and paste" activities." According to I14 and I16 : "There are some different grammar rules which are above the level of age group in the book." As an opposition to the teachers' views, the students are not expected to learn grammar rules, rather they learn from chunks unconsciously according to the new ELTP. There are some language functions for each unit and the students are expected to learn them while listening and singing songs etc. Reading, writing, and grammatical structures are not a focus at this stage. (MEB, 2013).

Seven teachers stated that the approach of the coursebook was appropriate to teach English to young learners because the approach is communicative and there are mostly listening and speaking activities. There are not any writing activities. I1 said: "The approach of the coursebook is appropriate to teach English to young learners. It also fits my own approach. It contains listening activities mostly. The activities are suitable for this age group." According to I20: "Because there are mostly listening and speaking activities on the coursebook, it is suitable for the age group. The 2nd graders get bored very quickly, so the listening and speaking activities are suitable." The new curriculum encourages the listening and speaking skills, so the coursebooks are prepared accordingly. (MEB,2013)

According to the all five ELT academicians, the approach of the coursebook was appropriate to teach English to young learners because of various reasons. According to A2 " It is appropriate to young learners since it aims to have children become aware of other languages and language sounds." A3 answered "Comprehension-based approaches are recommended for teaching young learners English, and these approaches are dominantly reflected in the course book. This brings about the question of variety. More emphasis on some other approaches like Task-based Instruction (there are hands-on activities, though), Cooperative Language Learning would/might help tackle the variety issue." According to A4 "The approach of this coursebook is based on communication, TPR, arts and crafts. In other words, the coursebook provides a setting where teachers help the young learners 'do the things with the language' instead of learning about the language. In order to give more insights

into the approach of the coursebook, I would say that young learners will not necessarily either write or read. On the contrary, they focus on listening, talking by doing and acting things." According to A5 "I think the coursebook follows action-oriented approach as suggested in the curriculum due to the fact that there are lots of child appropriate activities (eclectic method which is also suggested in the curriculum) in which students could be involved actively. It is appropriate for young learners because there is a song for every unit and children learn through chunks. There are also some stories through which children can go for meaning. There are also lots of visual materials and it is known that most of the elementary students are predominantly visual. There are also some games and children are energetic and kinaesthetic." A1 answered "In terms of addressing the age group, the learners will not be ready for the written forms of English. Thus, it will be better to expose the students to the oral aspect of language and make them sing songs, make colourings, etc." All the academicians gave explanations suitable to the new ELTEP.

4.3. Findings and discussion related to research question 3

RQ3: a. What are the teachers' opinions regarding the effectiveness of the visual design of the coursebook?

b. What are the academicians' opinions regarding the effectiveness of the visual design of the coursebook?

Nine teachers answered this question as the visual design of the coursebook is not very effective in terms of design and layout because the book is horizontal instead of vertical. The students have a difficulty when they use it in that way. Especially in crowded classrooms using the book can be problematic because the students may drop the books from their desks. They also complain about the size of the coursebook because the book is too big. According to I9: "The book may be smaller in terms of size. It may be divided into two parts as for the first and the second terms so that it can be thinner and used easily by the students."

11 teachers stated that the visual design of the coursebook is effective in terms of design and layout. They and their students like the book.

Four teachers out of 11 mentioned earlier, stated that the book is not effective and useful in terms of print, paper, font size, font type. They think the paper of the book should be of a higher quality. The pages of the book tear easily that is a real problem for young learners. I1 and I7 commented " The pages are poor in terms of quality. My students sometimes tear the pages mistakenly." I3 said: "The book is visually good but the paper quality is low. It tears. It should be more durable." I12 said "I cannot comment on print, paper, font size and font type of the coursebook because there are not enough written structures to comment on (it is mostly illustrations)." 15 teachers stated that the book is effective and useful in terms of print, paper, font size, font type.

Five teachers believe that the coursebook is not effective in terms of pictures and graphics. According to I15: "The pictures and graphics are too big." I12 believe that they cannot motivate the students sufficiently. According to I12, pictures are not clear enough. For example, the students cannot distinguish which fruit the picture is showing (e.g. is it an apple or a watermelon). I2 said "My students ask me what the picture is in the fruits unit. They are confused with some fruits' pictures." However, when the pictures of the fruits on the book are looked at by the researcher, it was seen that the pictures are really clear to understand. 15 teachers agreed that the coursebook is effective in terms of pictures and graphics. Teachers stated that there are lots of pictures that attract the students' attention. The pages of the book are also colourful, which motivates the students for learning. I20 said:" The book is very colourful, so my students love it very much." Materials for young learners should contain lots of illustrations and be colourful to attract young learners' attention at first sight (Yangın Ekşi, 2012). In addition, according to the new ELTEP (MEB,2013), motivation is important for teaching English to the second and third grades.

According to the ELT academicians, the visual design of the coursebook is effective. A1 answered " I think it is very well designed and effective. The font size is applicable and the pictures and graphics are effective." According to A4 "Evaluating the design, font size and pictures, this coursebook is highly enough. Supposing that these learners are not so far from the kindergarten period, the pictures and graphics in the coursebook resemble the cartoon characters such as ambulance, robots, zebra, and fruits. Moreover, the font size and types are suitable for young learners, which makes the coursebook more enjoyable and positive. The mixture of actual human photos and

cartoon characters would be evaluated as another strength of the coursebook." However, A3 thought "The font size might be bigger for the activity instructions. The pictures in the coursebook are in the form of drawings. Some real ones can be included in it as well." In the new English curriculum, the students' age and needs are taken into consideration when the materials are prepared (MEB,2013).

4.4 Findings and discussion related to research question4

RQ4: a. What are the teachers' opinions about the effectiveness of the presentation of language functions in the books?

b. What are the academicians' opinions about the effectiveness of the presentation of language functions in the book?

18 teachers answered the question as the presentation of vocabulary and language items are not sufficient for students. According to I7: "Vocabulary and language items do not motivate the students for learning. In the first unit some vocabulary items are ambulance, kimono and broccoli. They are not related to the unit and difficult." As an opposition to the teacher's view, in the new ELTEP (MEB,2013), teachers are suggested to go from familiar to unfamiliar and use cognates such as doctor, zebra, gorilla etc. I4 said: " There are some words that the students even know the meaning of Turkish such as xylophone and kimono." Cameron (2000) states that because young learners of a second/foreign language are still building their first language vocabulary, teachers should take into consideration the first language background to know what will work and what may be too difficult for children. I5 said: "There are too many vocabulary items to teach. They are difficult and unnecessary for the age group." However, the vocabulary items in the coursebook are the same with the words which should be taught according to the new ELTP (MEB,2013). They think some of the vocabulary items are not used in daily life frequently. I14 said: "My students like the vocabulary items of fruits unit because they use them in their life. However in the first unit some of the vocabulary items are not related to my students such as kimono". I14 continued: "As vocabulary items there may be family members,

days of the week, seasons, and months of the year because these are more motivating for the students." However, these vocabulary items are taught in the third and fourth grades in the new ELTP (MEB,2013). I8 said: "Some of my students haven't even eaten broccoli before, so vocabulary items don't motivate the students for learning." Except from I8, other teachers did not answer like that. The cultural and socio-economic background of the students in the school is really important while teaching.

According to Cameron (2000) a realistic target for children learning a foreign language might be around 500 words a year in good learning conditions. All words are not equally useful to learn in using a foreign language. Frequency plays an important role in the word's usefulness. Young learners need concrete vocabulary, recycling the words again and again in new contexts, basic level words and they learn words as collections (Cameron, 2000). I5 stated: "The presentation of vocabulary items cannot attract the students' attention. They don't motivate the students. The students are bored with the character Teddy." I17 said: "The information given in the student book is not the same with the information that is given in the teacher's book. There are more language items in the teacher's book. For example, in the first unit according to the teachers' book the teacher is expected to teach the use of "a" and "an" with the words of the first unit. S/he is expected to ask what is that? by showing the pictures in the student book and the students should answer as that's an ambulance, that's a robot etc. However, in the student book the students just see the pictures of the words. Actually there are not nearly any written forms of the vocabulary items in the student book. There are mostly the pictures of the words which should be taught by the teacher. The question 'how many' is to be taught by the teacher even though it isn't in the students' book." However, according to the new curriculum, the students are not expected to read or write. Instead, they listen to the language items as much as possible without seeing the written forms of them (MEB, 2013). When the coursebook is examined it is seen that there is a listening text which is saying the sentences like that's a xylophone, that's an oval etc. There is not any written text about them. According to the teachers, the grammar which should be taught by the teacher is higher than the level of the students. However, the aim is not to teach grammar in the new curriculum. Rather it aims to teach language functions. The teachers also stated that "can", "these are" or "this is", "there

are" or "there is" and "how many?" are difficult for the students because the students just listen to the chunks and try to memorize them without seeing how they are written. As an opposition to the teachers views, Cameron (2001) stated grammar is necessary to express precise meanings in discourse for young learners. According to her, grammar learning can develop by learning chunks of language.

According to I16: "There are not any writing sources for learning the words better. There should be writing activities for students to see the words and know them." However, in the new curriculum, the second grade students are not taught how to write and read in English (MEB,2013). I2 said: "Students cannot understand some of the words when they listen to the songs. I think the written forms of the songs should be in the students' book." I2 said:" My students can't follow the lyrics of the songs because they aren't in the book." As an opposition to the teachers' view, in the new ELTEP (MEB, 2013) teachers should not give the lyrics of the songs because students are expected to pick the words up from the song and from the teacher. According to Cameron (2001) words' pronunciation and written form are key parts of word knowledge. Learners need to hear a new word not only in isolation but also in a discourse context, in order that they can detect the sounds at the beginning and at the end, the stress pattern of the word, and the syllables that makes up the word. They have to listen to the word spoken in isolation several times to catch all this information. When children meet the written form of a new word, their attention should be drawn to its shape, to initial and final letters, to letter clusters and to its spelling. According to I18: "In terms of vocabulary and grammar there is not enough context." Young learners need to be surrounded by and participate in meaningful discourse in the foreign language (Cameron, 2001).

I2 said: "The presentation of vocabulary and language items are difficult for students. Some of the grammar rules are really hard for the 2nd grade students such as can." Cameron (2001) stated that it is not appropriate for young learners under the age of 8 or 9 years to teach grammar explicitly. Without using technical labels grammar can be taught. Ersöz (2007) stated "Language is too abstract for this age group to be

presented as patterns and rules. They need contexts that they can observe the representative of actual language use" (Ersöz, 2007, p.180). In addition, in the new ELTP (MEB,2013), there is no grammar rules to teach explicitly to the second grade students. There are communicative functions and skills (listening and speaking).

I1 stated "Especially some grammar topics are unnecessary and difficult. For example, 'there is, there are and where?' In my opinion, it is very hard to teach the question 'where' and how to answer it to this age group children." I3 said: "The long sentences such as 'How many cats are there?' make my students afraid of language. I start to teach how many cats? and short answers just numbers for example ten cats as an answer." Cameron (2001) stated grammar teaching can often destruct motivation and confuse young learners rather than enlighten them.

Two teachers stated that the presentation of vocabulary and language items are sufficient for students. I16 said: "I downloaded the coursebook's CD from the internet. I use the CD to teach vocabulary items. I think it is really effective to teach vocabulary because there are games and animations." The other teacher did not give any explanation about the answer.

All the academicians gave positive answers related to the vocabulary items on the coursebook. For example, A1 answered "The vocabulary span of the book is appropriate for the students' level. It could be appealing as well." According to A4 "The presentation of vocabulary items is in line with the content of the coursebook. As well as that, these items are primarily provided with listening input and later followed by TPR activities. By this way, it can be said that the young learners are able to use them repeatedly throughout the unit. As regards to the principle of the familiar to unfamiliar, the use of cognates (zebra, doctor, ambulance etc.) is satisfying in this coursebook." A5 answered "Vocabulary is presented explicitly through a variety of visual materials. It is good for children. However, students might get bored to work with the isolated words in every unit. There should be purposes for children to perform the activity. They need to understand why they need to listen and circle, listen and tick etc. To put it differently, it would be better if the vocabulary items were presented in a contextualized way. After students are exposed to the vocabulary items implicitly they can practice them in a variety of explicit activities as included in the book." In the new curriculum, content-

based instruction is defined as a highly contextualized language learning environment; language usage and lexis centred around the topic; and skills and activities integrated by the theme selected, with the topic of instruction (e.g., scientists, geography, responsibilities at home, etc.) serving as a connecting thread and targeting meaningful, situation-based learning (MEB,2013).

4.5 Findings and discussion related to research question 5

RQ5: a. What are the teachers' opinions regarding the activities in the coursebook in terms of motivation, quality, quantity, variety, and integration of listening and speaking skills?

b. What are the academicians' opinions regarding the activities in the coursebook in terms of motivation, quality, quantity, variety, and integration of listening and speaking skills?

12 teachers think that the activities and exercises in the coursebook are effective in terms of the fun and motivation component. Most of the teachers stated that "Teddy Lingo" is loved by the students very much. "Teddy Lingo" is a game like "bingo". The students are familiar with the game in Turkish 'tombala'. The game attracts students' attention because it is enjoyable and competitive. Students want to be the first one who completes the lingo and shout "Teddy Lingo". Trying to win the game is very motivating for the students.

Other eight teachers think that the activities and exercises in the book are not very effective in terms of the fun and motivation component. According to them there should be more interesting and enjoyable activities in the book. The teachers suggest some of the classic activities for example "cut and paste", "colouring", "fill-in-the-blanks", "fill in the missing letters of the words" and other activities look like games which will be more motivating for the young learners. Different from the teachers'

views about the activities, the new English curriculum suggests hands-on activities, drama and role play in which the students are more active and using the target language actively to communicate (MEB, 2013). They complain about there is the same game called "Teddy Lingo" in each unit that become boring. They believe that there should be different games in each unit instead of the same game. They try to find different activities for each week. I11 said: "In the coursebook there are not different kinds of activities. The activities are mostly the same. There should be variety of the activities in order to motivating the students for learning." The teachers state that they are using their own activities most of the lessons.

All the 20 teachers stated that the coursebook is not sufficient in terms of number and quality and variety of the exercises and activities. Especially, they said that there are a few writing activities in the book. I2 stated "There aren't activities for writing skill." According to I1 and I14: "Although they are 2nd graders, they should learn how to write the words properly." However, in the new ELTP (MEB,2013) there is not any writing and reading skills for the second grade students. There are only listening and speaking functions, so it is normal that in coursebooks there is no writing activities. There are not any classical exercises or activities like matching and fill-in-the-blanks. The activities are the same in each unit that makes students bored with the activities. There should be different kind of exercises. The number of the activities is not enough because they are really few so the students complete them quickly. I3 stated "The activities aren't enough in terms of variety. They are finished in the lessons very quickly and there isn't any extra thing to do. There should be more activities such as cut and paste, colouring." If the teacher has not prepared extra activities from different sources, s/he cannot know what to do during the rest of the time. That is a big problem. There should be more exercises and activities in the coursebook. I4 stated: "I can't give homework because there is not enough exercises in the book. I think there should be a workbook for extra practice in the classroom and at home. I14 and I17 said: " There should be a workbook for students to practise the topics they have learnt."

All the five academicians agreed that the activities in the coursebook are motivating for the young learners. For example, A1 answered "The activities look like

they are engaging and interesting for the students." According to A4 "....the activities or exercises in the book focus on the enjoyment of the young learners. For instance, the activities such as 'find, circle and say', 'colour and say' would perfectly fit in this aim." According to A3 "The songs, chants in the course book is surely motivating for the pupils." However, in terms of variety according to two ELT academicians, the coursebook is not sufficient. A3 answered "The exercises are adequate in terms of their quantity, but the variety of the them can be increased. For example, some activities/exercises to develop learner autonomy may be included in the text book." According to A5 "Speaking activities could be redesigned to increase students' interactional competency. Furthermore, the number of action-based activities could be increased. Puppets could be integrated into the coursebook (the puppet of Teddy Bear should be one of the components of the coursebook)." Regarding the quantity and quality A1 answered "The number of the activities are adequate but the quality of the application will depend on the teacher's teaching skills and the profile of the students." According to A4 "The variety and adequacy of the exercises are quite successful since one listening activity is followed by a speaking one or vice versa." A5 answered "The number of the activities and their quality seem adequate particularly for listening."

Three teachers stated that the coursebook is not very effective in terms of integration of the skills into the exercises and activities because the activities do not have variety. According to 14 teachers there should be more writing activities in the coursebook. However, in the new English curriculum, there is not any literacy skills for second grade students (MEB,2013). Nine teachers complained about the difficulty of the songs which are in the CD of the coursebook. According to the teachers, the students cannot catch the meanings of the songs because there are very difficult words in the songs. When they do not understand the songs, they are not motivated and get bored. Additionally, the voice quality of the songs are really low, so the students cannot hear the songs clearly. I5 said: "My students cannot catch some of the words while listening to the CDs of the coursebook. Some of the songs are really difficult to understand. There should be easier and more motivating songs." I7 said: "The songs aren't clear. They are very difficult to understand so they don't motivate the students for learning." According to I17: "Some songs are too lively and fast to catch by the

students. Some listening parts are too easy for them. Some of them are confusing. The quality of the listening materials aren't good."

Ten teachers did not give any comments about the songs. Only one teacher (I19) stated: Some of the songs are enjoyable and useful. They motivate the students for learning. My students love the song called 'Monsters' very much. I think this song is suitable for young learners. I think songs are very efficient for teaching vocabulary because the students memorize and sing the songs eagerly." Similar to this teacher's view, Cameron (2000) mentioned the chunks which are trusted by first and second, child and adult speakers in language-using situations rather than making new sentences. In addition, in the new ELTP (MEB,2013) there is a suggestion for teachers to use the most expressive word in a chunk to get the message across.

4.6 Findings and discussion related to research question 6

RQ6: a. What are the teachers' opinions about the organisation of the coursebook in terms of sequencing, clarity, flexibility, and adaptability?

b. What are the academicians' opinions about the organisation of the coursebook in terms of sequencing, clarity, flexibility, and adaptability?

12 of the teachers stated that the organization of the book is appropriate in terms of the sequencing of topics, clarity of the design. Teachers said "The topics are from easier to more difficult and from simple to complex. The design of the book is clear enough." The teachers' views are fitted to the new English curriculum's which is based on Bruner's spiral curriculum principal (MEB,2013).

Six teachers stated that the organization of the book is not appropriate in terms of the sequencing of topics. I16 criticised: "I think pets unit and animals units should be taught successively because they are similar topics. The fruits unit is taught after the pets unit and then animals unit comes. Actually, the teacher can be flexible and change the two units if she really believes that sequence will be better for the students' learning. The new ELTP (MEB,2013) p. ix suggests that the teachers can be flexible in the order of the units. According to these six teachers the design of the book is not clear. The

topics are not related to each other. I4 said: "We are used to starting with introducing oneself, numbers which are known by most of the students before lessons. Students want to show their knowledge for example, teacher may I count from one to ten etc. For that reason the first unit should be numbers or introducing oneself."

In the first unit, there are words that are similar to the Turkish words such as kimono, broccoli, oval, electricity etc. The second unit is friends in which students learn introducing themselves, saying hello, good bye etc., the third is in the classroom whose topics are classroom instructions such as sit down, stand up, open, close etc., the fourth is numbers, the fifth is colours, the sixth is at the playground in which the students learn some verbs such as play, swing, slide etc., the seventh is body parts, the eighth unit is pets, the name of the ninth unit is fruits and the last unit is the animals in which the students learn first the names of the farm animals such as horse, cow and then wild animals such as lion, snake etc. The ten units are not related to each other. Each unit has a unique topic even though most units are repeated at the beginnings of the next units. However, units do not have to be related. According to the English curriculum from the 2nd to 8th grades, a series of 10 sample units is provided, structured around interrelated themes. In order to reflect ideas and issues that are familiar to young students the themes for each unit have been chosen; therefore, themes such as family, friends, animals and so on are highlighted. The topics also recycled in a similar way in the upper grades because the 2nd -8th grade curriculum is based on Bruner's spiral curriculum principle. In other words, themes are revisited and developed at subsequent stages in the curriculum. (MEB, 2013) When the curriculum is examined by the researcher, it is seen that one of the objectives of the second grade is 'naming colours' as well as the third grade's objective. In addition, colours are repeated in the fourth grade in different ways.

Four teachers state that the topics of the units are independent from each other. The unit does not contain any knowledge from the previous unit. There is not any repetition. For example, the vocabulary items of the first unit are not seen in the remaining units of the book. However, when the book is examined by the researcher, it is seen that most of the topics in the previous units are repeated in the next units. For

example, in the fourth unit, some of the vocabulary items of the third unit such as scissors, pencil, schoolbag are repeated by doing the listening activity at the beginning of the unit. The numbers are also repeated in the pets unit by listen, count and say activity. The students are reminded the number from one to ten. Colours and numbers units are both repeated in the fruits unit by different activities: Count, match and say; draw colour and say. Body parts are reminded at the beginning of the pets unit by a draw, colour and say activity. The students are expected to draw and then say the missing body parts of the pets such as eyes, ear etc. According to Cunningsworth (1995) it is not enough for students to meet new items only once. Grammar and vocabulary items should be met in context and actively practised. Moreover they should be recycled three, four or more times in order that they become stored in the long-term memory. Learning a new word is a cyclical process that takes a long time and many exposures to the word used in different situations. (Cameron, 2000).

I15 said: "I think the first unit may be different unit for example 'pets unit' because the vocabulary items of this unit are more familiar to the students' life." I15 said: "I believe that the book should start the 'numbers unit' because counting is more motivating and enjoyable for my students. However, the materials writers have to keep to the curriculum. I20 stated: "The design is clear, but it is difficult for my students to find the writing activities which are at the end pages of the coursebook."

According to the four ELT academicians, the sequencing of the topics in the coursebook is good. A1 stated "The sequencing of the topics look theoretically okay but in application, I have no idea. I need to use the book to make an evaluation because the needs of the learners will shape the applications of the book." According to A5 "The layout principles appropriate for YLs are from known to unknown, easy to difficult, receptive to productive. The activities in the book are designed by taking those principles into account." However A3 answered "Some of the topics in the course book might be sequenced differently, though. For instance, 'Pets' and 'Animals' can be sequenced one after another." According to A4 "...the sequencing of the topics shows

parallelism with the current MONE program. Given this strength, the coursebook organizes the topics and activities accordingly in that it meets the objectives and outcomes of the current program." In terms of flexibility and adaptability three academicians answered in a positive way while one teacher gave negative answer and one gave no answer. According to A3 "Due to the strict adherence of the syllabus to the development of comprehension-based skills, the flexibility and adaptability of the course books might be difficult." According to A4 "...the topics in the coursebook would easily be adapted and supported with extra suitable sources to the young learners. A5 answered "Material adaptation is a very prominent issue as this coursebook was written for the general audience (for all 2nd graders). Every class is unique; thus, teachers should use the coursebook in a flexible way. For instance, realias and hand-made tactual materials could be integrated into the teaching phase because of the fact that children learn through senses."

4.7. Findings and discussion related to research question 7

RQ7: What are the teachers' opinions regarding the supplementary sources of the coursebook for the students?

All the teachers believe that the supporting sources are effective in providing the students with extra practice. 18 teachers think that the coursebook is not sufficient in terms of providing extra practice. Only two of them think the coursebook is adequate for the students in terms of extra practice. Three teachers cannot use the extra supporting sources because the students' economic situation does not allow them to buy any supplementary materials. Four teachers complained that there are not any activities or exercises for homework. They want to give students classical exercises for example, fill-in-the blanks, writing exercises etc. as homework, but according to the new English curriculum, students should not have notebooks at the 2nd grade because they are not expected to write. The aim is also motivating the students to learn English and use it in a communicative way (MEB,2013). As Yangın Ekşi (2012) states, language learning materials for children can be puppets, toys, and other realia, to crafts, storybooks, and videos, songs and games. Examples of authentic language examples such as magazines or restaurant menus, web-based games and websites can also be utilised by creative and

imaginative teachers. These are also stated in the new curriculum (MEB,2013) and can be thought as supported materials for students instead of thinking just classical activity books as supporting sources.

4.8 Findings and discussion related to research question 8

RQ8: What are the teachers' opinions about the supplementary materials of the coursebook for the teachers?

All the teachers stated that the supporting materials of the coursebook such as flash cards, posters and CDs have not been given to the teachers. They downloaded the CD from the internet, but the voice quality is very low. They have not found the posters of the coursebook, so they could not make use of them. All the teachers believe that supporting materials support the teacher in the preparation, instruction and evaluation processes. They use their own materials for the lessons. They use websites, videos, photocopies, flash cards, and activities. I18 stated: "I think supporting materials are important in terms of different visuals because the students have a chance to see the different pictures of what they have learnt in the different sources. For example they learn animals and they see different pictures of them, not just one picture in the coursebook." They all agreed that the coursebook is not sufficient in terms of supporting materials. There should be more materials according to the teachers. According to the new English curriculum, the teachers are suggested to use materials such as posters, signs, tables, cards, charts flashcards, postcards, maps etc. for teaching English (MEB, 2013). I4, I14 and I17 stated : "There should be a workbook or an activity book as an addition to the coursebook, so that the students can do more practice with different activities." Because the aim of the new ELTP (MEB,2013) is to make students use English in a communicative way by listening and speaking most, writing or reading activities should not be given to the 2nd grade students. However, the teachers still want students to do workbook activities which consist of mostly writing and reading.

I20 said: "The font type of the coursebook is not handwriting. It should be handwriting because the students write handwriting. "Handwriting was introduced into

the curriculum with the change of all the school subjects' curricula especially primary school curriculum and secondary Turkish teaching curriculum in 2004-2005 (MEB, 2006). Ministry of National Education sent an informative document in order to remind using handwriting is necessary in all lessons for the primary schools in 2011 (MEB, 2011, official correspondence no. 1714). Although English teachers do not receive training for handwriting at the university, they also have to use handwriting in their lessons. When the book's font type is examined, it is seen that there are mostly pictures rather than written texts. There are tracing activities for each unit at the end of the book which are in handwriting.



CHAPTER V

5. Conclusion

In this chapter, the summary of the findings of the study will be presented. In addition, there will be implications for teachers, textbook developers, Ministry of National Education, as well as suggestions for further studies.

5.1. The Summary of the Findings

In this study the effectiveness of the coursebook "Fun With Teddy" was researched by doing semi-structured interviews with English teachers. The 20 English teachers were asked eight questions related to the coursebook by the researcher. In addition, five ELT academicians were sent the modified open-ended questions by e mail. According to the answers most of the teachers do not believe that the coursebook is suitable to needs and the purposes of the curriculum and their own needs and purposes. Although most of them could not explain the reasons properly, they answered negatively. Although in the new ELTP (MEB, 2013) reading and writing skills are not expected to be taught in the second and third grades most of the teachers still believe that they should be taught. Less than half of the teachers answered the question 1 in a positive way by showing dominance of the listening and speaking activities in the coursebook as an explanation. According to the new primary school curriculum, listening and speaking skills are emphasized. In contrast to the teachers, all the five ELT academicians stated that the coursebook is suitable to the needs and purposes of the curriculum. They explained that listening and speaking are primarily important in the curriculum and reading and writing are secondarily important. In the coursebook, most of the activities are listening activities.

Most of the teachers believe that the approach of the coursebook is not appropriate to teach English to young learners. Some of them explained as some of the vocabulary items and some of the songs are difficult for the age group. Most of them complained about the words such as 'kimono' , 'broccoli' , 'xylophone' which the students are not familiar with. However, the academicians stated that the approach of the coursebook is suitable to teach English to young learners because as stated in the new curriculum, the learners will not be ready for the written forms of English. Thus, it will be better to expose the students to the oral aspect of language and make them sing songs, make colourings.

More than half of the teachers believe that the coursebook does not fit their own approach. Some of them complained about the few writing activities. However, the writing and reading are not the expected skills for the second grade students according to the new ELTP (MEB,2013). Some of them expected more classic exercises like 'cut and paste activities' although in the new curriculum, the teachers are expected to use role-plays, and drama activities rather than classical and mechanical exercises.

Most of the teachers agreed that the visual design of the coursebook is effective in terms of design, layout, print, paper, font size, font type, pictures and graphics. Less than half of the teachers complained about the book's size because it is too big and the students drop it from their desks. Some teachers thought the pictures are too big. Some of them stated that some of the pictures are not clear enough, so the students are confused. According to the academicians, the visual design of the coursebook is appropriate for this age group of learners. Most of the teachers stated that presentation of vocabulary and language items are not effective in motivating and teaching the students. Some of them complained about the difficult grammar rules such as 'this is' 'these are'. However, there are not grammar rules in the new curriculum instead there are language functions. All the academicians liked the presentation of vocabulary and language functions. According to them using cognates is a very effective way of teaching vocabulary because of the suitability of the principle of familiar to unfamiliar. According to more than half teachers the activities and exercises in the coursebook are effective in terms of the fun and motivation component. Similarly, the academicians all agreed this issue because in the coursebook, there are songs, chunks, and enjoyable activities such as "find, circle and say", colouring activities etc. Almost all the teachers

stated that the coursebook is not sufficient in terms of number and quality and variety of the exercises and activities. Almost all the teachers stated that the coursebook is not very effective in terms of integration of the skills into the exercises and activities because the activities have not variety. Likewise, in terms of the variety of the activities, the coursebook was not evaluated as sufficient by the most of the ELT academicians, either. Most of the teachers stated that the organization of the book is appropriate in terms of the sequencing of topics, clarity of the design. Some of the teachers complained about the sequencing of topics. They wanted to exchange some of the units because they believed to be more effective. I16 criticised: "I think pets unit and animals units should be taught successively because they are similar topics." Although all the academicians stated that the design of the coursebook was good generally. According to A3 some of the topics in the course book might be sequenced differently, though. For instance, 'Pets' and 'Animals' can be sequenced one after another. Almost all of the teachers stated that the supporting sources are effective in providing the students with extra practice. They thought the coursebook is not sufficient in terms of providing extra practice. All the teachers stated that the supporting materials of the coursebook such as flash cards, posters and CDs weren't given to the teachers. They downloaded the CD from the internet, but the voice quality is very low. They all agreed that the coursebook is not sufficient in terms of supporting materials. There should be more materials according to the teachers. Because the ELT academicians did not have printed version of the coursebook and they have not used it for teaching, they did no idea about the supporting sources related to the coursebook. They did not know which materials were given to the teachers, so the last two questions were eliminated by the researcher.

In conclusion, there are some differences and similarities between the opinions of the teachers and the opinions of the academicians. Firstly, while all the academicians agreed that the coursebook is suitable to the needs and purposes of the curriculum and it is also suitable to teach English to young learners, most of the teachers disagreed with these issues. Secondly, while most of the teachers were not content with the presentation of the vocabulary items, all the academicians stated the positive opinions about the vocabulary items in the coursebook. As a similarity, visual design of the coursebook was liked by both the teachers and the academicians. Both the teachers and the academicians thought positively in terms of motivation of the activities in the book

and both of them stated the variety of the activities were not sufficient. Finally, the organisation of the coursebook was appropriate according to the both sides. However, I16 and A3 thought the sequencing of some units might be changed and they gave the same example for the units (pets unit and animals unit).

5.2 Implications for Teachers

According to the results of the study most of the teachers are not content with the coursebook in general. However, they could not give clear explanations about the reasons because of the insufficient information about the curriculum, communicative approach, new techniques of teaching, teaching English to young learners etc. English teachers could follow the changes in the curriculum closely. They could be aware of the innovations in the teaching approaches. They could change their classical methods with the modern and communicative ones. They could understand the importance of listening and speaking skills for teaching and learning a foreign language. They could know how to teach English to young learners better. They could be aware of the importance of professional development. They could reflect on their teaching processes and criticise themselves. They could be open to the new things and using technology. They could use the coursebook as a tool which they use flexibly. They can change some of the activities, simplify or skip some parts according to the needs of the students. They can find easier and more suitable songs from the internet sources for their students when they believe that the songs are not appropriate for their students.

5.3 Implications for Textbook Developers

The textbook developers could keep to the curriculum. They could take the age and needs of the target group. In terms of illustrations and graphics they could be more careful. For example, they can choose more motivating, enjoyable and clear pictures. They could develop more suitable coursebook in terms of size. The size of the coursebook should not be too big or too small. The coursebook should not be too thick

and heavy for young learners. The coursebook "Fun With Teddy" can be separated by two parts as for the first term and the second term books. There could be a workbook or an activity book which contains more enjoyable, variable, colourful, different activities for young learners.

5.4 Implications for Ministry of National Education

According to the results of the study, most of the teachers could not explain some of the points related to the curriculum. The teachers may be given in-service training about the new curriculum, the approach of the curriculum, the objectives of the curriculum. This is necessary because it can be understood from most of the teachers' answers that they do not know what the new ELTP (MEB,2013) requires from English teachers and the second grade students. Some of the teachers still believe that writing should be taught early, but in the new curriculum it is the opposite. The teachers could be given seminars, in-service trainings, conferences related to teaching English to young learners.

Some teachers mentioned about the handwriting in the coursebook. There are not any compulsory or elective courses at the universities for English teachers. There can be in-service training to teach handwriting for the teachers.

5.5 Directions For Further Research

For evaluation of the coursebook "Fun With Teddy", similar studies can be conducted in different cities of Turkey. The current study does not compare the coursebooks which are being used to teach English to the second grades, but the further studies can use a comparative approach to research the strengths and weakness of the currently available second grade coursebooks. In addition, in the further studies, the researchers may collect the opinions of the students by making observations.

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APPENDICES

Appendix 1. Permission from MoNE to conduct the data collection procedures



T.C.
BOLU VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 93554413/605/783756
Konu: Araştırma İzni (Öznur SELÇUK)

21/02/2014

VALİLİK MAKAMINA

İlgi: Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 10/02/2014 tarih ve 91 sayılı yazısı.

İlgi yazı ile İlimiz Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Yüksek Lisans Programı Öğrencisi Öznur SELÇUK' un "Devlet İlkokullarının İkinci Sınıf İngilizce Dersinde Kullanılan Fun With Teddy İsimli Ders Kitabının Değerlendirilmesi" konulu tez çalışmasına veri hazırlamak için İl Merkezimizdeki İlkokullarda görev yapan ve 2. Sınıflara ders veren İngilizce öğretmenleri ile görüşme yapma isteği belirtilmektedir.

İl Merkezimizdeki İlkokullarda uygulanması talep edilen araştırmayla ilgili olarak, İngilizce öğretmenleri ile görüşme yapma isteği Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

İbrahim ÇAVUŞOĞLU
Milli Eğitim Müdürü

OLUR
21/02/2014

Ayhan KARTLI
Vali a.
Vali Yardımcısı

EK: Yazı (13 sayfa)

Appendix 2. The semi-structured interview questions from Özdemir (2007).

1. Do you think the coursebook is suitable to needs and the purposes of the curriculum and your own needs and purposes?

2. What do you think about the approach of the coursebook to language learning and teaching? Is it appropriate to teach English to young learners? Does it fit your own approach?

3. What do you think about the visual design of the coursebook? Is it effective in terms of:

- a. design and layout?
- b. print, paper, font size, font type?
- c. pictures and graphics?

4. What do you think about the presentation of vocabulary and language items? Do you think they are effective in motivating and teaching the students?

5. What do you think about the activities and exercises in the book? Please specifically refer to:

- a. the fun and motivation component;
- b. adequacy of the exercises in terms of number and quality;
- c. variety of the exercises and activities;
- d. integration of the skills into the exercises and activities

6. How do you evaluate the organization of the book? Is it appropriate in terms of:

- a. the sequencing of topics;
- b. clarity of the design;
- c. clarity of the organization of the units within themselves;
- d. flexibility and adaptability.

7. Are the supporting sources effective in providing the students with extra practice? Why?

8. What do you think about the supporting materials? Do you think they adequately support the teacher in the preparation, instruction and evaluation processes? Why?



Appendix 3. Özde mir (2007) Interview Form-Academics' Version

Part 1: Demographic information

Gender:

Age:

Academic Position:

University:

Years of experience working in
the field :

Part 2: Interview questions

1. Do you think the coursebook is suitable to needs and the purposes of the current MEB (2013) ELTEP curriculum?

2. What do you think about the approach of the coursebook to language learning and teaching? Is it appropriate to teach English to young learners? Why?

3. What do you think about the visual design of the coursebook? Is it effective in terms of: a. design and layout? b. font size, font type? c. pictures and graphics?

4. What do you think about the presentation of vocabulary and language items? Do you think they are effective in motivating and teaching the students?

5. What do you think about the activities and exercises in the book? Please specifically refer to: a. the fun and motivation component b. adequacy of the exercises in terms of number and quality c. variety of the exercises and activities.

6. How do you evaluate the organization of the book? Is it appropriate in terms of: a. the sequencing of topics b. clarity of the design c. clarity of the organization of the units within themselves d. flexibility and adaptability ?

Adapted from Özdemir, F. E.(2007). *An Evaluation Of Time For English 4, The 4th grade English Coursebook For Public Schools*. Master's thesis, Middle East Technical University, Ankara, Turkey.



Appendix 4. Permission to use the data collection instrument

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Messages with Esra Sadıkoğlu

back to messages


özür Selçuk
 Merhaba Esra hanım, Rahatsız ediyorum ama bir sorum var size. Yüksek lisans tezimin konusu 4. sınıfları İngilizce ders kitabının incelemesi miydi?
 August 26th 2014 AT 19:17


Esra Sadıkoğlu
 Evet Öznur hanım, İlk yüksek lisans tezimin konusuydu o.
 August 26th 2014 AT 22:17


özür Selçuk
 Abant İzzet Baysal Üniversitesi İngilizce Öğretme bölümünde yüksek lisans yapıyorum, Yüksek lisans tez konum 2. sınıfları İngilizce ders kitabının incelemesi. Sizin tezini okudum. Gerçekten çok iyi gösterdi oldu. Öğretmeneerie yaptığınız görüşme sonuçlarını tez için kullanmak için iznini istiyorum. Şimdiden çok teşekkür ederim. Saygılarımla.
 August 26th 2014 AT 22:34


Esra Sadıkoğlu
 Akademik kurallara uygunluk ve kaynak göstermek konusuyla tabii ki kullanabilirsiniz. Boli sans diliyorum.
 August 26th 2014 AT 21:28


özür Selçuk
 Çok teşekkür ederim. Size ele çalışmalarınızda başarılar dilerim.
 August 26th 2014 AT 21:46

Reply to Esra Sadıkoğlu



Appendix 5. Suggested activities in the syllabus of "Fun with Teddy".

SYLLABUS			
Unit	Communicative Functions and Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types
1 Words	Telling people what we know		
	Listening - Students will be able to identify words that are common to both Turkish and English. - Students will be able to match written letters with the sounds produced. Speaking - Students will be able to use the correct word to identify certain objects, people or animals.	ambulance, broccoli, cafeteria, doctor, electric, football, garage, helicopter, Italy, jacket, kimono, lemon, music, negative, oval, park, quiz, robot, supermarket, telephone, university, veterinarian, wagon, xylophone, yoghurt, zebra That's a/an... ... ambulance/broccoli/ cafeteria, etc.	Texts Illustrations Talking Dictionary Poster Songs Activities Songs Drawing and Coloring Flashcards Games Listening Matching Puppet Tracing the unit words
2 Friends	Asking someone's name Greeting and meeting people Making simple inquiries		
	Listening - Students will be able to understand simple expressions used when greeting and meeting someone. - Students will be able to understand when someone introduces him or herself. Speaking - Students will be able to use everyday expressions for greeting and meeting someone. - Students will be able to ask questions to learn someone's name and find out how he or she is doing. - Students will be able to introduce themselves. Intercultural Awareness - Students will be able to greet people others in other languages in addition to Turkish and English.	What's your name? — My name is ... — I'm Moody. — Moody. How are you? — I'm fine. You? — I'm okay, thank you. How are you? — Great, thanks. Hello! Hi! Good morning! Good afternoon! Good evening! Good night! Good bye! Bye! Salut! Salame! Hallo! Bon jour! Hola! Guten Tag! Ciao! Ahlan we Sahlan! Hej! Ni Hao!	Texts Conversations Talking Dictionary Illustrations Poster Songs Activities Songs Communicative Tasks Drama/Miming Drawing and Coloring Flashcards Games Listening Puppet Questions and Answers TPR Tracing the unit words

ÖZGEÇMİŞ

1988 yılında Bolu'da doğdum. Bolu'da bulunan Sakarya İlköğretim okulunu (2002), İzzet Baysal Anadolu Lisesi'ni (2006), Abant İzzet Baysal Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği bölümünü (2010) bitirdim. 2010 yılının Aralık ayından beri Ankara'nın Çamlıdere ilçesinde İlk ve orta okullarda İngilizce öğretmeni olarak görev yapıyorum. Müzik dinlemeyi, şiir okumayı, seyahat etmeyi seviyorum. Evliyim.

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