



**T.C.
AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**MA
THESIS**

**A COMPARATIVE ANALYSIS OF PRIMARY SCHOOL
3RD AND 4TH GRADE ELT COURSEBOOKS IN
TÜRKİYE AND ITALY**

MÜJDE YALÇIN

**ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM**

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AKDENİZ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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YÜKSEK LİSANS TEZİNİN ADI: A COMPARATIVE ANALYSIS OF PRIMARY SCHOOL 3RD AND 4TH GRADE ELT COURSEBOOKS IN TÜRKİYE AND ITALY

TÜRKİYE VE İTALYA'DAKİ İLKOKUL 3. VE 4. SINIF İNGİLİZCE DERS KİTAPLARININ KARŞILAŞTIRMALI BİR ANALİZİ

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31.07.2024

Müjde YALÇIN

PREFACE

This thesis is deeply connected to my professional role as a Turkish Language and Culture teacher based in Rome. The choice of Italy, and specifically the selection of coursebooks used in Rome, is a direct result of my teaching assignment in this vibrant city. Additionally, I have had the opportunity to give online English lessons to Turkish primary school students living all over Italy, in various cities, alongside my Turkish Language and Culture lessons. My ability to speak Italian has further facilitated my interaction with students and the understanding of the Italian educational context. Being embedded in the educational system here allowed me to observe firsthand the methodologies and materials employed in Italian primary schools. This invaluable experience motivated me to undertake a comparative analysis of ELT coursebooks between Türkiye and Italy, with the aim of providing meaningful insights that could benefit educators and students in both countries. I hope that the findings of this research will contribute positively to the field of English Language Teaching.

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ABSTRACT

A COMPARATIVE ANALYSIS OF PRIMARY SCHOOL 3RD AND 4TH GRADE ELT COURSEBOOKS IN TÜRKİYE AND ITALY

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This thesis presents a comparative analysis of primary school 3rd and 4th grade English Language Teaching (ELT) coursebooks in Türkiye and Italy. The study investigates key aspects such as organizational structure, content diversity, cultural integration, pedagogical approaches, and the overall quality of educational materials. The study compares Türkiye's standardized ELT coursebook approved by the Ministry of National Education (MoNE) for 3rd and 4th grade, namely "İngilizce 3 Ders Kitabı" and "Learn with Bouncy Student's Book 4," with a set of widely used ELT coursebooks in primary schools in Rome, Italy, including "Hello World 3" and "Circle Time 4." Methodologically, a descriptive content analysis using a textbook evaluation checklist by Miekley (2005) was employed to systematically assess the selected coursebooks. Specifically, for 3rd grade coursebooks, Türkiye employs a structured approach with thematic units featuring activities, games, and self-check sections, albeit with limited cultural depth compared to Italy. Coursebooks in Italy offer richer cultural contexts and authentic materials, fostering critical thinking through real-life tasks and varied literary genres. Both educational systems emphasize vocabulary and grammar acquisition through contextualized learning and interactive activities yet differ in their approach to grammar instruction and cultural representation. For 4th grade coursebooks, both countries present logically structured content with extensive visual aids, integrating grammar and vocabulary in thematic contexts. Türkiye focuses on functional language use without explicit grammar rules, while Italy provides explicit grammar explanations in mother tongue aimed at autonomous learning. Cultural elements, predominantly British in focus, vary in depth and integration across the coursebooks. The study contributes insights into curriculum development, pedagogical practices, and policy decisions in ELT, highlighting strengths and areas for improvement in both educational contexts.

Keywords: *ELT, comparative analysis, coursebook evaluation, primary education.*

ÖZET

TÜRKİYE VE İTALYA'DAKİ İLKOKUL 3. VE 4. SINIF İNGİLİZCE DERS KİTAPLARININ KARŞILAŞTIRMALI BİR ANALİZİ

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Bu tez, Türkiye ve İtalya'daki ilkokul 3. ve 4. sınıf İngilizce Dil Eğitimi (ELT) ders kitaplarının karşılaştırmalı bir analizini sunmaktadır. Çalışma, organizasyonel yapı, içerik çeşitliliği, kültürel entegrasyon, pedagojik yaklaşımlar ve eğitim materyallerinin genel kalitesi gibi temel yönleri araştırmaktadır. Millî Eğitim Bakanlığı tarafından onaylanmış 3. ve 4. sınıflar için standart İngilizce ders kitabı olan "İngilizce 3 Ders Kitabı" ve "Learn with Bouncy Student's Book 4" ile Roma, İtalya'daki ilkokullarda yaygın olarak kullanılan "Hello World 3" ve "Circle Time 4" ders kitaplarını karşılaştırmaktadır. Yöntem olarak, Miekley (2005) tarafından geliştirilen bir ders kitabı değerlendirme kontrol listesi kullanılarak seçilen ders kitapları sistematik olarak değerlendirilmiştir. Özellikle, 3. sınıf ders kitapları için Türkiye tematik bir yaklaşım kullanmakta olup etkinlikler, oyunlar ve öz değerlendirme bölümleri içermekte, ancak İtalya'daki ders kitapları daha zengin kültürel bağlamlar ve özgün materyaller sunarak eleştirel düşünmeyi teşvik etmektedir. Her iki eğitim sistemi de kelime dağarcığı ve dilbilgisi öğrenimini bağlamsal öğrenme ve etkileşimli etkinlikler yoluyla vurgulamakta, ancak dilbilgisi öğretimi ve kültürel temsil anlayışları bakımından farklılık göstermektedir. 4. sınıf ders kitapları ise her iki ülkede de mantıklı bir yapıda içerik sunmakta ve tematik bağlamlarda dilbilgisi ve kelime dağarcığını entegre etmektedir. Türkiye işlevsel dil kullanımına açık kurallar olmadan öğretmeye odaklanırken, İtalya özerk öğrenmeye yönelik anadilde dilbilgisi açıklamaları sunmaktadır. Kültürel unsurlar, çoğunlukla İngiliz kültürü odaklı olup ders kitapları arasında derinlik ve entegrasyon bakımından farklılık göstermektedir. Çalışma, İngiliz Dili Eğitiminde müfredat geliştirme, pedagojik uygulamalar ve politika kararlarına ilişkin görüşler sunmakta, her iki ülkede güçlü yönleri ve iyileştirilmesi gereken alanları vurgulamaktadır.

Anahtar Kelimeler: İngiliz Dili Eğitimi, Karşılaştırmalı Analiz, Ders Kitabı Değerlendirmesi, ilkokul.

TABLE OF CONTENTS

ABSTRACT	i
ÖZET	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vii
LIST OF ABBREVIATIONS.....	viii

CHAPTER I INTRODUCTION

1.1. Introduction.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study and the Research Questions.....	3
1.4. Significance Of the Study	4
1.5. Assumptions.....	5
1.6. Limitations of the Study.....	6
1.7. Definition of Terms.....	6

CHAPTER II LITERATURE REVIEW

2.1. ELT In Türkiye And Italy: An Overview	8
2.2. Previous Research on EFL Coursebooks In Primary Education.....	11
2.3. Key Features Of 3rd And 4th-Grade EFL Coursebooks	14

CHAPTER III METHODOLOGY

3.1. Research Model	16
3.2. Population and Sample	16
3.3. Criteria for Coursebook Selection	16
3.4. Data Collection Instrument	17
3.5. Data Collection Process	19
3.6. Data Analysis	20
3.7. Coursebook Analysis	20

3.7.1.	Türkiye Primary School 3rd Grade	20
3.7.2.	Türkiye Primary School 4th Grade.....	21
3.7.3.	Italy Primary School 3rd Grade.....	22
3.7.4.	Italy Primary School 4th Grade	23

CHAPTER IV

FINDINGS

4.1.	Detailed Analysis of the 3rd-Grade EFL Coursebook in Türkiye.....	25
4.1.1.	Content	25
4.1.2.	Vocabulary And Grammar	28
4.1.3.	Exercises And Activities	30
4.1.4.	Attractiveness Of the Text and Physical Make-Up.....	33
4.2.	Detailed Analysis of the 4th-Grade EFL Coursebook in Türkiye.....	34
4.2.1.	Content	34
4.2.2.	Vocabulary And Grammar	37
4.2.3.	Exercises And Activities	39
4.2.4.	Attractiveness Of the Text and Physical Make-Up.....	41
4.3.	Detailed Analysis of the 3rd-Grade EFL Coursebook in Italy.....	43
4.3.1.	Content	43
4.3.2.	Vocabulary And Grammar	46
4.3.3.	Exercises And Activities	48
4.3.4.	Attractiveness Of the Text and Physical Make-Up.....	52
4.4.	Detailed Analysis of the 4th-Grade EFL Coursebook in Italy	54
4.4.1.	Content	54
4.4.2.	Vocabulary And Grammar	57
4.4.3.	Exercises And Activities	58
4.4.4.	Attractiveness Of the Text and Physical Make-Up.....	60

CHAPTER V

RESULTS AND DISCUSSION

5.1.	Results of the Comparative Analysis	63
5.1.1.	3rd Grade Similarities and Differences	63
5.1.1.1.	Content	63

5.1.1.2.	Vocabulary And Grammar.....	65
5.1.1.3.	Exercises And Activities.....	68
5.1.1.4.	Attractiveness Of the Text and Physical Make-Up	71
5.1.2.	4th Grade Similarities and Differences	73
5.1.2.1.	Content	73
5.1.2.2.	Vocabulary And Grammar.....	76
5.1.2.3.	Exercises And Activities.....	78
5.1.2.4.	Attractiveness Of the Text and Physical Make-Up	80
5.2.	Implications and Significance of Findings	82
5.3.	Identified Trends and Patterns	84

CHAPTER VI

CONCLUSION

6.1.	Implications Of the Current Research.....	88
6.2.	Recommendations For Future Research and EFL Coursebook Enhancement	89
6.2.1.	Recommendations for Policy Makers	90
6.2.2.	Recommendations for Teachers.....	90
6.2.3.	Recommendations for Curriculum Developers	91
6.2.4.	Recommendations for Educational Researchers	91

REFERENCES	92
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APPENDICES.....	96
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APPENDIX A: Original Textbook Evaluation Checklist by Miekley (2005)	96
APPENDIX B: Adapted Textbook Evaluation Checklist Based on Miekley (2005)	97
APPENDIX C: Evaluation of "İngilizce 3 Ders Kitabı" Using the Adapted Checklist.....	98
APPENDIX D: Evaluation of "Learn with Bouncy 4" Using the Adapted Checklist.....	99
APPENDIX E: Evaluation of "Hello World 3" Using the Adapted Checklist.....	100
APPENDIX F: Evaluation of "Circle Time 4" Using the Adapted Checklist.....	101
APPENDIX G: Excerpts from "İngilizce 3 Ders Kitabı”	102
APPENDIX H: Excerpts from "Learn with Bouncy 4"	104
APPENDIX I: Excerpts from "Hello World 3"	107
APPENDIX J: Excerpts from "Circle Time 4"	110

ÖZGEÇMİŞ	113
PLAGIARISM REPORT.....	114
BİLDİRİM.....	115



LIST OF TABLES

Table 5.1. Comparison of Content in 3rd Grade ELT Coursebooks in Türkiye and Italy	64
Table 5.2. Comparison of Vocabulary and Grammar in 3rd Grade ELT Coursebooks in Türkiye and Italy	68
Table 5.3. Comparison of Exercises and Activities in 3rd Grade ELT Coursebooks in Türkiye and Italy	71
Table 5.4. Comparison of Attractiveness of the Text and Physical Make-Up in 3rd Grade ELT Coursebooks in Türkiye and Italy	73
Table 5.5. Comparison of Content in 4th Grade ELT Coursebooks in Türkiye and Italy	75
Table 5.6. Comparison of Grammar and Vocabulary in 4th Grade ELT Coursebooks in Türkiye and Italy	77
Table 5.7. Comparison of Exercises and Activities in 4th Grade ELT Coursebooks in Türkiye and Italy	79
Table 5.8. Comparison of Attractiveness of the Text and Physical Make-Up in 4th Grade ELT Coursebooks in Türkiye and Italy	81
Table 5.9. Identified Trends and Patterns in Content	85
Table 5.10. Identified Trends and Patterns in Grammar and Vocabulary	86
Table 5.11. Identified Trends and Patterns in Exercises and Activities	86
Table 5.12. Identified Trends and Patterns in Attractiveness of the Text and Physical Make-Up	87

LIST OF ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
CLIL	: Content and Language Integrated Learning
CLT	: Communicative Language Teaching
EBA	: Eğitim Bilişim Ağı (Education Information Network)
EFL	: English as a Foreign Language
ELT	: English Language Teaching
MIUR	: Ministero dell'Istruzione e del Merito (Milli Eğitim ve Liyakat Bakanlığı)
MoNE	: Ministry of National Education (Milli Eğitim Bakanlığı)



CHAPTER I

INTRODUCTION

1.1. Introduction

Coursebooks play a crucial role in teaching and learning languages, serving as a primary resource for both teachers and students. There are two main types of language coursebooks: global coursebooks and institutional/in-house coursebooks. Global coursebooks, published by leading Western publishers such as Oxford, Cambridge, and Longman, are designed for an international audience and reflect standardized approaches to language teaching. In contrast, institutional or in-house coursebooks are developed by local educational authorities, such as ministries of education, and are tailored to meet the specific needs and educational standards of a particular country.

In this study, we will conduct a comparative analysis of primary school 3rd and 4th grade ELT coursebooks used in Türkiye and Italy. This analysis will address several key aspects, including content organization, vocabulary and grammar presentation, exercises and activities, attractiveness of the text, and physical make-up. By examining these elements, we aim to identify the main similarities and differences between the coursebooks used in these two countries.

The organization of content in coursebooks is essential for effective learning. We will explore how subject matter is structured in coursebooks in Italy and Türkiye, the extent to which content and themes reflect the target language culture, and the criteria defining authenticity in reading selections. Additionally, we will assess how these coursebooks address real-life issues, incorporate various literary genres, and sentence structures into their reading selections.

Vocabulary and grammar presentation is another critical area of comparison. We will analyse how coursebooks in Italy and Türkiye structure the presentation of grammar rules, the methods used to introduce and reinforce new vocabulary, and the strategies employed to teach top-down techniques for vocabulary learning. By examining these aspects, we aim to understand how each country's coursebooks support language acquisition and retention.

Exercises and activities are integral to language practice and application. Our study will compare how coursebooks in Türkiye and Italy incorporate interactive and task-based activities, guide students in reading for comprehension, and utilize both top-down and

bottom-up reading strategies. We will also investigate how these coursebooks create opportunities for students to apply grammar rules in various exercises.

The attractiveness of the text and physical make-up of coursebooks can significantly impact student engagement and motivation. We will examine differences in cover design, the aesthetic quality of visual imagery, the role of illustrations in enhancing the text, and the ways in which coursebooks engage students' interest through content and presentation.

By addressing these areas, this study aims to provide a comprehensive analysis of the strengths and weaknesses of primary school 3rd and 4th grade ELT coursebooks in Türkiye and Italy. The findings will offer valuable insights for educators, policymakers, and publishers, contributing to the improvement of coursebook design and content to better support language learning in diverse educational contexts.

1.2. Statement of the Problem

In the field of ELT, coursebooks play a pivotal role in shaping the learning experiences and outcomes of students. Primary education, being the foundational stage, requires meticulously designed coursebooks to ensure the effective acquisition of language skills. Despite the proliferation of ELT coursebooks, there exists a significant gap in comparative analyses of these materials, particularly between different educational contexts such as Türkiye and Italy.

Türkiye and Italy have distinct educational policies, cultural influences, and pedagogical approaches, which are reflected in their ELT coursebooks. In Türkiye, the Ministry of National Education (MoNE) standardizes and approves the coursebooks used in schools, while in Italy, teachers have the autonomy to select coursebooks that align with national guidelines. This difference in selection and approval processes may lead to variations in content, structure, and instructional strategies employed in the coursebooks.

Furthermore, existing literature lacks a comprehensive comparison of the visual imagery, cultural content, pedagogical approaches, and overall quality of ELT coursebooks used in these countries. Such a comparison is crucial for understanding the strengths and weaknesses of the coursebooks, which can inform educators, policymakers, and curriculum developers aiming to enhance ELT practices.

The specific problem addressed in this study is the absence of a detailed comparative analysis of primary school 3rd and 4th grade ELT coursebooks in Türkiye and Italy. This study aims to fill this gap by evaluating and comparing the standardized coursebooks approved by MoNE in Türkiye ("İngilizce 3 Ders Kitabı" and "Learn with Bouncy 4") with

widely used coursebooks in primary schools in Rome, Italy ("Hello World 3" and "Circle Time 4").

By identifying the differences and similarities in the content, pedagogical approaches, visual quality, and cultural representations in these coursebooks, this study seeks to provide valuable insights that can contribute to the development of more effective and culturally responsive ELT materials.

1.3. Purpose of the Study and the Research Questions

The purpose of this study is to conduct a comprehensive comparative analysis of ELT coursebooks used in primary education (3rd and 4th grades) in Türkiye and Italy. Specifically, the study aims to:

Evaluate the Content: Assess the content of the selected coursebooks to determine how well they cover essential language skills, such as reading, writing, listening, and speaking.

Examine Pedagogical Approaches: Analyze the pedagogical approaches employed in the coursebooks to identify the methodologies used and their effectiveness in facilitating language acquisition.

Compare Visual Imagery: Investigate the role of visual imagery in the coursebooks and how it supports or enhances the learning experience.

Analyze Cultural Representation: Explore the representation of cultural content in the coursebooks and its relevance to the target audience in each context.

Identify Similarities and Differences: Highlight similarities and differences between the coursebooks in Türkiye and Italy in terms of content, pedagogical approaches, visual design, and cultural elements.

By achieving these objectives, the study seeks to provide valuable insights into the effectiveness and appropriateness of ELT coursebooks across different educational contexts, which can inform educators, curriculum developers, and policymakers in improving language teaching materials.

Our main research question is as following:

What are the main similarities and differences between primary school 3rd and 4th grade ELT coursebooks in Türkiye and Italy?

The sub-questions are the following:

1. How are the subject matter and themes organized in 3rd and 4th grade ELT coursebooks in Türkiye and Italy?
2. To what extent do these coursebooks reflect the target language culture?
3. How is the presentation of grammar rules structured in terms of difficulty progression in coursebooks from both countries?
4. In what ways do these coursebooks present and reinforce new vocabulary to aid understanding and retention?
5. How do the coursebooks incorporate interactive and task-based activities to facilitate vocabulary usage and grammar application?
6. How do coursebooks in Türkiye and Italy differ in terms of cover design, visual imagery, and overall appeal?

1.4. Significance Of the Study

Coursebooks play a significant role in English language teaching in formal settings thus the comparative analysis of primary school 3rd and 4th grade ELT coursebooks in Türkiye and Italy holds significant importance for various stakeholders such as educators, policymakers, curriculum developers, researchers, and students.

The study can contribute to the field from different perspectives such as curriculum development, pedagogical practices, policy decisions, cross- cultural understanding, research methodology, global perspectives in education, educational equity, teacher professional development, student engagement and motivation and it may identify areas for further research.

It can provide valuable insights into the strengths and weaknesses of ELT coursebooks in both Türkiye and Italy. The information gained can be used to inform the future curriculum development efforts, ensuring that the coursebooks align with the educational objectives and effectively address language learning needs.

Educators can benefit from this study by gaining insights into the different pedagogical methodologies employed in ELT coursebooks. Understanding effective teaching strategies can enhance pedagogical practices and contribute to the improved language education outcomes.

Policymakers can use the study outcomes to make informed decisions about educational policies related to language learning. Understanding the strengths and weaknesses of current ELT materials can guide policy adjustments that promote effective language education.

The study will compare how cultural aspects are integrated into language education materials in Türkiye and Italy and it can therefore contribute to promoting cultural awareness among students.

The study can also contribute to comparative analysis research methodology. Comparing ELT coursebooks in diverse cultural and educational contexts such as in Türkiye and Italy can guide other researchers to pursue similar endeavors.

The study will also examine how ELT coursebooks integrate global perspectives, thus it can contribute to promotion of global awareness and understanding among students. This aligns with the broader goals of preparing students to engage in an interconnected world.

Understanding the differences and similarities in ELT coursebooks can contribute to efforts to enhance educational equity. The study can reveal aspects that impact the quality of education, allowing for targeted interventions to address potential disparities.

The current study will also identify gaps in the existing literature and areas that warrant further research. It can guide future researchers in expanding this study and exploring specific aspects of ELT coursebooks or language education that require deeper investigation.

1.5. Assumptions

Students' Language Proficiency: It is assumed that the language proficiency levels of 3rd and 4th grade students in Türkiye and Italy are appropriate for their respective grade levels as per the ELT curriculum.

Use of Instructional Materials: It is assumed that teachers in both Türkiye and Italy use the approved and widely adopted ELT coursebooks as required by the curriculum.

Visual Imagery and Cultural Content: It is assumed that the visual imagery and cultural content in the evaluated coursebooks are designed to support students' language learning effectively.

Pedagogical Approaches: It is assumed that the coursebooks analyzed in this study adhere to contemporary pedagogical approaches and language teaching methods, such as Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL).

Accessibility and Usability of Books: It is assumed that the coursebooks under review are easily accessible and usable by teachers and students in the respective countries.

Evaluation Scale and Method: It is assumed that the textbook evaluation checklist developed by Miekley (2005) is an appropriate and valid tool for the comparative analysis of ELT coursebooks in Türkiye and Italy.

1.6. Limitations of the Study

The study is limited to the coursebooks which are taught in state schools during the academic year 2023-2024. Efforts will be made to minimize bias through a systematic and transparent analytical process. Due to the dynamic nature of the educational systems and policies, changes may occur during study and the research may not be able to capture real-time developments or produce immediate responses to recent policy changes. Generalizing the findings to the entire primary school ELT context in Türkiye and Italy may be challenging due to regional variations, diverse curricular implementations, and differences in language education practices. There are also limitations stemming from the nature of comparative analysis as it inherently involves simplification and therefore it may not capture the full complexity of educational systems or the multifaceted nature of coursebooks. The external factors which may influence the effectiveness of the ELT coursebooks such as socio-economic conditions, teacher training, and school resources may not be addressed comprehensively within the scope of this study. In addition to that, as the evolving influence of globalization on coursebook content and pedagogy is a dynamic and continuously evolving phenomenon, the research may not be able to capture it in its entirety. The study may have limitations in capturing detailed perspectives from students. Direct students feedback might be challenging to incorporate extensively.

1.7. Definition of Terms

Coursebook: A coursebook is a structured educational resource that serves as a central component in language instruction, providing a systematic approach to language learning through printed textbooks, associated websites, and digital resources (Tomlinson, 2012). In this study, "coursebook" is used interchangeably with "textbook" but is preferred for consistency.

Comparative Analysis: A comparative analysis involves systematically comparing two or more items, such as coursebooks, to identify similarities and differences in various aspects like content, structure, and pedagogical approach (Arianto et al.2021).

English as a Foreign Language (EFL): The teaching and learning of English in a non-English-speaking country. EFL contexts involve students learning English as an additional language to their native tongue, often within the formal education system. This study examines EFL coursebooks used in primary schools in Türkiye and Italy.

Cultural Content: Cultural content encompasses a diverse range of cultural elements integrated into language learning materials to enhance students' intercultural competence and communicative skills (Procel, 2023). This inclusion of cultural content is essential for fostering cultural awareness, promoting understanding of different cultural perspectives, and facilitating effective intercultural communication (Elshadelin & Yumarnamto, 2020). This study examines how cultural content is represented in ELT coursebooks in Türkiye and Italy.

Pedagogical Approaches: Pedagogical approaches can be defined as methods and strategies used in teaching. This study looks at how different pedagogical approaches are implemented in ELT coursebooks in Türkiye and Italy, including but not limited to Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL).

CHAPTER II

LITERATURE REVIEW

2.1. ELT In Türkiye And Italy: An Overview

English Language Teaching (ELT) in Türkiye has evolved significantly over the years, influenced by historical events, globalization, and educational policies. Since the establishment of the Turkish Republic in 1923, there has been a notable shift towards modernization and closer ties with the West, leading to an increased emphasis on English language teaching within the educational system (Kırkgöz, 2008). The development of English language teaching in Türkiye can be categorized into three distinct phases, reflecting policy changes within the Turkish education system (Kırkgöz, 2007). These policy adjustments have played a crucial role in shaping ELT in Türkiye, aligning with the nation's goals for progress and integration with global standards.

A key challenge faced by English language teachers in Türkiye is the restricted autonomy in selecting course materials, particularly in public schools where the prescribed ELT course books are often criticized for their limited development and heavy focus on grammar and reading, lacking supplementary resources to enhance communication skills (Valizadeh, 2021). This limitation in material selection can impede the effectiveness of English language instruction and hinder students' ability to develop comprehensive language skills beyond basic grammar and reading proficiency. Furthermore, the pressure on faculty in prestigious Turkish universities to publish internationally in English for career advancement highlights the elevated status of English as the primary language for academic communication and promotion, contrasting with Turkish being relegated to a secondary position in this context (Dogancay-Aktuna & Kızıltepe, 2005).

The importance of English language teaching in Türkiye is underscored by the country's strategic geopolitical position bridging Asia and Europe, the imperatives of globalization, aspirations for European Union membership, and the practical necessity of English as a global language for trade and mobility (Asmalı & Çelik, 2021). These factors have contributed to the enduring significance of English language education within the Turkish educational system, reflecting a broader commitment to equipping students with the necessary linguistic skills for international communication and engagement. The mandatory inclusion of English in the elementary schooling system not only in Türkiye but also in other countries reflects a global trend towards early English language instruction as a foundational component of education (İyitoğlu & Alcı, 2015).

Reforms in English language teaching in Türkiye have been part of broader curriculum overhauls, with significant changes implemented in 1997, 2006, and 2013, including the introduction of the 4+4+4 education system, demonstrating a continuous effort to enhance the quality and effectiveness of ELT programs in the country (Erarslan, 2018). These reforms aim to address the evolving needs of students in a rapidly changing global landscape, emphasizing the importance of equipping learners with the necessary language skills to navigate diverse communication contexts. However, challenges persist in aligning the ELT curriculum with the demands of the contemporary world, particularly in terms of fostering communicative competence in English among students (Aksoy, 2020).

The quality of English language teaching in Türkiye has been a subject of scrutiny, with in-service teachers highlighting significant instructional challenges and providing insights into the perceived efficacy of ELT in the country (Uztosun, 2017). Teachers' perspectives on the challenges and strengths of English language instruction play a critical role in shaping pedagogical practices and curriculum development, emphasizing the importance of ongoing dialogue and professional development initiatives to enhance the overall quality of ELT in Türkiye. The efficacy beliefs of pre-service English teachers regarding teaching English at primary schools also influence the pedagogical approaches adopted in ELT programs, contributing to a broader discussion on teacher preparedness and effectiveness in delivering English language instruction (Uztosun, 2016).

The implementation of English language teaching programs in Türkiye, such as the Intensive English Language Program in the Fifth Grade, has been subject to qualitative evaluations aimed at assessing the effectiveness of these initiatives from the perspectives of EFL teachers (Dincer & Koç, 2020). These evaluations offer valuable insights into the practical challenges and successes of ELT programs, highlighting areas that require improvement and innovation to optimize language learning outcomes for students. Additionally, a comparison of primary school English language curricula in Türkiye with those in Germany reveals differences in language learning strategies and intercultural education approaches, emphasizing the need for context-specific and culturally relevant ELT frameworks (Inci & Yildiz, 2021).

In conclusion, English Language Teaching in Türkiye has undergone significant evolution, driven by historical, political, and educational imperatives. While there have been notable advancements in curriculum reforms and policy changes to enhance the quality of ELT programs, challenges persist in areas such as material selection, teacher autonomy, and aligning curricula with global communication standards. Continuous dialogue among

educators, policymakers, and researchers is essential for addressing these challenges and fostering a dynamic and effective English language learning environment in Türkiye.

English Language Teaching (ELT) in Italy has been influenced by a range of factors, including educational policies, globalization, and the evolving needs of students in a rapidly changing world. The orientation of Teaching English as a Foreign Language (TEFL) has shifted towards appropriateness and global inclusiveness, moving away from exclusive native-speaker norms to meet diverse local needs (Seidlhofer, 2001).

The adaptation of the English language curriculum in Italy to European language education standards, particularly in the context of efforts towards European Union membership, underscores the ongoing reforms in English language teaching to align with international benchmarks (Gungor & Geçikli, 2021).

The curriculum reforms in Italy in the field of English Language Teaching (ELT) have been characterized by a focus on enhancing teaching methodologies, aligning with global trends, and incorporating modern practices. The reforms involve updating curriculum content and introducing innovations such as early language learning and Content and Language Integrated Learning (CLIL) (Lopriore & Tsantila, 2022). In June 2022, the Italian Ministry of Education expanded CLIL (Content and Language Integrated Learning) training to include all levels of education, from early childhood to professional institutes. This expansion aims to enhance foreign language learning by increasing students' exposure through integrated teaching methods. Previously, CLIL training was primarily offered to secondary school teachers (Ministero dell'Istruzione, 2022). The use of communicative language teaching (CLT) in English language instruction has been a subject of exploration, with teachers' perceptions towards this pedagogical approach influencing its effective implementation in the Italian educational context (Fadilah, 2017).

The evolution of English language teaching methodologies in Italy has seen a transition from grammar-based pedagogy to communicative language teaching, emphasizing the development of communicative competence among learners (Leung, 2005). The utilization of situational language teaching methods in teaching vocabulary has been examined to understand its advantages and challenges faced by English teachers in Italy (Masna et al., 2020). Additionally, the role of multilingualism in education, including the teaching of mainstream subjects in English, has gained popularity in Italy and other parts of the world, reflecting a broader trend towards language diversity in educational settings (Rogers, 2014).

In conclusion, English Language Teaching in Italy is characterized by a dynamic landscape shaped by pedagogical shifts, curriculum reforms, and the integration of innovative approaches to meet the diverse linguistic needs of students. The emphasis on communicative competence, the adoption of CLIL methodologies, and the ongoing efforts to align with international language education standards highlight Italy's commitment to providing quality English language instruction within its educational system.

2.2. Previous Research on EFL Coursebooks In Primary Education

English coursebooks in primary education have been a subject of various research endeavours aimed at evaluating and enhancing their content and effectiveness. Studies have delved into diverse aspects of English coursebooks, ranging from critical thinking tasks Solihati & Hikmat (2018) to gender representation (Yang, 2011), moral content infusion (Sulistiyo et al., 2020), and sociolinguistic perspectives (Dang & Seals, 2016). The development of English coursebooks has been scrutinized in different contexts, such as Islamic higher education (Darmayenti et al., 2021), Indonesian language coursebooks for senior secondary students (Masita, 2021), and the representation of Indonesian national identity (Tang, 2019). These studies highlight the importance of tailoring coursebook content to specific educational settings and cultural backgrounds to effectively engage students and meet learning objectives.

Research has also focused on the evaluation of English coursebooks based on various criteria. Studies have examined the learnability of grammatical sequencing (Nanda et al., 2019), language skills' proportion (Dewayani et al., 2020), higher-order thinking skills in reading comprehension exercises (Aoumeur & Ziani, 2022), and the representation of culture (Ponnusamy et al., 2021). These evaluations aim to ensure that English coursebooks align with curriculum requirements, promote critical thinking and language skills development, and incorporate cultural elements to enrich students' learning experiences. Additionally, the evaluation of primary school English coursebooks has been approached from teachers' perspectives (Usman et al., 2020), teacher educator-created coursebooks (Amiruddin & Syafitri, 2023), and government-provided coursebooks (Kusramadhani et al., 2022), emphasizing the importance of considering educators' perceptions and input in coursebook development and selection processes.

Furthermore, the content of English coursebooks has been analyzed in terms of specific themes and ideologies. Studies have explored the representation of moral values (Khan & Ali, 2022), ideologies (Gebregeorgis, 2016), gender construction (Ryu & Jeon,

2020), and national identity (Tang, 2019) within English coursebooks. These analyses shed light on how coursebooks can serve as vehicles for transmitting cultural values, shaping identities, and promoting specific ideologies, underscoring the significance of critically examining coursebook content to ensure inclusivity and relevance to students from diverse backgrounds.

Moreover, the effectiveness of English coursebooks in facilitating language learning and skill development has been a key focus of research. Studies have investigated text difficulty across grades (Sainyakit, 2022), integrated learning skills and assessment, and the evaluation of reading materials (Darmayenti et al., 2021), emphasizing the role of coursebooks as primary sources of input and learning materials in language education. By assessing the suitability, readability, and alignment of coursebooks with curriculum objectives, researchers aim to enhance the quality of English education and optimize students' learning outcomes.

In conclusion, research on English coursebooks in primary education encompasses a wide array of topics, ranging from content development and evaluation to cultural representation, ideological analysis, and language skill facilitation. By examining and enhancing the content, structure, and alignment of English coursebooks with educational goals and student needs, researchers aim to contribute to the continuous improvement of English language teaching and learning in primary education settings.

Research on English coursebooks in primary education in Türkiye has been a subject of interest, with studies focusing on various aspects to enhance language learning and teaching practices. Evaluations of English language teaching coursebooks used in primary schools in Türkiye have been conducted to assess their effectiveness in meeting curriculum objectives and promoting student engagement (Mukundan & Kalajahi, 2013). These evaluations aim to ensure that the content and structure of the coursebooks align with educational goals and facilitate language skill development among young learners.

Studies have also explored the sociolinguistic perspectives of English coursebooks in Türkiye, analyzing how these materials reflect societal attitudes towards the English language and its role in national education policies (Dogancay-Aktuna & Kızıltepe, 2005). The functional range and status of English in Türkiye have been examined, shedding light on its significance in governmental acquisition planning and its presence in various aspects of Turkish life, including media and education (Dogancay-Aktuna & Kızıltepe, 2005). Additionally, the adjustment of Türkiye's language policy in response to the global influence

of English has been investigated, highlighting the evolving role of English in Turkish academia and education systems (Kırkgöz, 2008).

The representation of national and global identities in English coursebooks for primary education in Türkiye has been a topic of research, emphasizing how these materials contribute to shaping students' sense of identity and cultural awareness (Köroğlu & Elban, 2020). Coursebooks have been found to play a crucial role in preparing language learners for a global identity while also fostering a sense of national identity among students in Turkish state high schools (Köroğlu & Elban, 2020). Furthermore, the incorporation of cultural elements in English coursebooks for primary education has been examined, emphasizing the importance of including diverse cultural perspectives to enrich students' learning experiences (Hermawan & Lia, 2012).

Research has also delved into the challenges and opportunities in English language teaching in primary schools in Türkiye, aiming to identify areas for improvement and provide suggestions for enhancing foreign language education in the country (Eken, 2021). Studies have scrutinized the English language curriculum in Türkiye, comparing it with successful language learning models in other countries to inform strategies for enhancing language education practices (Eken, 2021). Additionally, the status of English-speaking skills in Turkish ELT departments has been investigated, highlighting the importance of shifting the focus from meeting graduation criteria to fostering effective language learning outcomes (Dağtan & Cabaroğlu, 2021).

Moreover, the perceptions of English teachers in Türkiye regarding teaching English at primary schools have been explored, revealing insights into their efficacy beliefs and teaching practices (Uztosun, 2016). Understanding teachers' perspectives is crucial for curriculum development and teacher training programs to enhance the quality of English language education in primary schools in Türkiye (Uztosun, 2016).

In conclusion, research on English coursebooks in primary education in Türkiye encompasses a wide range of topics, including curriculum evaluation, sociolinguistic perspectives, cultural representation, and language teaching challenges. By examining these aspects, researchers aim to contribute to the improvement of English language teaching practices, curriculum development, and student learning outcomes in primary schools in Türkiye.

In Italy, English education in primary schools is structured around national guidelines, but the choice of coursebooks and teaching materials is decentralized, allowing teachers significant autonomy. Teachers choose the coursebooks and other teaching materials for their

classes and submit their choice to the teachers' assembly that formally approves it. This formal procedure is not mandatory for schools and teachers. (Eurydice)

The Ministry has also described the technical and technological characteristics for all the different versions of textbooks (DM 781/2013). In any case, textbooks and other teaching tools must be consistent with the curriculum and with the three-year educational offer plan of the school (PTOF). (Eurydice)

Coursebooks are free for families and costs are met by municipalities, in accordance with the regional legislation on the right to study. Every year, the Ministry establishes the retail price of coursebooks (law 133/2008 and subsequent modifications, DM 781/2013). (Eurydice)

English is a compulsory subject in all grades of primary school (legge 169/2008). At the end of primary school, pupils are expected to have reached the level A1 of the Common European Framework of Reference (CEFR). (Eurydice)

Civic education was introduced in 2020/2021 and replaced the former 'Citizenship and Constitution' (legge 92/2019). The contents of civic education refer to three main areas:

- Italian Constitution (national and international law, the organization of the State and of regional and local authorities, etc.).
- Sustainable development (protection of the environment and of heritage, health education, respect for animals, etc.).
- Digital citizenship (responsible use of technologies, awareness of risks, approaches to the use of technologies).

The Ministry has provided schools with specific Guidelines for civic education (Ministerial Decree 35/2020, Annex A). Civic education has a specific timetable of at least 33 hours/year and its teaching must involve all the other curricular subjects without increasing the overall weekly and annual timetable. Thus, Civic Education is integrated into units in English coursebooks and lessons. (Eurydice)

2.3. Key Features Of 3rd And 4th-Grade EFL Coursebooks

To identify the key features of 3rd and 4th Primary School English coursebooks, we can draw insights from studies that have analyzed various aspects of English coursebooks used in primary education.

One study focused on investigating how primary school English coursebooks teach moral values (Puspitasari et al., 2021). This analysis could shed light on the presence and

emphasis of moral lessons in the coursebooks, which are crucial components of character education in primary education.

Another study examined the representation of vocabulary knowledge aspects in EFL coursebooks, highlighting the emphasis on form, meaning, and use in primary school level coursebooks (Alshumrani & Al-Ahmadi, 2022). Understanding how vocabulary is presented and taught in these coursebooks is essential for language acquisition and development in young learners.

Additionally, a study evaluated the language and literacy learning principles embedded in English coursebooks for primary classes (Opoku-Amankwa et al., 2011). This research could provide insights into the underlying assumptions about teaching and learning reflected in these coursebooks, which are fundamental for effective language instruction.

Moreover, an analysis of the integration of key values into English language coursebooks used in public primary and middle schools revealed how values are presented in different grades, with photos and texts playing distinct roles (Şahin & Yaman, 2023). This information could help in understanding how values education is incorporated into English language learning at the primary level.

By synthesizing these studies, we can gain a comprehensive understanding of the key features present in 3rd and 4th Primary School English coursebooks, including the emphasis on moral values, vocabulary instruction, language and literacy learning principles, and the integration of key values into the curriculum.

CHAPTER III

METHODOLOGY

3.1. Research Model

This study employs a descriptive content research design, utilizing document review as the primary method for data collection. Document review involves analyzing and examining official or specially written materials to gather information about the subject being investigated (Creswell, 2012).

Content analysis will be used to investigate the coursebooks. Weber (1990, p. 117) defines content analysis as "a research method that uses a set of procedures to make valid inferences from the text." Similarly, Krippendorff (2004) describes it as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." Krippendorff further explains that the term "text" refers to any written interaction resources intended to be read, understood, and agreed upon by people other than specialists. Essentially, content analysis involves summarizing and reporting written data, focusing on the main contents and their messages (Cohen, Manion, and Morrison, 2007).

3.2. Population and Sample

The population for this study consists of primary school 3rd and 4th grade ELT coursebooks used in Türkiye and Italy.

The sample includes:

- Türkiye: "İngilizce 3 Ders Kitabı" and "Learn with Bouncy 4"
- Italy: "Hello World 3" and "Circle Time 4"

These coursebooks were selected using a convenience sampling method based on their widespread use and approval status within their respective educational systems.

3.3. Criteria for Coursebook Selection

The selection of ELT coursebooks for primary school 3rd and 4th grades in Türkiye and Italy was guided by the distinct educational policies and systems in place in each country.

In Türkiye, the Ministry of National Education (MoNE) centrally selects the coursebooks to be used in schools nationwide. As a result, there is a standardized coursebook for all primary schools across the country. This centralized approach ensures uniformity in the educational materials provided to students, reflecting the national curriculum and educational goals set by MoNE.

In contrast, Italy employs a more decentralized approach to coursebook selection. Schools and teachers have the autonomy to choose from a variety of coursebooks available, as long as these books abide by the established guidelines. This approach allows for greater flexibility and responsiveness to local needs and preferences. Consequently, there are numerous ELT coursebooks used across different regions of Italy.

For this study, we have adopted a convenience sampling method to select the coursebooks. Given the decentralized nature of coursebook selection in Italy, we focused on coursebooks that are commonly taught in schools in Rome. This approach was chosen to ensure a manageable and representative sample that reflects the diverse range of materials available in the Italian educational system.

The selected coursebooks for this study include:

Türkiye: The standardized ELT coursebook approved and distributed by the Ministry of National Education (MoNE) for 3rd and 4th grade.

İngilizce 3 Ders Kitabı

Learn with Bouncy Student's Book 4

Italy: A set of widely used ELT coursebooks in primary schools in Rome, chosen to represent the variety of options available within the decentralized framework.

Hello World 3

Circle Time 4

3.4. Data Collection Instrument

For the evaluation of the ELT coursebooks in this research, Miekley's (2005) textbook evaluation checklist was employed. This comprehensive checklist serves as a valuable tool for educators to systematically assess the quality and effectiveness of ESL/EFL textbooks, ensuring that they meet the educational needs of students and align with instructional goals.

Miekley's checklist is designed to facilitate a thorough evaluation of reading textbooks, focusing on several key areas:

Content: Evaluates the logical organization of subject matter, the inclusion of cultural content, the authenticity of reading selections, and the presence of real-life issues that promote critical thinking.

Vocabulary and Grammar: Assesses the logical presentation of grammar rules, the variety of methods used to present new vocabulary, the rate of vocabulary introduction, and the reinforcement of vocabulary through repetition.

Exercises and Activities: Reviews the presence of interactive and task-based activities, the use of reading strategies, the facilitation of grammar rule application, and the promotion of critical thinking through exercises.

Attractiveness of the Text and Physical Make-up: Considers the appeal of the cover, the quality of visual imagery, the relevance of illustrations to the text, and the overall interest level of the content.

Teacher's Manual: Examines the support provided to teachers, including methodological guidance, background information, and supplementary exercises.

Context: Evaluates the textbook's appropriateness for the curriculum, students, and teachers.

For the coursebooks evaluated, Mickley's checklist was adapted to better fit the research context. The following modifications were made:

Exclusion of Weighting System: The weighting system (Mandatory, Optional, Not Applicable) as suggested by Mickley was not used. Instead, the focus was on providing numerical ratings for each item.

Simplification of Rating Scale: The rating scale was adjusted to use numbers from 0 to 4, with 0 indicating that the item is totally lacking and 4 indicating that it is excellent. The meanings of these numbers were as explained by Mickley in the checklist.

Focused Evaluation Criteria: Only the most relevant criteria were selected for evaluation, based on the specific aspects of the coursebooks that were most pertinent to the research objectives.

Exclusion of Teacher's Manual: The Teacher's Manual section of the checklist was not used in this evaluation.

Miekley's (2005) textbook evaluation checklist provided a robust framework for assessing the ELT coursebooks used in this research. The adaptations made to the checklist allowed for a more streamlined and focused evaluation process, ensuring that the most critical aspects of the coursebooks were thoroughly examined. This approach not only facilitated a comprehensive analysis but also offered actionable insights for enhancing future ELT coursebook development and research.

3.5. Data Collection Process

Data collection involved systematically applying the adapted Miekley's (2005) checklist to each of the selected coursebooks. Each coursebook was evaluated independently, with ratings assigned to each checklist item based on detailed examination and analysis. The process was conducted as follows:

Thoroughly Reading and Examining Each Coursebook: Each coursebook was carefully read and examined to understand its overall structure, content, and pedagogical approach.

Applying the Checklist Criteria: The checklist criteria were applied to assess various aspects of the coursebooks. This involved a detailed evaluation of each item on the checklist to ensure a comprehensive assessment.

Assigning Ratings: Ratings from 0 to 4 were assigned for each item on the checklist. The meanings of the numbers were explained by Miekley on the checklist, providing a standardized method for evaluation.

Recording Observations and Justifications: Observations and justifications for the ratings assigned were recorded to provide a detailed explanation of the strengths and weaknesses identified in each coursebook.

By using this adapted version of Miekley's checklist, a detailed and structured evaluation of each coursebook was achieved, highlighting areas of excellence and identifying aspects that could be improved to better support the learning needs of students in Türkiye and Italy. The adapted checklist did not include the teacher's manual, and ratings were solely based on the student coursebooks.

3.6. Data Analysis

The data analysis involved rating each aspect of the coursebooks according to the adapted Miekley's (2005) checklist. The ratings, which ranged from 0 to 4, were assigned based on the criteria specified in the checklist. Quantitative analysis was conducted by summarizing the ratings for each coursebook, providing a comparative overview of the coursebooks from Türkiye and Italy. Qualitative analysis involved interpreting the recorded observations to identify key themes, strengths, and areas for improvement within the coursebooks. This approach facilitated a comprehensive understanding of the pedagogical approaches and content quality of the evaluated ELT coursebooks.

3.7. Coursebook Analysis

For the current study, 3rd and 4th grade primary school ELT coursebooks which are taught in state schools in Türkiye chosen. The books are distributed by the Ministry of Education (MoNE).

Hello World 3 and Circle Time 4 are taught in one of the state schools in Rome, Italy. As we have stated earlier, Italy follows a more decentralized process which gives schools and teachers more autonomy during coursebook selection.

3.7.1. Türkiye Primary School 3rd Grade

İngilizce 3 Ders Kitabı

Author: Pınar CENK

Publisher: Yıldırım Yayınları (Publications)

Publishing place and date: Ankara, 2023

This book has been approved as a coursebook for a period of five years starting from the 2019-2020 academic year with the decision of the Ministry of National Education Board of Education and Discipline dated April 18, 2019, and numbered 8 (147th on the list).

The units are as follows:

1-Greeting

2-My Family

3- People I love

4- Feelings

5- Toys and Games

6- My House

7- In My City

8-Transportation

9-Weather

10-Nature

The table of contents is followed by a map of the book which explains the organization of each unit. In each unit there is a cover page which also includes the qr code to access the activities on EBA (Education Information Network). The book also includes the answer key, vocabulary list and the bibliography. On the back cover of the book there is another qr code which offers further content regarding the book and promotes the use of EBA with some visuals and instructions. At the back cover it is also stated that the book has been distributed by the Ministry of Education for free and cannot be sold.

3.7.2. Türkiye Primary School 4th Grade

Learn with Bouncy Student's Book 4

Authors: Özben AKSEKİ, Gülniz ÇALIŞKAN KILIÇ, Evrim ÇELİK, Emre DİKİLİKAYA, Zehra KARA, Oya PANGAL, Muharrem SARI, Neslihan YÜCEL

Publisher: Devlet Kitapları (State Publications)

Publishing place and date: -,2022

The Ministry of National Education, by the decision of the Board of Education and Discipline dated 18.04.2019 and numbered 8, has approved it as a coursebook.

The units are as the following:

1-Classroom Rules

2-Nationality

3-Cartoon Characters

4-Free Time

5-My Day

6-Fun with Science

7-Jobs

8-My Clothes

9-My Friends

10-Food and Drinks

On the contents page, under the title of 'Characters & Contents' the characters which are seen throughout the book are introduced with visuals. After contents page, 'Language Summary' page follows and provides language functions (e.g., asking for permission) and

useful language that is used (e.g., May I come in?) in each unit. At the end of the units there are pages for cutouts, stickers, answer key for the activities and references.

3.7.3. Italy Primary School 3rd Grade

Hello World 3

Authors: Francesca Ceppi, Clarissa Coppari, Marisa Agostinelli, Claudia Badioli, Natasha Borgars, Anna Cardinali, Alessandra Calcabrini

Publisher: Celtic Publishing

Publishing place and date: Ancona, 2024

The book is divided into one preparatory module and three following modules. The modules are the following:

Let's start

1-Let's discover

2-A blast from the past

3-Let's keep fit

In each module, there are two units and sections like grammar bricks, culture, CLIL (Civics, Geography, Science, History, PE) quick check and self- evaluation. Each module is accompanied with digital materials.

The book starts with preparatory module which is named 'Let's Start' and in which revision of the last year presented such as family, numbers from 20-100, etc.

Under the module 1, Let's Discover, the units are the following:

1- A Special Calendar

2- A Foggy Lake

Under the module 2, A blast from the past, the units are as follows:

3- Darwin's Moustache

4- Blue Whale

In the module 3, Let's keep fit, the units are the following:

5- I can do it!

6- I can eat a rainbow

Workbook is integrated into Student's Book. After each unit, a few pages are allocated as Workbook pages followed by quick check and self-evaluation (my star chart). After the units, some pages are allocated for Special Days such as Water Day, Earth Day, (associated with AGENDA 2030-Sustainable Development Goals), Halloween and Christmas. In

addition, speaking pics for each three modules are provided to facilitate speaking activities. At the back cover of the book, it is presented that the book comes with Student Book + Workbook (workbook is integrated into student's book), Wonder Magazine 3, CLIL- Ed. Civica and Hello World Extra Activities 3. Contents of Hello World 1 and 2 Student Packs are also presented. Digital materials belonging to the student pack such as listening with qr code, magic words, karaoke, culture videos, CLIL videos, extra practices, downloadable and printable sheets are promoted. Teacher's Pack is also presented with contents like worksheets, flashcards, poster pack.

The Student's Book comes with Wonder Magazine which is in English. It includes games, activities, and stories to learn to understand values such as inclusiveness, respect for oneself and others and the environment. CLIL activities in Civic Education and other subjects are presented in line with the objectives of the 2030 Agenda.

The book also comes with Extra Activities, with 16 units and 24 pages which can be considered as a workbook. It can be used both in class and at home with gradual activities. The instructions to do the exercises are given in Italian, not in English.

3.7.4. Italy Primary School 4th Grade

Circle Time 4

Authors: Beth CHILDS, Marco GIANOLIO

Publisher: GuintiELT

Publishing place and date: Florence, 2021

The units are the following:

Welcome back

1-Four seasons in one day

2-It's always Monday

Revision 1-2

3-Clues at dinner time

4-Tell me about your day

Revision 3-4

5-The PE lesson

6-What language is it?

Revision 5-6

At the back of the cover page, there are cutouts of the main characters in the book. In the contents page, there is an introductory unit 'Welcome Back' and every two units are

followed by revision pages. Each unit is provided with a qr code and consists of vocabulary, structures and a part that is called 'Inclusive English.' Inclusive English part consists of Videos, Games & chat, and Craft. Each unit includes Citizenship and Sound section. In addition, each unit is provided with either Culture or CLIL section. Units are followed by Grammar, Exam and Workbook and Wordlist. Wordlist is followed by 'Project Fun' section where materials for Crafts and additional Citizenship project activities are provided. At the back cover of the book, it is shown that the book for students comes with Welcome to 4th Grade Book, Student's Book and Workbook with Project Fun and Student's Audio (CD MP3). The book for teachers comes with Teacher's Resource Book, Class Audio CD MP3. After this section, the project Star Bene A Scuola is presented. It is a project designed to promote a positive climate in the classroom and to facilitate the teaching and learning process. It is stated that the publishing house provides teachers with many easy-to-use tools for engaging and quality teaching, capable of preparing citizens for the challenges of the future. In the following section Digital Area of the book is promoted for student use. It is stated that the students can find the digital book that supports and integrates the paper volume with maps, digital resources, interactive exercises, and videos. It is defined as a browsable, accessible, spoken book which can be used in all devices.

The book is accompanied by Welcome to 4th Grade Book which has different topics and grammar points for revision and has got 23 pages. The instructions to do the exercises are given in English.

CHAPTER IV

FINDINGS

4.1. Detailed Analysis of the 3rd-Grade EFL Coursebook in Türkiye

İngilizce 3 Ders Kitabı

Author: Pınar CENK

Publisher: Yıldırım Yayınları (Publications)

Publishing place and date: Ankara, 2023

This book has been approved as a coursebook for a period of five years starting from the 2019-2020 academic year with the decision of the Ministry of National Education Board of Education and Discipline dated April 18, 2019, and numbered 8 (147th on the list).

4.1.1. Content

i. Is the subject matter presented either topically or functionally in a logical, organized manner?

(4) -Page 7 is allocated to table of contents and page 8 is allocated to map of the book.

At the table of contents, it is seen that the units are centered around topics and follows a logical, organized manner. (see Appendix G, Figure 1)

At the map of the book page, crucial information about the organization of the units such as the name of the unit, the cover page, the warm-up activity, the symbols of the transcripts, the song, the self-check part, the game, the project, the puzzle and extra activities of the unit and where they could be found presented clearly with visuals. (see Appendix G, Figure 2)

Each unit starts with a cover page and on it the number and the name of the unit is written and presented with related visuals. On the cover page of each unit an EBA qr code is inserted. (See Appendix G, Figure 3). Following the cover page, a warm-up activity is presented to introduce the new unit. Then, activities are presented as Activity A, B, C, D and sometimes E. Activities have sub-activities such as A1, B2, C4, etc. Activities are generally followed by the game, project, extra practice pages, and finally self-check part. In some units, the song and the puzzle are inserted in between activities, yet the organization of the units follows a logical manner.

ii. *Does the content serve as a window into learning about the target language culture (American, British, etc.)?*

(1) - Content is poor in terms of serving as a window into learning about target culture. British and American names are utilized in the activities throughout the units. For instance, Unit 1 Greeting; names such as George, Bridget, Daphne, Jenny, Darren, Jonathan, and Farid are used. In Unit 2 Family; *Daisy's family* is mentioned along with member names such as Jim, Julia, Robert, Bob, Mary, Pam. (See Appendix G, Figure 4). Again Unit 3 People I love; names such as John, Tom, Sally, Jim, and Janet are presented. At Unit 4 Feelings; names such as Caroline, Derek, Damon are mentioned. At Unit 5 Toys and Games; toys and games like *Frisbee, teddy bear, skateboard* are presented. At Unit 6 My House; *Stefanie's room* is shown along with the names like George, Lousie, Paul. It is also observed that part the house such as *dining room, garage, playroom* mentioned. At Unit 7 In My City; again, *Stefanie and her family members* and where they are in the city is mentioned along with individual and group names such as Sue, Darren, July and James, Patrick, The Smith family, Katarina, Cindy, George, Helen, Tommy. In the same unit, in the practice part cities and countries like *Paris, France, London, England, Tokyo, Japan* is mentioned. At Unit 8 Transportation; a different vehicle *canoe* is presented. At Unit 9 Weather; cities like *Athens, Prague, Paris, and Venice* are mentioned.

Moreover, it is observed that British English is mainly preferred for the content from the words presented such as *chemist* in Unit 7 and *lorry* in Unit 8.

All in all, the content fails the serve as a window to learn about the target culture except for individual and group names, a few toys and games, parts of the house and city and country names.

iii. *Are the reading selections authentic pieces of language?*

(1) -As the book is 3rd grade primary school coursebook, it is centered around activities, songs, games, and projects and gives more weight to listening and speaking skills rather than reading and writing skills. For this reason, reading selections are mostly consists of dialogues between people in activities. The dialogues are not authentic, very structured, and repetitive.

There are activities to be done by using reading skills such as matching. For instance, page 54, *Activity C Match the people with the descriptions* and *Activity D Read the descriptions in activity C again. Match the people with the words.*

1) *This is Jim Black. He is an old man. He is tall.*

2) *That is Robert. He is short. He is slim.*

3) *This is Pam. She is my sister. She is beautiful.*

Similar reading activities are present (Page 149) where students are asked to match the sentences related to weather such as '*It's hot and sunny*' with the pictures.

In addition, there are activities in which students are asked to read and draw (Page 82). The sentences were as the following:

There are five white and black balls.

There are two brown teddy bears.

Moreover, there are activities in which students are to read the phrases, circle the correct picture and color it (Page 88). The phrases were *orange kite, red ball*, etc. The students were asked to read, choose correct object mentioned and color it accordingly. Similarly, in another activity (Page 137), students are asked to read the sentences and color the vehicles.

Furthermore, some of the reading passages were given as listening (fill in the blanks) activity (Page 111) and in the next activity students are asked to read the passage they have filled in to answer the questions. The reading passage to be filled in is given below:

Her name is Melis. This is her bedroom. There is a _____ and a _____ in her bedroom. She has got a bookcase and some _____. Her _____ is on the desk and her _____ is under the desk. (See also Appendix G, Figure 5)

To sum up, it was found that the coursebook does not contain traditional reading passages. Instead, the reading materials are limited to structured dialogues and activities such as 'read and match' and 'read and color.' These activities, while useful for certain pedagogical purposes, do not provide authentic language contexts.

iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?

(0)-The coursebook was evaluated to determine whether it includes content that addresses real-life issues and challenges students to think critically about their worldview. Upon examination, it was found that the coursebook lacks activities and reading passages that cover topics such as friendship and bullying, diversity and inclusion, environmental awareness, health and hygiene, community and citizenship, safety, emotions and empathy, and responsibility. The absence of such content indicates that the coursebook does not engage students in critical thinking about real-life issues relevant to their age and experiences.

v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?

(2) - It is observed that the coursebook lacks diversity in literary genres. Except for the dialogues, literary genres were non-existent. While drama and songs were present, other genres such as fiction, non-fiction, poetry, fantasy, historical fiction, realistic fiction, and traditional literature were absent. In terms of sentence structures, the coursebook did include simple sentences, interrogative sentences, imperative sentences, and declarative sentences. More complex structures such as compound, complex, and compound-complex sentences were not evident, which is understandable given the target audience of 3rd grade primary school students. At this educational level, simpler sentence structures are typically emphasized to ensure comprehension and gradual learning progression. However, a gradual introduction to more complex sentences could benefit students by preparing them for more advanced language use in future grades. The limited variety in both literary genres and sentence structures may restrict students' exposure to a broad range of writing styles and syntactic patterns, which are essential for developing comprehensive literacy skills.

4.1.2. Vocabulary And Grammar

i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?

(2)- The coursebook adopts an inductive approach to grammar instruction, where grammar structures are sensitized throughout repetition rather than explicitly presented. While grammar structures are logically sequenced in increasing order of difficulty, there is a lack of explicit instruction or presentation of the grammar rules which is preferred for young learners. The coursebook provides exercises and activities that aim to help students apply and practice each grammar rule, thereby reinforcing comprehension. However, these exercises could benefit from more variety and contextualization to better reflect real-world language use and make the grammar rules more relevant and understandable for students.

Examples provided in the coursebook do reflect real-world language use to some extent, but they tend to be structured and repetitive. They could be more contextualized within meaningful contexts with authentic texts, enhancing their relevance and applicability to students' everyday language experiences.

In conclusion, while the coursebook generally organizes grammar structures in a logical and increasing order of difficulty, there is room for improvement in diversifying exercises to enhance contextual relevance and reducing structural repetition to better engage students in meaningful language learning experiences.

ii. Are the new vocabulary words presented in a variety of ways (e.g., glosses, multi-glosses, appositives)?

(3) - New vocabulary words are introduced in multiple ways to enhance understanding. Visuals and diagrams accompany many vocabulary entries, helping to illustrate meanings and contexts visually. Additionally, appositives such as antonyms are occasionally provided (particularly Unit 3 People I Love) (See Appendix G, Figure 6) offering learners contrasting meanings to deepen their understanding.

Each unit includes a vocabulary list at the back of the book, which consists of the words from the related unit. (See Appendix G, Figure 7). This helps students to easily review and reinforce the vocabulary they have learned within each specific unit.

iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?

(3) - New vocabulary words are introduced at a manageable pace, ensuring that students are not overwhelmed with too many unfamiliar words at once. Each lesson or unit presents a reasonable number of new words, allowing students sufficient time to absorb and understand them. The words are presented within clear and understandable contexts, such as sentences and dialogues which help students grasp their meanings and usage.

Additionally, the coursebook includes supportive tools such as vocabulary list, images, and diagrams. There are also numerous exercises and activities that provide repetition and reinforcement, aiding in the retention of new vocabulary. Students have ample opportunities to practice using the new words.

iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

(4) - New vocabulary words are systematically repeated in subsequent lessons, ensuring that students have multiple opportunities to encounter and use the words in different contexts. This repetition helps to reinforce the meanings and usage of the vocabulary, aiding in long-term retention and mastery. Each new unit integrates previously learned vocabulary into exercises and activities, promoting continuous practice and reinforcement.

The coursebook's approach to vocabulary repetition supports incremental learning, allowing students to build on their existing knowledge while gradually expanding their vocabulary base. This method effectively ensures that new words are not forgotten after their initial introduction but are consistently reinforced throughout the course.

v. Are students taught top-down techniques for learning new vocabulary words?

(3)-The coursebook effectively incorporates top-down techniques appropriate for 3rd-grade students to aid in vocabulary acquisition. Pictures and illustrations are used extensively to provide contextual clues, helping students infer the meanings of new words. New vocabulary is introduced within simple and familiar sentence structures, making it easier for young learners to understand.

Students are encouraged to relate new words to familiar concepts and experiences through various activities and exercises. The use of titles and headings in sections provides additional context that supports understanding.

4.1.3. Exercises And Activities

i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?

(4) -The coursebook utilizes various interactive and task-based activities, including role-playing, pair work, and group work, to help students use new vocabulary in communication. For instance, students are asked to make a puppet and greet each other (page 11). They work in pairs, choose a person from the chart, and create similar dialogues (page 52). (See Appendix G, Figure 8). Additionally, students ask and answer questions about the locations of objects and people, utilizing the expressions provided in a box (page 103) (See Appendix G, Figure 9). Another example has students working in groups of three to act out a dialogue; they then choose a picture, work in pairs, and create similar dialogues with the given expressions (page 125). Students are also asked to engage in semi-structured dialogues, such as:

Student A: Where is the boat now?

Student B: It's on the sea (page 139).

Furthermore, there are also partner interviews where students ask and answer questions using new vocabulary. For instance, in one of the activities students are requested to ask questions about animals using *Do you like _____?* by changing the name of the animal (page 171). In another example they are asked to inquire about their favorite toy (page 77). Similarly, they are asked to inquire about their room:

Is it big or small? What shape is it? What is there in your room? Is there a _____? Where is _____? Have you got _____? (page 107)

In addition, in the game of the unit sections, there are vocabulary games that require the use of new words. Regarding task-based activities, at the back of each unit, students are asked to complete a project under the title 'project time' by using the new vocabulary.

ii. Do instructions in the textbook tell students to read for comprehension?

(2) -While the coursebook primarily focuses on listening and speaking skills, there are instances where instructions indirectly support comprehension. For example, visual aids are used effectively to support listening exercises, and students are prompted to respond to questions and prompts related to short texts or visual information. These activities help students understand and respond to spoken language, which is essential for language development at this stage.

However, due to the limited emphasis on reading texts, explicit instructions that directly promote reading comprehension are minimal. The coursebook could benefit from more activities that develop comprehension skills through short texts or story-related exercises.

Overall, the coursebook adequately supports comprehension within the context of listening and speaking activities, although there is potential for enhancement in incorporating more reading comprehension-focused tasks.

iii. Are top-down and bottom-up reading strategies used?

(3)- The coursebook employs a predominantly bottom-up reading strategy by emphasizing phonics, sight words, and sentence-level comprehension exercises. While there are some instances where top-down strategies are encouraged through activities that prompt students to predict outcomes or discuss prior knowledge related to the text, the overall approach favors building reading skills from the ground up.

iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?

(2)- The coursebook exhibits limited support for teaching top-down techniques for reading comprehension. While it integrates these techniques with other text features, such as visual aids, comprehension questions, and vocabulary exercises, explicit instruction on using background knowledge, making predictions, and using context clues is minimal. Examples and models demonstrating the application of top-down strategies are sparse throughout the coursebook, which hinders students' opportunities to practice and refine these skills effectively.

Activities designed to promote top-down reading comprehension are infrequent and often do not sufficiently challenge students to apply these techniques in varied contexts or progressively increase in complexity. This suggests a missed opportunity to cultivate deeper comprehension skills among 3rd-grade students through systematic instruction and practice of top-down strategies.

v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?

(2) - The coursebook includes activities that generally facilitate students' use of grammar rules by creating situations where these rules are needed. For instance, students are prompted to complete dialogues, play games, and complete projects that require the application of grammar concepts. These activities integrate grammar with other language skills, fostering a practical approach to language learning suitable for young learners, where grammar rules are sensitized through repeated exposure and application.

However, there is a need for more diverse exercises that vary in complexity and challenge students to apply grammar rules in a wider range of contexts. While the activities provide opportunities for grammar practice, more explicit instruction and feedback on grammar usage could further enhance students' mastery of these concepts. At the end of each unit, explicitly presenting the grammar rules learned could consolidate understanding and reinforce application in different contexts.

By combining inductive grammar teaching with occasional explicit rule presentation, the coursebook can better support young learners in comprehensively mastering grammar concepts and applying them effectively in various language activities.

vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?

(3) - The coursebook supports comprehension by focusing on one main concept per unit, clearly outlined in learning objectives. Units are dedicated to specific grammar rules or language functions, allowing sequential learning. Activities reinforce concepts by prompting students to apply new vocabulary and grammar rules in varied contexts, connecting them with prior knowledge. Each unit includes a self-check section where students evaluate their comprehension and reflect on their learning progress using emoticons, fostering independent learning and skill consolidation.

vii. Do the exercises promote critical thinking of the text?

(2) -The exercises primarily focus on basic comprehension and vocabulary acquisition, which is appropriate for the developmental stage of the students. Activities and questions are designed to help students understand the text, learn new vocabulary, and practice language skills through structured exercises, rather than engaging in higher-order thinking.

While there are some elements of analysis, such as identifying main ideas and details, the exercises do not extensively promote critical thinking, such as evaluation, synthesis, or application. This is understandable given the age and language proficiency level of the

students. At this stage, it is more important to build a solid foundation in language skills before introducing more complex critical thinking tasks.

Overall, the coursebook adequately supports the language learning needs of 3rd grade students but does not focus on promoting critical thinking of the text, which is appropriate for this grade level.

4.1.4. Attractiveness Of the Text and Physical Make-Up

i. Is the cover of the book appealing?

(3)- The cover features an illustration of a boy and a girl pointing to unit names written in colorful balloons. This is set against a blue background with colourful straight lines, contributing to its attractiveness. The title 'İngilizce 3' is prominently displayed in large white letters, ensuring that it is easily recognizable. The publishing house's name is mentioned at the bottom of the cover. (See Appendix G, Figure 10). The use of vibrant colors and engaging images makes the cover appealing to young students, thereby enhancing its overall attractiveness.

ii. Is the visual imagery of high aesthetic quality?

(3)-The evaluation considered factors such as artistic appeal, relevance, quality, diversity and inclusivity, and consistency. The images in the coursebook are vibrant, colorful, and engaging for young students. The illustrations are cute and age-appropriate, with the use of different handwriting fonts making the visuals more interesting and appealing. The visuals are related to the text, aiding in the illustration of concepts and vocabulary. The quality of the images is high, with clear and professionally produced illustrations.

In terms of diversity and inclusivity, the visuals somewhat promote inclusivity by featuring a child in traditional Arabian dress, though there is an evident lack of representation of disabled students or students with different ethnic backgrounds. The visual style is consistent throughout the coursebook, contributing to a cohesive and professional appearance.

Overall, the visual imagery is of high aesthetic quality, despite some areas where further inclusivity could be enhanced.

iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?

(3)- The illustrations are simple and clear, avoiding excessive detail that could distract young learners. They are strategically placed close to the relevant text, ensuring that students can easily associate the visuals with the written content. Additionally, some dialogues (text)

are written on the visuals, which further aids in understanding and makes the learning experience more engaging.

The design of the illustrations is age-appropriate for 3rd grade students, featuring colorful and engaging visuals that are neither too simplistic nor too complex. The illustrations are culturally sensitive (See Appendix G, Figure 11) and promote inclusivity, though there is room for improvement in representing a broader range of diverse backgrounds and abilities.

Overall, the illustrations add to the meaning of the text rather than detracting from it, thereby enhancing the learning experience for students.

iv. Is the text interesting enough that students will enjoy reading it?

(2)- Given that this is a 3rd grade primary school coursebook, there are not many examples of different literary genres. The content primarily includes dialogues, songs, (See Appendix G, Figure 12) and short passages that students need to complete and then read, followed by answering related questions. These elements are designed to be age-appropriate and engaging for young students. However, the variety of topics and inclusion of different literary genres could be expanded to further enhance the students' interest and engagement.

Overall, while the text is adequate for its intended purpose, providing a satisfactory level of engagement, there is room for improvement in incorporating a wider range of topics and literary genres to make the reading experience more diverse and captivating for students.

4.2. Detailed Analysis of the 4th-Grade EFL Coursebook in Türkiye

Learn with Bouncy Student's Book 4

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The Ministry of National Education, by the decision of the Board of Education and Discipline dated 18.04.2019 and numbered 8, has approved it as a coursebook.

4.2.1. Content

i. Is the subject matter presented either topically or functionally in a logical, organized manner?

(4)-The subject matter is presented both topically and functionally in a logical, organized manner. The coursebook features a clear structure, comprising 10 units that are organized topically and flow logically from one to the next. *Characters and contents* are

introduced on page 7, followed by a *Language Summary* on page 8, which outlines the functions and useful language for each unit. (See Appendix H, Figures 1 and 2)

The material progresses in a logical sequence; however, while each unit is internally cohesive and focused on a specific theme and corresponding functions, there is no interrelationship between the units. New units do not reinforce earlier ones. Despite this, the topics are presented in a clear and understandable manner for young learners, aided by visuals and picture stories.

Each unit includes a variety of activities that logically connect and reinforce the subject matter. For example, in Unit 3, students begin with a chant as a warm-up activity, followed by the introduction of new vocabulary with visuals (page 33). The main activities (pages 34-38) are supplemented by follow-up activities such as a project (page 38), a song (page 39), a "*Let's Explore*" section, self-evaluation (page 40), and additional activities (pages 41-44). Each unit also features a picture story, with images and visual aids supporting the content.

The coursebook maintains consistency in format and terminology throughout, with English used consistently as the instructional language. The back of the book includes supplementary materials such as cutouts (page 129), stickers (page 135), an answer key for the activities (page 142), and references (page 162).

ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)?

(2)-The coursebook provides a partial glimpse into the target language culture, incorporating elements that introduce students to cultural diversity but lacking comprehensive cultural coverage. In "*Let's Explore*" section a segment about a shoemaker who creates shoes for notable films such as "Harry Potter" and "Troy" gives students insight into British cinema and its global reach (page 88). (See Appendix H, Figure 3) Another "*Let's Explore*" section presents various cuisines around the world, including British, German, French, Japanese, Russian, Spanish, and Mexican, and includes an explanatory note that "*Every country has its traditional style of cooking. It is called cuisine*" (page 124) (See Appendix H, Figure 4). This encourages students to appreciate cultural diversity and develop intercultural understanding. Unit 2 includes information on nationalities, with flags and capitals of several countries, including Britain and the USA (pages 21, 23, 27, 29, 31). Additionally, the EU flag and the Statue of Liberty are depicted in a picture story, offering visual cultural references (page 22). However, the coursebook does not include discussions on cultural practices, traditions, holidays, or celebrations from the target cultures, nor does it mention significant historical

events or geographical features related to the target cultures. Furthermore, it does not cover aspects of daily life, common activities, or the lifestyle of the target cultures.

iii. Are the reading selections authentic pieces of language?

(2) -Regarding the authenticity of reading selections, it is evident that some texts in the coursebook do not fully reflect natural language usage by native speakers. The language employed in picture stories (pages 10, 22, 34, etc.) appears repetitive and mechanical, often designed to teach specific language forms rather than mirroring natural communication. (See Appendix H, Figure 5) In contrast, sections like "Let's Explore" eggshell experiment (page 76), change of leaf colors (page 100) present language that is more authentic and contextually relevant. These examples engage students in real-life experiences they encounter, such as conducting science experiments (See Appendix H, Figure 6) or observing seasonal changes. However, the texts overall lack depth in providing insights into the culture of the target language, aside from superficial mentions like flags, capitals (Unit 2), and food names (page 124).

iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?

(1)-The coursebook was scrutinized to ascertain whether it incorporates content addressing real-life issues that encourage students to critically reflect on their worldview. It was observed that while some sections, such as the presentation of various cuisines (page 124) contribute to fostering cultural awareness among students, the overall content lacks depth in tackling substantial real-life issues. For instance, although there is an activity involving compass use and discussions about the location of Turkish cities (page 28), the absence of detailed steps for making a compass diminishes the opportunity for practical engagement and critical thinking. In another example we can see in a dialogue "Turn off the lights please! Save the energy" (page 16), yet there aren't any activities for thinking critically about environment. The coursebook misses significant thematic areas like friendship dynamics, environmental stewardship, diversity and inclusion, and ethical dilemmas that are pivotal in prompting students to contemplate their values and perspectives on broader societal issues. This suggests that the coursebook does not effectively challenge students to critically analyze and expand their worldview in ways comparable to texts designed for native speakers.

v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?

(2)-The coursebook includes dialogues in the form of dramas at the beginning of each unit (pages 22, 34, 46) and songs related to each unit towards the end (See Appendix H,

Figure 7). Informative texts are found in sections such as "*Let's Discover*," covering topics like day and night (page 64), shoemaker Orhan Çakıroğlu (page 88), coding (page 112), and cuisine (page 124). Additionally, there is a poem about mom and dad (page 110). However, the coursebook lacks narratives, diary entries, or letters. Sentence structures predominantly consist of simple sentences with interrogative, imperative, and declarative forms.

4.2.2. Vocabulary And Grammar

i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?

(4)-The grammar rules in the coursebook are presented in a logical manner and in increasing order of difficulty. Notably, there is no explicit instruction of grammar rules throughout the book. Instead, grammar structures are introduced and reinforced through repetition and context. The focus is on the functional use of language rather than isolated grammar rules, (See Appendix H, Figure 8) as indicated on page 8, (See Appendix H, Figure 2) where functions and useful language taught in each unit are summarized under the title "*Language Summary*."

An example of this progressive difficulty is observed in the sequence of teaching daily routines (page 57), followed by telling the time (page 60), and then the days of the week (page 61). Students are subsequently required to express what they do at specific times and on days, thereby gradually increasing the complexity of the language they are using.

This method ensures that learners are gradually introduced to more complex grammatical structures in a natural and contextualized manner, which aligns with the principles of communicative language teaching.

ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?

(2)-The coursebook employs a variety of methods to present new vocabulary, although some approaches are underrepresented. Glosses are used effectively; for example, the text explains "Yemeni" as "traditional leather shoes" (page 88) (See Appendix H, Figure 9) and defines "cuisine" as "every country has its traditional style of cooking" (page 124). (See Appendix, Figure 10)

However, the coursebook does not incorporate multi-glosses or appositives to introduce vocabulary. Visual aids play a significant role in vocabulary presentation. Each unit's cover page includes visual representations of key vocabulary (pages 9, 21, 33, etc.).

(See Appendix H, Figure 11). The words are also contextualized within the dialogues of the picture stories in each unit (pages 10, 22, 34, etc.). (See Appendix H, Figure 12)

Despite the effective use of visuals and context, the coursebook lacks synonyms and antonyms to broaden vocabulary understanding. Additionally, there is no comprehensive wordlist at the end of the book. However, stickers provided can serve as flashcards, which may aid in vocabulary retention.

iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?

(3)- New vocabulary is presented at an appropriate rate, making the text understandable and aiding students in retaining new vocabulary. Each unit introduces approximately 8-14 new words, which are initially presented with visuals on the cover page of the unit (Page 9, 21, 33, etc.). These words are then reinforced through their use in context within the comics-like stories, dialogues, and various exercises throughout the unit (Page 10, 22, 34 etc.). This approach ensures that students encounter the new vocabulary multiple times and in different contexts, promoting better understanding and retention.

iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

(2)- The coursebook employs a strategy of repeating new vocabulary words within the same unit to reinforce their meaning and use. Throughout each unit, vocabulary related to the topic is introduced and subsequently reinforced through various activities and exercises. For instance, vocabulary introduced on the cover page of the unit and in the initial dialogues (e.g., pages 9, 21, 33) is consistently used and practiced within that unit. However, there is minimal transfer of vocabulary between units. Once a unit concludes, the focus shifts to new vocabulary associated with the subsequent unit's topic, without revisiting previously learned vocabulary from earlier units.

While this approach ensures thorough reinforcement within each unit, it may limit the long-term retention and integration of vocabulary across different topics and units. Ideally, periodic review and integration of previously learned vocabulary into subsequent units would further enhance retention and application.

v. Are students taught top-down techniques for learning new vocabulary words?

(2)- The coursebook introduces vocabulary words in meaningful contexts such as dialogues, which aids in understanding and application (pages 10, 22, 34). Visual cues are utilized effectively at the beginning of each unit to help students infer the meaning of new words (page 9). However, there is a lack of activities that explore word families, prefixes,

suffixes, and root words, which are crucial for understanding the structure and deeper meanings of words.

Overall, while the coursebook incorporates contextual learning and visual aids, it could benefit from additional strategies that explore word formation and analysis. These strategies would enhance students' ability to grasp vocabulary more comprehensively and apply it across different contexts.

4.2.3. Exercises And Activities

i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?

(3)-Interactive activities are prominently featured throughout the coursebook. For instance, at the second page of each unit (pages 10, 22, 34, etc.), (See Appendix H, Figure 13) students are required to listen to dialogues and act them out, promoting verbal communication and comprehension. Additional interactive tasks include using finger puppets to perform dialogues (page 11) (See Appendix H, Figure 14), following inserted instructions like "close the door" or "stand up" to enhance understanding of common commands (page 14), and asking and answering questions about personal abilities (page 35). Group work activities are also utilized, where students engage with classmates to ask about their preferences and color thumbs-up or thumbs-down icons based on their likes or dislikes. (See Appendix H, Figure 15)

In addition to these interactive tasks, the coursebook includes several task-based activities. Although these activities are designed specifically to teach and reinforce language rather than simulate real-life scenarios, they effectively incorporate vocabulary practice. Examples include preparing a classroom rules poster (page 11), which serves as an exercise in written communication, and making a compass to discuss the location of cities in Türkiye (page 28). Other task-based activities involve guessing a person by asking questions (page 84), drawing and talking about seasonal clothes (page 98) and personal breakfast choices (page 119).

While the coursebook successfully incorporates interactive and task-based activities, the latter tend to focus more on controlled language practice rather than real-life application. This approach ensures that students repeatedly use new vocabulary in structured contexts, enhancing their language proficiency, but it may limit opportunities for spontaneous, real-world communication.

ii. Do instructions in the textbook tell students to read for comprehension?

(1)-The coursebook is primarily focused on presenting new vocabulary through dialogues, listening and writing activities, games, and songs, with limited emphasis on reading for comprehension. Although there are reading materials provided in the "Let's Explore" sections, the coursebook does not adequately instruct students to read for comprehension.

In the "Let's Explore" sections, students are introduced to texts; however, these sections lack pre-reading and post-reading tasks that would facilitate comprehension. The absence of activities such as true/false questions, semi-structured questions, or other comprehension checks means that students are not guided to understand and interpret the text thoroughly.

The coursebook's failure to include pre-reading activities, which could activate prior knowledge and set a purpose for reading, limits the effectiveness of the reading tasks. Similarly, the lack of post-reading activities, such as comprehension questions or discussions, prevents students from reflecting on and solidifying their understanding of the material.

iii. Are top-down and bottom-up reading strategies used?

(1)-The coursebook's approach to reading strategies is inadequate, lacking both top-down and bottom-up techniques. Due to limited existence of the reading text, top-down reading strategies (such as pre-reading activities, skimming/scanning, comprehension questions) are not existent. Student can only infer the meaning of the words based on the text and surrounding visual clues. There are also no bottom-up reading strategies (such as vocabulary, phonics/word recognition, sentence parsing or detailed comprehension questions).

iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?

(1)-The coursebook provides insufficient examples for teaching top-down reading comprehension techniques. While there are some texts in the "Let's Explore" sections, there are no accompanying pre-reading activities, skimming/scanning exercises, or comprehension questions. This lack of structured guidance prevents students from effectively engaging with and understanding the texts, hindering the development of essential top-down reading strategies for 4th graders.

v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?

(2)-The coursebook includes activities designed to facilitate students' use of grammar rules by creating contexts where these rules are necessary. The book focuses on functions and useful language, avoiding explicit grammar instruction. However, the grammar practice

exercises tend to be highly mechanical and structured, lacking real-life context. For example, students fill in blanks with "can/can't" (page 42) (See Appendix H, Figure 16) and answer questions with "Yes, I can" or "No, I can't". On the following page (page 43), they write sentences for given characters based on a chart. While these exercises provide practice, they do not sufficiently create natural or engaging situations that would encourage spontaneous use of grammar rules.

vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?

(4)-The text effectively facilitates comprehension by addressing one new concept at a time. The coursebook is organized into thematic units, each focusing on a specific topic with related functions and useful language. For example, Unit 10 centers on "Food and Drinks" and includes language functions related to this theme, such as making offers, expressing basic needs, and feelings. This approach ensures that students are introduced to one new concept at a time, preventing them from feeling overwhelmed and allowing them to make clear connections between the new language and its usage. By maintaining this focus, the coursebook supports a structured and coherent learning experience that enhances students' comprehension.

vii. Do the exercises promote critical thinking of the text?

(1)-The exercises do not promote the critical thinking of the text. There is a lack of tasks that encourage students to analyze, evaluate, infer, or apply knowledge beyond the literal comprehension of the text. The exercises primarily focus on mechanical tasks such as filling in blanks with specific grammar structures or completing structured language exercises related to vocabulary and grammar rules. There are no activities that prompt students to engage in higher-order thinking skills such as problem-solving, synthesis of information, or critical evaluation of ideas presented in the text. As a result, the coursebook does not effectively foster critical thinking abilities among students.

4.2.4. Attractiveness Of the Text and Physical Make-Up

i. Is the cover of the book appealing?

(4) -The cover of the book is indeed appealing, featuring several engaging elements. At the top, the phrase "Elementary School" is prominently displayed in large blue letters. Below this, the title "Learn with Bouncy 4" is written in even larger, colorful letters, which adds vibrancy to the cover. Adjacent to the title, there is an endearing lilac-colored character named Bouncy. The central part of the cover displays a school with seven lively children. One

child is riding a scooter with a helmet on, and another is biking at the back, also helmeted. The remaining children are depicted jumping and waving their hands energetically. At the bottom of the page, an open book image is displayed with the logo of the Ministry of National Education at its center, resembling an illustrated page from the book. Finally, "*Student's Book*" is written in large blue letters at the very bottom. (See Appendix H, Figure 17). Overall, the cover design is vibrant and appealing, likely to attract and engage young learners.

ii. Is the visual imagery of high aesthetic quality?

(2)-The visual imagery in the book lacks high aesthetic quality. The images are not clear or sharp, and their low resolution results in a blurry appearance. (See Appendix H, Figures 18 and 19). The colors used are not vibrant enough to engage young learners, though the color scheme is consistent. Unfortunately, this consistency does not translate into a visually pleasing experience for the intended audience.

The artistic style, featuring cartoon-like characters, is engaging and suitable for young learners. (See Appendix H, Figure 20). However, the imagery fails to represent a diverse range of characters, and the settings are limited to familiar surroundings such as school and home. This lack of variety does not promote inclusivity or cultural awareness.

Despite the consistency in visual style, which provides a cohesive look and feel, the visuals are not dynamic or lively enough to capture the students' interest and imagination.

iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?

(4) -The illustrations in the book are simple and closely aligned with the text, effectively enhancing its meaning rather than detracting from it. The visual representations are straightforward and easy for young learners to interpret, ensuring that they complement the accompanying text. (See Appendix H, Figure 21). This alignment helps to reinforce the concepts being taught and aids in comprehension.

The illustrations are placed near the relevant sections of text, creating a seamless connection between the visual and written content. This proximity ensures that students can easily relate the images to the corresponding text, which supports their understanding and retention of the material. Furthermore, the simplicity of the illustrations prevents them from becoming overwhelming or distracting, allowing students to focus on the key points being conveyed.

iv. Is the text interesting enough that students will enjoy reading it?

(2) - The text is sufficiently engaging for student enjoyment. However, certain sections could benefit from additional activities that promote critical thinking about real-life scenarios.

Moreover, more authentic songs reflecting cultural aspects could enhance student engagement. Although the visual quality is lacking, it remains adequate to capture students' attention.

4.3. Detailed Analysis of the 3rd-Grade EFL Coursebook in Italy

Hello World 3

Authors: Francesca Ceppi, Clarissa Coppari, Marisa Agostinelli, Claudia Badioli, Natasha Borgars, Anna Cardinali, Alessandra Calcabrini

Publisher: Celtic Publishing

Publishing place and date: Ancona, 2024

4.3.1. Content

i. Is the subject matter presented either topically or functionally in a logical, organized manner?

(3)- The subject matter is presented topically and functionally in a logical, organized manner. The coursebook is divided into one introductory module and three subsequent modules. (See Appendix I, Figure 1). The introductory module welcomes students and helps them revise previous learning. Each of the following three modules contains two units and includes sections like "Grammar Bricks," "Culture," "CLIL" (covering geography, history, and P.E.), and a self-evaluation part at the end of each unit.

On the cover page of each module, the module number and name are prominently displayed, along with unit numbers and names, and the sections on CLIL, and Grammar Bricks. The book is accompanied by the "Wonder English" magazine and an "Extra Activities" booklet, with relevant pages of the magazine indicated on the cover page of each module for students who wish to study further.

The units follow a topical order and include sections like Story Time, CLIL, and Culture. For instance, the first unit, titled "A Special Calendar," includes a story about *Stonehenge* and related activities in the Culture section. Similarly, the second unit, titled "A Foggy Lake," features a story about the *Loch Ness Monster* and a CLIL geography section that discusses other natural environments and provides information on how to make and use a compass.

The workbook is integrated into the student's book, with several pages dedicated to exercises related to each unit. The instructions for these workbook exercises are provided in

Italian rather than the target language, likely to facilitate individual study at home. However, offering these instructions in English could enhance student autonomy.

Additionally, a small booklet for Extra Activities is included, which can be used both in class and at home. The instructions in this booklet are also given in Italian.

Overall, the coursebook is well-structured and supports a comprehensive approach to language learning through its organized presentation of subject matter, integration of various learning sections, and inclusion of supplementary materials. While the use of Italian for instructions in the workbook and Extra Activities booklet aids comprehension and independent study, transitioning these instructions to English would further empower students and promote greater language immersion and autonomy.

ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)?

(2)-The content in the coursebook explicitly serves as a window into the target language culture through dedicated Culture sections within each unit. For instance, Unit 1 covers Stonehenge (page 26), Culture (See Appendix I, Figure 2), Unit 4 explores the Natural History Museum in London (page 78), (See Appendix I, Figure 3) and Unit 6 discusses British food (page 108). (See Appendix I, Figure 4) and the origin of sandwiches. Additionally, Unit 2 Story Time is dedicated to the Loch Ness Monster (pages 40-41), and the UK map and weather conditions are used to teach about the weather in the UK (page 34).

It is noteworthy that the coursebook places particular emphasis on British culture, with limited representation of other English-speaking countries' cultures or any other different cultures. Including cultural elements from a wider range of English-speaking countries and diverse cultures would enhance students' cultural awareness and provide a more comprehensive understanding of the global context of the English language.

In summary, while the coursebook successfully introduces students to various aspects of British culture, expanding the cultural content to include other English-speaking countries and diverse cultures would significantly enrich the learning experience. This broader cultural perspective would not only enhance students' understanding of the target language but also foster a more inclusive and well-rounded cultural awareness.

iii. Are the reading selections authentic pieces of language?

(4)-The reading selections demonstrate a significant degree of authenticity. Each unit includes comics that employ natural, non-repetitive language, closely mirroring real-life usage. In the discussion on Stonehenge, the text states, "Legend says Merlin, the magician, moved Stonehenge from Ireland to England" (page 27), which provides a natural narrative

context. Additionally, there is a diary entry from Scotland regarding Loch Ness (page 35) (See Appendix I, Figure 5), further illustrating the authentic use of language.

The "Story Time" sections feature language and illustrations akin to those found in materials designed for native speakers, contributing to the authenticity of the texts. The coursebook covers real-world topics such as "how to make a compass" (page 43) and includes practical, engaging content like a letter from the Natural History Museum (page 58) and instructions on making invisible ink (page 63).

Moreover, the coursebook incorporates cultural references that enhance the learning experience. For example, a section dedicated to British food explores the origin of the sandwich, thereby providing students with meaningful cultural insights.

Overall, the incorporation of these authentic texts and cultural elements significantly enriches the learning experience by providing students with exposure to natural language usage and relevant cultural contexts.

iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?

(4)-The coursebook effectively addresses real-life issues and encourages critical thinking. It includes pages dedicated to environmental topics like Water Day (page 112) (See Appendix I, Figure 6) and Earth Day (page 113), raising awareness and introducing related terminology. Special days such as Halloween (page 114) and Christmas (page 116) are also featured with engaging activities.

The texts go beyond basic information, prompting students to explore complex ideas. Discussions on historical figures, scientific discoveries, and practical topics like making a compass (page 43) and the history of British food help connect classroom material to real-world contexts. CLIL sections on geography, history, and P.E. further encourage critical analysis with questions and activities.

While the coursebook focuses on British culture, it would benefit from including more diverse perspectives to enrich students' understanding. Activities and questions are designed to develop critical thinking skills, asking students to analyze, evaluate, and draw conclusions.

In summary, the coursebook promotes critical thinking and engagement with real-life issues but could improve by incorporating a broader range of cultural perspectives.

v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?

(3)- The coursebook features a variety of literary genres, providing a well-rounded approach to language learning. For instance, the "Story Time" sections (pages 40, 76, 96)

offer narrative texts. Informative texts are prevalent, especially in the CLIL and Culture sections. The CLIL sections cover topics such as the invention of the compass (page 43), the discovery of fire (page 63), and the invention of the wheel (page 99). The Culture sections include passages about Stonehenge (page 26), the Natural History Museum in London (page 78), and British food (page 108).

Songs are integrated into the curriculum, including karaoke versions for students to sing along (pages 53, 69, 89), and thematic songs for special days like Halloween (page 115) and Christmas (page 117). Additionally, the coursebook includes drama activities such as dialogues and role plays (pages 35, 37, 55, 73, 91, 93), personal writing exercises like diary entries (page 35) and letters (pages 58, 74), as well as how-to guides (pages 43, 63, 99).

The sentence structures used in the coursebook are appropriate for 3rd-grade students. The text includes a mix of simple and compound sentences, ensuring clarity while gradually introducing complexity. This balance helps students develop their language skills effectively without overwhelming them.

4.3.2. Vocabulary And Grammar

i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?

(4)- Grammar rules are presented in a logical manner and in increasing order of difficulty. Each unit contains sections called "Grammar Bricks," where grammar rules are explicitly introduced in a game-like manner using Lego bricks. (See Appendix I, Figure 7) The sequence of grammar instruction is as follows: "To be" (page 23), "There is/There are" (page 39), "Have got/Haven't got" (page 59), "Have you got?" (page 75), and "Can" (page 95). Initially, grammar rules are introduced inductively, allowing students to become familiar with the concepts through examples. Subsequently, the explicit grammar rule is provided, followed by additional exercises to reinforce understanding. The progression of grammar rules is carefully structured to increase in complexity. For example, the affirmative and negative forms of "have got/has got" are taught first, followed by the interrogative form.

ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?

(3)-The coursebook presents new vocabulary words in a variety of effective ways, although it does not use glosses or multi-glosses. Definitions for new words are not provided in the margins, and multiple examples of new words in different contexts are not given. However, the coursebook compensates for this through other effective methods.

Appositives are used to provide additional information about new terms directly within sentences. For instance, the sentence "*It is a blue whale, a prehistoric animal*" (page 69) uses an appositive to explain what a blue whale is, enhancing students' understanding of the new term. Similarly, the sentence "*My favorite animal is the lion, the king of the jungle*" (page 83) (See Appendix I, Figure 8) effectively employs an appositive to give more context about the lion.

Visual aids accompany new vocabulary to support learning. For example, terms like "*megaliths*" and "*tools*" are highlighted with accompanying pictures (page 26), and similar visual support is provided for terms like "*blue whale skeleton*" and "*Dinosaurs Gallery*" (page 78). (See Appendix I, Figure 9). Vocabulary related to weather conditions (pages 32-33), clothes (page 36), personal appearance (page 53), animals (page 69), animal body parts (page 71), activities (page 89), and fruit and vegetables (page 104) is also reinforced with pictures. Additionally, the "How to Do" sections (CLIL) present materials with visuals (pages 43, 63, 99), and cultural topics like British food and Special Days (pages 112-117) are illustrated with visuals to enhance vocabulary learning.

Furthermore, activities and exercises at the end of each unit reinforce vocabulary acquisition. Exercises such as matching words to pictures (pages 28, 44) and fill-in-the-blank sentences (pages 49, 67) provide ample practice opportunities for students to solidify their understanding of new vocabulary.

iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?

(4) -New vocabulary words are presented at an appropriate rate, ensuring that students can understand the text and effectively retain the new terms. Vocabulary is introduced incrementally, avoiding overwhelming students with too many new words at once. Each unit typically introduces around ten new words, which are integrated into the lesson's context in a way that is manageable for students.

Various methods to reinforce and review previously introduced vocabulary utilized, helping to solidify retention. For instance, previously introduced vocabulary is revisited in sections like the "*You already know*" box (page 36) (See Appendix I, Figure 10) which reminds students of words they have learned earlier. This incremental approach, combined with consistent reinforcement, ensures that students can comfortably learn and remember new vocabulary.

iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

(4)-The coursebook effectively reinforces new vocabulary words by repeating them in subsequent lessons, ensuring that students solidify their understanding and retention of the new vocabulary. Vocabulary introduced in one unit is frequently revisited in later units, often within different contexts, to strengthen students' grasp of the words. For instance, vocabulary related to months and seasons introduced in earlier lessons (pages 14, 15) is revisited during lessons on weather conditions (page 38), providing students with multiple exposures to the same terms.

Additionally, the integration of vocabulary into various activities, such as listening, reading, writing, and speaking exercises, ensures that students have numerous opportunities to use and reinforce their new vocabulary. For instance, vocabulary related to animals is introduced through listening exercises (pages 68-69), reinforced in reading and writing activities (pages 70-71), and practiced in speaking exercises (page 73).

v. Are students taught top-down techniques for learning new vocabulary words?

(3)-The coursebook effectively incorporates top-down techniques for teaching new vocabulary words. Vocabulary is introduced in meaningful contexts, such as through stories (pages 24, 40, 60, 76, 96) (See Appendix I, Figure 11), which are supported by visual aids like pictures and diagrams. Contextual cues are also provided in *CLIL* and *Culture* sections to aid comprehension of new vocabulary terms. However, there is no explicit focus on word formation and usage patterns. Exercises prompt students to infer meanings of unfamiliar words, as seen in activities related to Stonehenge (page 26) and the Natural History Museum (page 78).

4.3.3. Exercises And Activities

i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?

(3)-The coursebook includes various interactive and task-based activities that encourage students to use new vocabulary to communicate effectively. For instance, students ask and answer questions about their birthday, favorite season, and month (page 17) and the clothes they wear (page 37). Task-based CLIL activities require students to read and create items such as a *compass* (page 43), *invisible ink* (page 63) (See Appendix I, Figure 12), and a *wheely toy* (page 99).

Pair work activities further promote vocabulary usage, such as describing a character for a partner to guess (page 55). The "*Real Task*" sections engage students in research activities, such as investigating information about whales and presenting it (page 74). (See

Appendix I, Figure 13). Other task-based activities include writing an email to a robot named Y about food preferences (page 106).

Speaking pictures at the end of the book reinforce vocabulary use for three different modules: *"A Warm Afternoon"* (page 118), *"A Safari Tour"* (page 119), and *"At the Park"* (page 120). The instruction *"Look and describe. Ask and answer"* encourages students to use newly learned vocabulary.

Although the coursebook lacks group work and problem-solving tasks, likely due to the students' age and language level, it includes vocabulary games (page 21) and crossword puzzles (page 64) for additional reinforcement.

In summary, the coursebook effectively integrates new vocabulary into interactive and task-based activities, promoting active usage and reinforcement through engaging exercises.

ii. Do instructions in the textbook tell students to read for comprehension?

(3)- The coursebook includes reading passages accompanied by comprehension questions that ensure students focus on understanding the text. For instance, a diary entry from *Loch Ness* is followed by a True/False activity to assess comprehension (page 35). Similarly, students read a letter describing the appearance of friends and complete a True/False activity (page 58). (See Appendix I, Figure 14). Another example is a passage about bats and owls, where students must circle the correct option in sentences based on their reading (page 73). Additionally, a dialogue exercise requires students to read and respond to questions in a semi-structured format using *"Yes, he can/No, he can't"* (page 93). (See Appendix I, Figure 15)

While the coursebook does not explicitly present specific reading strategies, likely due to the age of the students, it effectively uses contextual clues to aid in understanding new vocabulary. For instance, words like *"megaliths"* and *"tools"* are introduced with contextual support (page 26), (See Appendix I, Figure 16) as well as terms like *"blue whale skeleton"* and *"Dinosaur Gallery"* (page 78).

iii. Are top-down and bottom-up reading strategies used?

(2)- The coursebook employs several top-down and bottom-up reading strategies, although the implementation of these strategies varies in comprehensiveness and detail.

While the coursebook does not include predictive questions or activities before reading passages and stories, it does incorporate comprehension activities such as True/False questions and semi-structured questions. The use of thematic units encourages students to draw on their background knowledge. For instance, in a unit about animals, the Natural History Museum is featured, allowing students to infer the meanings of words like *"skeleton"*

and "dinosaurs" based on prior knowledge (page 78). Similarly, the section on British food introduces familiar words like "sandwich" (page 109).

The coursebook lacks phonics activities that teach letter-sound relationships. However, it includes vocabulary exercises that present new words explicitly, often accompanied by visuals. Examples include weather conditions (page 32), physical appearance (page 52), and animals (page 68). Grammar exercises emphasize sentence structures, with topics such as "to be" (page 23), "there is/are" (page 39), "have got/haven't got" (page 59), "Have you got...?" (page 75), and "can" (page 95).

iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?

(2)-The coursebook does not provide predictive questions or activities before reading passages, which are crucial for activating prior knowledge. However, thematic units like the Natural History Museum section allow students to infer meanings from background knowledge (page 78). There are no phonics activities, but vocabulary exercises introduce new words with visuals (e.g., weather conditions on page 32). Grammar exercises focus on sentence structures like "to be" and "can" (pages 23, 95).

While the coursebook includes True/False and semi-structured comprehension questions, it lacks explicit teaching of main idea identification or summarization, key to top-down reading strategies. Overall, while the coursebook supports some aspects of reading comprehension through contextual clues and thematic units, it could benefit from more explicit top-down strategy instruction.

v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?

(3)- The coursebook includes various activities that aim to facilitate students' use of grammar rules by creating situations where these rules are necessary. For example, in the "Grammar Bricks" sections throughout each unit, grammar rules such as "to be," "there is/there are," "have got," "have you got," and "can" are introduced (pages 23, 39, 59, 75, 95). These sections present grammar in a structured manner, using visual aids like Lego bricks to engage students in applying grammar rules in context.

Furthermore, activities such as role-plays (pages 35, 37, 55, 73, 91, 93) (See Appendix I, Figure 17) and writing tasks (diary entries on page 35, letters on pages 58, 74) require students to use grammar correctly to effectively communicate ideas. These practical applications help reinforce grammar rules learned in more controlled exercises.

However, there is a lack of consistency in providing extended writing tasks that encourage students to apply a variety of grammar rules comprehensively. More opportunities for creative writing or longer composition tasks could further enhance students' ability to use grammar rules fluently in different contexts.

Overall, while the coursebook provides various activities that facilitate the use of grammar rules, incorporating more diverse and extended writing tasks could strengthen students' proficiency in applying grammar rules independently.

vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?

(3)- Each unit in the coursebook adopts a focused approach to learning by introducing one grammar concept sequentially, starting with "to be" on page 23, followed by "there is/there are" on page 39. This method ensures that students concentrate on mastering each grammar rule before progressing to the next. Similarly, new vocabulary is introduced thematically, such as animals (page 68) and food (page 104), providing students with cohesive learning experiences.

Reading passages are complemented by specific comprehension activities tailored to assess understanding effectively. For instance, after reading a diary entry from Loch Ness (page 35), students engage in a targeted True/False activity, facilitating clear comprehension assessment.

In CLIL sections, tasks are designed to focus on singular skills or concepts at a time. For example, students create a compass (page 43) and explore making invisible ink (page 63), enabling them to concentrate fully on mastering each task individually.

Overall, the coursebook's structured approach ensures that students engage deeply with each concept, fostering effective learning and comprehension.

vii. Do the exercises promote critical thinking of the text?

(3) -The coursebook includes activities such as "*Real Tasks*", where students engage in reflective tasks that encourage critical thinking and application of knowledge. For example, in Unit 1 about seasons (page 22), students create a class favorite season graph, fostering reflection on seasonal preferences. In Unit 4 about animals, students conduct research on whales (page 74), promoting deeper understanding and application of learned concepts. Additionally, activities linked to *Sustainable Development Goals*, like the interview with a bear (page 22) related to *Goal 15: Life on Land*, encourage students to consider broader environmental issues critically. Furthermore, activities on *Special Days*, such as writing

slogans for water waste prevention (page 112) and discussing the meaning of Christmas for them (page 116), prompt students to think critically about personal and cultural significance.

This structured approach not only enhances comprehension but also cultivates critical thinking skills by connecting classroom learning to real-world contexts and global issues.

4.3.4. Attractiveness Of the Text and Physical Make-Up

i. Is the cover of the book appealing?

(3)-The cover of the book is visually appealing but contains a notable error. The title, "EXPOLORING THE WOLD IN ENGLISH," incorrectly uses a capital "I" instead of an "L," which is not standard in English. Despite this error, the design is attractive. The book's name, "Hello World 3," is prominently displayed in large blue letters, with an image of the world replacing the letter "O," creating an engaging visual element.

The cover features several children, including a central figure of a girl with blonde curly hair and large eyes, depicted on a boat in a lake. Surrounding the lake are trees, mountains, and three other children of diverse ethnic backgrounds: one girl is reading a book, and two boys are waving hands. Additionally, there is a cute robot and a dog holding a book in its mouth. The sky is clear blue, with the sun, clouds, and two hot air balloons—one colorful and the other featuring the British flag.

The cover also provides information about the book's content on the left side. It mentions "*CLIL & Civics*" with the logo of the "Sustainable Development Goals," "*Real tasks*" and "*Grammar bricks*" with interlocking purple and yellow LEGO images, and "*Video*" and "*Karaoke*" with music notes. The combined Student's Book and Workbook is clearly labelled, and the publishing house and "Libro Digitale" (Digital Book) are noted at the bottom right. (See Appendix I, Figure 18)

Overall, the cover of the book is visually engaging and effectively communicates the content and themes of the coursebook. Despite the typographical error, the design elements, such as the diverse children, the colorful illustrations, and the informative icons, contribute to an inviting and appealing presentation. The combination of visual appeal and informative content on the cover sets a positive tone for the learning experience within.

ii. Is the visual imagery of high aesthetic quality?

(4)-Visual imagery in the coursebook is of high aesthetic quality. The images are distinguished by clear, crisp lines and vibrant colors, and they maintain a consistent style throughout the book. The illustrations are relevant to the text and effectively support the learning objectives. For instance, in the "*Grammar Bricks*" sections, grammar rules are

presented with the help of Lego bricks (pages 23, 39, 59, 75, 95). Particularly, the comics in the "Story Time" sections help students understand the content (pages 24, 40, 60, 76, 96).

The images are engaging and likely to capture students' interest, as they are visually stimulating and appealing to young learners. The illustrations are diverse and inclusive, representing diverse cultures and backgrounds. For example, there is a student in a wheelchair (page 7) (See Appendix I, Figure 19) and students with braces and freckles (page 53) (See Appendix I, Figure 20), and students from diverse ethnic backgrounds in a class (page 4) (See Appendix I, Figure 21). The cartoon/comic-like imagery is appropriate for the target age group.

Furthermore, the images are well-integrated with the text, especially in the "Story Time" sections (See Appendix I, Figure 22), CLIL, and "How to Do" sections (pages 43, 63, 99), enhancing the overall learning experience.

Overall, the visual imagery significantly contributes to the coursebook's appeal and effectiveness, supporting and enriching the textual content in a manner that is both educational and engaging for young learners.

iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?

(4)-The illustrations in the coursebook are clear and simple, making them suitable for young learners to understand and relate to the text. Each illustration is directly relevant to the text it accompanies and is strategically placed close to the relevant passages, allowing students to easily make connections. The consistent style of the illustrations maintains a coherent visual theme throughout the book, effectively aiding students in grasping the concepts presented. Furthermore, the illustrations are age-appropriate, engaging without being overly detailed or abstract, which enhances their effectiveness in supporting the learning process. Overall, the illustrations successfully add to the meaning of the text rather than detracting from it.

iv. Is the text interesting enough that students will enjoy reading it?

(4)-The coursebook features captivating stories designed to capture students' attention, accompanied by diverse and relatable characters and engaging themes. It offers a wide variety of text types and activities, including stories, informational texts, songs, and hands-on activities, catering to different learning styles and preferences. The language level is well-suited for young learners, striking a balance between accessibility and challenge. Visually, the coursebook is appealing with engaging illustrations, photos, and a thoughtfully designed layout that enhances the overall learning experience. On the whole, the coursebook effectively

combines interesting content with appropriate language levels and engaging visuals, making it highly suitable and enjoyable for 3rd-grade students.

4.4. Detailed Analysis of the 4th-Grade EFL Coursebook in Italy

Circle Time 4

Authors: Beth CHILDS, Marco GIANOLIO

Publisher: GuintiELT

Publishing place and date: Florence, 2021

4.4.1. Content

i. Is the subject matter presented either topically or functionally in a logical, organized manner?

(4)-The subject matter in the coursebook is presented both topically and functionally in a logical and organized manner. The coursebook begins with an introductory chapter titled "Welcome Back," followed by six chapters. After every two chapters, there are revision pages that help reinforce the content learned. The contents pages (pages 2 and 3) (See Appendix J, Figure 1) clearly outline each chapter with sections dedicated to Vocabulary, Structures, and Inclusive English, providing explicit details about the content. Each chapter includes a QR code next to its title, facilitating easy access to additional digital resources.

The Inclusive English sections contain videos that cover stories, lexical content, grammar, and either CLIL (Content and Language Integrated Learning) or Culture topics. Each chapter also has pages devoted to either Culture or CLIL, and includes sections for "Games and Chat," "Craft," and specific sound practice. The revision pages feature videos with the "Mad Professor," making the review process engaging for students.

Towards the end of the book, there are sections allocated for Grammar (page 84), Exams (page 90), Workbook (page 94), and a Wordlist (page 118). Additionally, "Project Fun" pages are included, focusing on cultural events such as Halloween (page 137), Thanksgiving (page 139), Pancake Day (page 141), and St. George's Day (page 143).

ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)?

(3)-The content in the coursebook effectively serves as a window into learning about the target culture, with a particular emphasis on British culture. There are dedicated sections for cultural topics, such as British weather (page 16) (See Appendix J, Figure 2), traditional food in the UK (page 42) (See Appendix J, Figure 3), and British sports (page 68) (See

Appendix J, Figure 4). In Chapter 1, a map of Britain with its cities is provided to teach weather conditions (page 10), giving students a geographical context.

Additionally, the coursebook includes a section in the CLIL framework that addresses Citizenship and introduces the concept of multiculturalism (page 80). This section defines multiculturalism and provides examples of multicultural societies, followed by exercises and tasks to enhance students' intercultural awareness. This inclusion promotes a broader understanding of cultural diversity, which is essential for developing intercultural competence.

However, it is noted that the coursebook places greater emphasis on British culture, with less representation of other English-speaking cultures. This focus may limit students' exposure to the diverse cultures within the English-speaking world. Moreover, the coursebook does not sufficiently address the role of English as a lingua franca. Including content that reflects the global use of English as a lingua franca would provide students with a more comprehensive understanding of the language's role in international communication.

iii. Are the reading selections authentic pieces of language?

(3)-The reading selections in the coursebook generally reflect how native speakers naturally use the language. For example, a dialogue features a student greeting friends with the casual expression "*Hi guys, any news?*" (page 4). (See Appendix J, Figure 5). Additionally, in another example the text explains that fish and chip shops in the UK are colloquially known as "*chippies*" (page 42) (See Appendix J, Figure 6). These examples illustrate the use of authentic language that native speakers might use in everyday conversation.

The texts are also relevant to real-life contexts, particularly in the CLIL sections. For instance, *geographic coordinates* are discussed (page 28), and the concept of *multiculturalism* is explored (page 80). These topics make the language practical and relatable to students' real-world experiences.

The coursebook offers a variety of texts, predominantly informational texts in the CLIL and Culture sections, supplemented by comics-like dialogues and stories. The texts in the Culture sections provide valuable insights into the cultural norms, values, and practices of the target language community. However, the primary purpose of most texts is to inform rather than entertain or persuade. This focus on informational content helps in the educational context but might limit the engagement of students.

iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?

(2)- The coursebook has been examined to determine whether the content addresses real-life issues that challenge the reader to think critically about his/her worldview. There is a CLIL section on Citizenship that introduces students to the concept of multiculturalism. This section includes a real-life task: *"Do you live in a multicultural society? Think of all the people of different nationalities you know. Then color with a red pencil a child for each person of a different nationality or culture you know."* This task is accompanied by a world visual with images of children circling the globe (page 81) (See Appendix J, Figure 7). This activity addresses issues of diversity and inclusion and encourages students to reflect on the multicultural aspects of their own communities.

Additionally, the coursebook includes a section on *Thanksgiving Day*, where students are required to create a mini book. The mini-book states, *"There is no Thanksgiving Day in Italy, but we can still say thank you. Is there anyone you want to thank for their help?"* (page 139) (See Appendix J, Figure 8). This activity highlights the importance of gratitude and fosters empathy by encouraging students to express thanks.

However, the coursebook lacks content on several other important real-life issues such as friendship and bullying, environmental awareness, health and hygiene, safety, and responsibility. These topics are crucial for developing critical thinking and a well-rounded worldview, but they are not addressed in the current selection of texts.

v. *Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?*

(3)-The text selections in the coursebook are representative of a variety of literary genres and they contain multiple sentence structures to some extent. Each chapter begins with a three-page comics-like story that includes dialogues and dramas (pages 6, 18, 32). Songs are included in the coursebook (pages 11, 23, 49, etc.), and there are informational texts, especially on CLIL pages, covering topics such as geographic coordinates (page 28), Ancient Egyptians (page 54), and multiculturalism (page 80). The coursebook also includes letters, such as a letter from a mother to her son regarding a shopping list (page 56), and presentations, such as a presentation of a sports center (page 82). Rhymes are used in the stories/dialogues and other separate sections (page 64). However, there are no newspaper or magazine articles, which limits the exposure to certain genres that native speakers might encounter.

The sentence structures in the coursebook are predominantly simple, including interrogative, imperative, and declarative forms. While these are suitable for the target age

group, the coursebook does not include a wide variety of complex sentence structures, which could help students become more proficient in the language.

Overall, the coursebook provides a good variety of literary genres and includes multiple sentence structures, but there is room for improvement in incorporating more complex sentence constructions and additional genres such as newspaper and magazine articles.

4.4.2. Vocabulary And Grammar

i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?

(3)-The grammar rules are presented logically and in increasing order of difficulty. For example, in the chapter about seasons, ordinal numbers are introduced (page 14), followed by prepositions of time (page 15) to tell the dates. Grammar examples are provided in the "Grammar's Cool" sections, where students are directed to related grammar pages at the end of the book, and a video icon indicates the availability of supplementary videos.

The "Grammar's Cool" sections contain only examples, (See Appendix J, Figure 9) while the grammar rules themselves are presented at the end of the book in Italian. This approach supports autonomous learning, with sections explicitly highlighting differences between Italian and English grammar rules. For instance, on page 85, it states, "a differenza dell'italiano, in inglese per dire l'ora si dicono sempre prima i minuti e poi le ore" (unlike in Italian, in English, the minutes are always stated before the hours when telling the time). (See Appendix J, Figure 10)

ii. Are the new vocabulary words presented in a variety of ways (e.g., glosses, multi-glosses, appositives)?

(2)- The new vocabulary is presented in a variety of ways, though not in the form of glosses, multi-glosses, or appositives. In the CLIL sections, numerous reading and listening exercises introduce students to new vocabulary. For example, new words are highlighted in red and provided with translations in Italian in the "glossary" box. (See Appendix J, Figure 11). Images and illustrations are used to explain new terms, such as meridians and parallels in the CLIL Geography section (page 28). (See Appendix J, Figure 12). Additionally, exercises and activities are designed specifically to practice new vocabulary. At the back of the book, there is a two-page wordlist with the meanings of the words again provided in Italian. (See Appendix J, Figure 13).

iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?

(4)-The new vocabulary words are presented at an appropriate rate, ensuring that the text is understandable and that students are able to retain the new vocabulary. In each chapter, a manageable number of new words are introduced, allowing students to learn and practice them without feeling overwhelmed. This gradual introduction of vocabulary supports comprehension and retention, making it easier for students to integrate new words into their language use.

iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

(2)-The new vocabulary words are repeated in subsequent lessons to reinforce their meaning and use. However, as the chapters are centred around specific topics, the use of these new words is primarily restricted to within the chapter. While a few words are transferred to other chapters, the majority remain confined to their initial context. Nonetheless, there are revision pages at the end of every two chapters, which help students to review and consolidate the newly learned vocabulary.

v. Are students taught top-down techniques for learning new vocabulary words?

(3)-The students are taught top-down techniques for learning new vocabulary words, particularly in sections dedicated to CLIL and Culture. Contextual cues are provided to help students infer the meanings of new words, which are highlighted in red. Visuals and illustrations support guessing the meanings of the words, and students are encouraged to use their background knowledge to understand new vocabulary.

4.4.3. Exercises And Activities

i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?

(4)-The coursebook incorporates a variety of interactive and task-based activities that actively engage students in using new vocabulary to communicate. For example, there are pair work activities where students practice asking and answering questions using vocabulary related to seasons and months (page 13). Additionally, interactive games such as creating a weather disc and playing with peers (page 15). (See Appendix J, Figure 14). Such activities provide opportunities for students to apply newly acquired vocabulary in practical scenarios. Furthermore, tasks like writing a postcard to a friend (page 31) encourage students to use vocabulary creatively and in context, fostering language production skills.

ii. Do instructions in the textbook tell students to read for comprehension?

(4)-The coursebook includes explicit instructions for students to read for comprehension through various activities. For example, students engage in true/false activities based on a text about fish and chips (page 42) (See Appendix J, Figure 15), which assess their understanding of specific details and main ideas presented in the text. Additionally, there is a task where students read a letter from a mom to her son along with a related shopping list, followed by comprehension questions (page 56) (See Appendix J, Figure 16). Furthermore, another text on multiculturalism prompts students to complete true/false activities to demonstrate their comprehension (page 80). (See Appendix J, Figure 17).

iii. Are top-down and bottom-up reading strategies used?

(3)-The coursebook employs a combination of top-down and bottom-up reading strategies. In terms of top-down strategies, students are encouraged to utilize contextual cues and draw upon their background knowledge in CLIL sections. For example, in sections covering geography (page 28) and history (page 55) students are prompted to connect their existing knowledge to new content. Cultural sections also contribute to this approach by exploring topics like British weather (page 16), traditional food (page 42), and sports (page 68).

Comprehension activities are integrated throughout the coursebook to consolidate understanding after reading passages. These activities typically include true/false assessments and open-ended questions (pages 42, 56, 82)

Regarding the bottom-up strategies, the coursebook features systematic phonics activities aimed at reinforcing letter-sound relationships. Each chapter dedicates sections (pages 11, 23, 37, 49, 63, 75) to specific phonetic patterns, such as the schwa sound in Chapter 6. (See Appendix J, Figure 18).

iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?

(2)-The coursebook provides some opportunities for students to use top-down reading techniques, particularly in the CLIL and Culture sections. Here, students are prompted to use prior knowledge and context to understand meaning. For example, comprehension questions in these sections encourage students to infer information beyond the literal text, engaging in critical thinking. An instance of this is found where after learning about time zones, students are asked to look at a world map and determine the time in different capitals (page 29). (See Appendix J, Figure 19).

However, the coursebook lacks activities that prompt students to predict content before reading or to summarize and discuss the main ideas after reading. This absence of pre-reading and post-reading tasks limits the comprehensive development of top-down reading strategies.

v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?

(3) -The activities in the coursebook facilitate students' use of grammar rules by creating situations where these rules are needed, primarily through educational games. For example, students are requested to make two dice and practice adverbs of frequency with the names of lessons (page 27). Similarly, another activity involves creating two spinning octagons—one for subjects and one for daily routine verbs—and using them to construct sentences (page 53). While these activities effectively promote the practice of grammar rules, they are designed for educational purposes and do not always reflect real-life tasks.

vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?

(4)-The coursebook facilitates comprehension by introducing one new concept at a time, rather than multiple new concepts simultaneously. It is structured around chapters, each focused on specific vocabulary and language structures related to a central theme. This approach prevents students from becoming overwhelmed and ensures they can fully grasp each concept before moving on. For example, in the unit about food, the book first introduces the names of different food (page 35), then meal names (page 38, activity 12), and finally, containers (page 38, activity 15). This sequential introduction of related concepts aids in comprehension and retention.

vii. Do the exercises promote critical thinking of the text?

(2)-Although the coursebook includes many interesting texts in the CLIL and Culture sections, it lacks exercises that promote critical thinking about the text. Most activities are focused on comprehension and basic practice. However, there is an exercise on multiculturalism (page 80) that encourages students to think critically about the concept and promotes intercultural awareness.

4.4.4. Attractiveness Of the Text and Physical Make-Up

i. Is the cover of the book appealing?

(4)-The cover of the book is visually appealing and well-designed. At the top of the page, the names of the authors are prominently displayed. On the top right corner, the number

"4" is written in large, green letters against the backdrop of a sun with radiating rays. Additionally, the iconic Big Ben in London is partially depicted, covered in ice, adding an intriguing element to the cover.

In the center of the cover page, "Circle Time" is written in green letters, encircled multiple times with green lines, creating a focal point. Below this, the text "Student's Book and Workbook" is clearly indicated. The cover is adorned with scattered orange leaves and snowflakes, along with green plants, enhancing the seasonal theme.

The imagery also includes three children, with the phrases "*Mad Professor's Videos*" and "*Story Telling: The Mystery of the Frozen Clock*" written on their right. At the very bottom of the cover page, on the left side, the logo of the publishing house is displayed in green, while on the right side, a smaller logo with the name of the publishing house is present. (See Appendix J, Figure 20).

ii. Is the visual imagery of high aesthetic quality?

(4)-The visual imagery in the book is of high aesthetic quality. The images are clear, sharp, and well-defined, enhancing the overall visual appeal. Vibrant colors are utilized throughout, which are appropriate for young learners and contribute to an engaging and stimulating learning environment. The consistent color scheme is pleasing to the eye and supports the aesthetic coherence of the book.

The cartoon-like characters are suitable for the target age group and are likely to capture their attention. The imagery represents a diverse range of characters from different ethnic backgrounds, promoting inclusivity and cultural awareness. (See Appendix J, Figures 21 and 22). This diversity is important in fostering an inclusive learning atmosphere.

The visual style is consistent throughout the book, providing a cohesive look and feel. The lively and dynamic visuals make the learning experience more enjoyable and help maintain students' interest and engagement.

iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?

(4)- The illustrations in the book are simple and closely integrated with the text, effectively enhancing its meaning rather than detracting from it. The visual representations are straightforward and easy for young learners to understand, ensuring they complement the accompanying text.

The illustrations are strategically placed near the relevant sections of text, creating a connection between the visual and written content. (See Appendix J, Figure 23). This proximity ensures that students can easily relate the images to the corresponding text,

supporting their understanding and retention of the material. Additionally, the simplicity of the illustrations prevents them from becoming overwhelming or distracting, allowing students to focus on the key points being conveyed.

iv. Is the text interesting enough that students will enjoy reading it?

(3)- The text is engaging enough for student enjoyment, particularly in sections dedicated to CLIL and Culture. (See Appendix J, Figure 24) These sections encourage critical thinking through real tasks, complemented by the inclusion of videos. The visuals are of high quality, featuring captivating images that effectively capture the attention of young learners.



CHAPTER V

RESULTS AND DISCUSSION

5.1. Results of the Comparative Analysis

5.1.1. 3rd Grade Similarities and Differences

5.1.1.1. Content

Both coursebooks in Türkiye and Italy follow a structured approach in organizing their content. The coursebook in Türkiye begins each unit with a cover page detailing the unit's activities, including warm-up exercises, main activities labelled A, B, C, and sometimes E, followed by games, projects, puzzles, and self-check sections (e.g., cover page, warm-up activities, activities A, B, C, D, E, game, project, puzzle, self-check). This structured layout is complemented by a table of contents and a book map, providing clarity and guidance (e.g., table of contents on page 7, map of the book on page 8). Similarly, the coursebook in Italy also organizes its content systematically, featuring thematic units with sections such as "Grammar Bricks," "CLIL" (Culture and Content Integrated Learning), and dedicated Culture segments (e.g., Grammar Bricks, CLIL sections, Culture sections throughout).

Both coursebooks integrate elements of British culture into their content. The coursebook in Türkiye uses British names and references to cities, parts of the house, and specific British English terms like "chemist" and "lorry" (e.g., Unit 7 In My City, Unit 8 Transportation). However, it's noted for its limited exploration beyond surface-level cultural elements. Similarly, the coursebook in Italy introduces British culture through detailed sections on topics like Stonehenge (page 26), the Natural History Museum in London (page 78), and the origins of British food (page 108). While it provides a richer cultural context, it primarily focuses on British culture with less representation from other English-speaking countries or diverse cultures.

In terms of reading selections, the coursebook in Türkiye predominantly uses structured dialogues and activities such as matching exercises and reading descriptions (page 54, 149). These activities aim to develop reading skills but lack authentic literary texts or real-life scenarios that challenge critical thinking. In contrast, the coursebook in Italy excels in providing authentic reading materials like comics (page 40), diary entries (page 35), and practical instructions that use natural language and real-life contexts (page 43, 111).

Regarding engagement with real-life issues, the coursebook in Türkiye is criticized for its absence of content that prompts students to think critically about their worldview. It lacks

activities related to topics such as friendship, diversity, environmental awareness, and community engagement. Conversely, the coursebook in Italy effectively incorporates these elements, discussing environmental topics (e.g., Water Day on Page 112), historical figures, and cultural practices. This approach encourages students to analyze, evaluate, and form opinions on real-life issues, thereby enriching their learning experience.

Both coursebooks offer a variety of literary genres and sentence structures suitable for young learners. The coursebook in Italy includes narrative texts like comics (page 40, 76), stories, informative texts in CLIL and Culture sections, songs (page 53, 69), dramas, and personal writing exercises such as letters (page 58, 74) and diary entries. In contrast, coursebook in Türkiye primarily focuses on structured activities, dialogues, and simpler sentence structures appropriate for its primary school audience. While the coursebook in Italy introduces a broader range of literary genres and sentence complexities, the coursebook in Türkiye offers a more straightforward approach tailored to young learners' linguistic development and comprehension levels.

In summary, while both coursebooks in Türkiye and Italy share similarities in their structured organization and approach to language teaching, they differ significantly in the depth of cultural integration, authenticity of reading materials, engagement with real-life issues, and variety of literary genres and sentence structures provided to students.

Table 5.1. Comparison of Content in 3rd Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Structured Content Organization	Both coursebooks follow a structured approach in organizing their content, including a table of contents and a book map.	Türkiye: Begins each unit with a cover page detailing activities such as warm-up exercises, main activities, followed by games, projects, puzzles, and self-check sections. Italy: Features thematic units with sections like "Grammar Bricks," "CLIL" (Culture and Content Integrated Learning), and dedicated Culture sections.
Thematic Units	Thematic units are a common feature in both coursebooks.	Türkiye: Uses structured dialogues and simple activities. Italy: Provides thematic sections including "Grammar Bricks," "CLIL," and Culture sections

Content Area	Similarities	Differences
Cultural Content	Both coursebooks integrate elements of British culture.	Türkiye: Uses British names and references, focusing on surface-level cultural elements (e.g., British cities, parts of the house, using British English "chemist" and "lorry"). Italy: Introduces British culture through detailed sections on topics like Stonehenge, the Natural History Museum in London, and British food, providing a richer cultural context.
Authenticity	-	Türkiye: Structured dialogues limited real-life scenarios. Italy: Includes authentic texts like comics, diary entries, and practical instructions using real-life contexts.
Engagement with Real-Life Issues	-	Türkiye: Minimal emphasis on real-life issues, lacks diversity and environmental topics. Italy: Incorporates real-life issues, encourages critical thinking, and includes topics on diversity and environmental awareness.
Variety of Literary Genres	-	Türkiye: Focuses on structured activities and dialogues with simpler sentence structures. Italy: Includes a broader range of genres like narrative texts, informative texts, songs, dramas, and personal writing exercises.

5.1.1.2. Vocabulary And Grammar

The coursebook in Türkiye adopts an inductive approach to grammar instruction, sensitizing grammar structures through repetition rather than explicit presentation. Grammar rules are logically sequenced in increasing order of difficulty. However, there is a lack of explicit instruction in grammar rules. The coursebook provides exercises and activities aimed at helping students apply and practice each grammar rule, thereby reinforcing comprehension. These exercises could benefit from more variety and contextualization to better reflect real-world language use and make the grammar rules more relevant and understandable for students.

In contrast, the coursebook in Italy presents grammar rules in a logical manner and increasing order of difficulty, using sections like "*Grammar Bricks*" where rules are explicitly introduced with Lego bricks (page 23). For instance, key grammar structures such as "To be" (page 23), "There is/There are" (page 39), "Have got/Haven't got" (page 59), "Have you got?"

(page 75), and "Can" (page 95) are introduced progressively. This approach provides engaging and explicit grammar instruction, supplemented by exercises that reinforce understanding.

Both coursebooks excel in presenting grammar rules logically and in increasing complexity. However, the coursebook in Türkiye employs an inductive approach with less explicit instruction, focusing more on repetitive exposure. In contrast, the coursebook in Italy provides engaging and explicit grammar instruction with varied exercises that support deeper comprehension and application.

Regarding vocabulary instruction, the coursebook in Türkiye introduces new vocabulary words in multiple ways to enhance understanding. This includes the use of visuals, diagrams, and occasional appositives like antonyms (e.g., Unit 3 People I Love). A comprehensive vocabulary list at the back of the book is present, facilitating easy review and reinforcement of the vocabulary learned within the units (pages 184-187).

Similarly, the coursebook in Italy effectively presents new vocabulary using appositives within sentences to provide additional context (e.g., "It is a blue whale, a prehistoric animal" on page 69). Visual aids are extensively used throughout the book to support vocabulary learning, with exercises at the end of each unit that reinforce acquisition through activities such as matching words to pictures (pages 28, 44) and completing fill-in-the-blank sentences (pages 49, 67).

Both coursebooks leverage visual aids and interactive exercises to enhance vocabulary understanding. While the coursebook in Türkiye emphasizes comprehensive vocabulary lists and varied presentation methods, the coursebook in Italy integrates appositives within sentences and more extensive visual support.

In terms of the rate of vocabulary presentation, the coursebook in Türkiye introduces new words at a manageable pace within clear contexts, supported by supplementary tools such as vocabulary lists, images, and diagrams. Similarly, the coursebook in Italy introduces vocabulary at an appropriate rate, typically presenting around ten new words per unit. It revisits previously introduced vocabulary through structured tools like the "*You already know*" box (page 36), which reinforces retention through repeated exposure and application in different contexts.

Both coursebooks adopt a deliberate approach to introducing vocabulary gradually, ensuring that students can comfortably learn and remember new words. The coursebook in Italy supplements this with structured review tools that explicitly reinforce previously learned vocabulary, enhancing long-term retention.

Moreover, both the coursebooks in Italy and Türkiye systematically repeat new vocabulary in subsequent lessons to reinforce understanding and retention. In the coursebook in Türkiye, previously learned words are integrated into exercises and activities within each unit. Similarly, the coursebook in Italy reinforces vocabulary by revisiting it in subsequent lessons, often presenting words in different contexts. For example, vocabulary related to months and seasons introduced earlier (pages 14, 15) recurs during lessons on weather conditions (page 38).

Both coursebooks emphasize systematic repetition of vocabulary to ensure long-term retention and mastery. They achieve this through multiple exposures and varied contexts, allowing students ample opportunities to practice and apply their vocabulary knowledge effectively.

In terms of teaching techniques, both the coursebooks in Türkiye and Italy effectively incorporate top-down approaches for learning new vocabulary. The coursebook in Türkiye uses pictures and illustrations to provide contextual clues, presenting vocabulary within simple sentence structures and encouraging students to relate new words to familiar concepts (page 3). Likewise, the coursebook in Italy introduces vocabulary in meaningful contexts such as stories (pages 24, 40, 60, 76, 96), supported by visual aids and contextual cues in CLIL and Culture sections. Although it lacks explicit focus on word formation and usage patterns, it encourages students to infer meanings of unfamiliar words through activities related to topics like Stonehenge (page 26) and the Natural History Museum (page 78).

Both coursebooks employ effective top-down techniques, utilizing visual aids and contextualized introduction of vocabulary. The coursebook in Türkiye emphasizes simplicity and familiarity in its approach, while the coursebook in Italy enriches learning through narrative contexts and thematic explorations.

Overall, both coursebooks demonstrate thoughtful approaches to vocabulary and grammar instruction tailored to their educational contexts and learner needs. They share strengths in presentation methods while showcasing slight variations in explicit instruction, contextualization, and review strategies.

Table 5.2. Comparison of Vocabulary and Grammar in 3rd Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Grammar Instruction	Both coursebooks present grammar rules logically and in increasing order of difficulty.	Türkiye: Adopts an inductive approach with less explicit instruction, focusing on repetitive exposure. Exercises and activities aim to reinforce comprehension but lack variety and contextualization. Italy: Uses explicit instruction through "Grammar Bricks," providing engaging and varied exercises that support deeper comprehension and application.
Vocabulary Instruction	Both coursebooks introduce new vocabulary using visuals and interactive exercises, and systematically repeat vocabulary to reinforce understanding and retention.	Türkiye: Introduces vocabulary through visuals, diagrams, and occasional appositives, with a comprehensive vocabulary list at the back of the book for review. Italy: Uses appositives within sentences, extensive visual aids, and structured review tools like the "You already know" box.
Rate of Vocabulary Presentation	Both coursebooks introduce new vocabulary at a manageable pace within clear contexts and revisit previously introduced vocabulary to ensure retention.	Türkiye: Presents new words in multiple ways and integrates previously learned words into exercises within each unit. Italy: Typically presents around ten new words per unit and reinforces vocabulary through repeated exposure and application in different contexts, like lessons on weather conditions.
Teaching Techniques	Both coursebooks incorporate top-down approaches for learning new vocabulary, utilizing visual aids and contextual clues.	Türkiye: Emphasizes simplicity and familiarity by presenting vocabulary within simple sentence structures and encouraging students to relate new words to familiar concepts. Italy: Enriches learning through narrative contexts, stories, and thematic explorations, like CLIL and Culture sections, but lacks explicit focus on word formation and usage patterns.

5.1.1.3. Exercises And Activities

Both ELT coursebooks in Türkiye and Italy incorporate a range of interactive and task-based activities designed to help students use new vocabulary in communication. The coursebook in Türkiye excels in providing various interactive and task-based activities, such as role-playing, pair work, and group work. Examples include puppet-making and greeting

each other (page 11), dialogue creation (page 13), asking and answering questions about locations (page 103), and group dialogue activities (page 125). Additionally, there are semi-structured dialogues (page 139) and partner interviews (pages 77, 107, 171). The coursebook in Italy, rated as good, includes interactive activities like asking and answering questions about birthdays (page 17), describing characters in pair work (page 55), and task-based CLIL activities such as creating a compass (page 43) and invisible ink (page 63). Both coursebooks effectively promote vocabulary use through engaging exercises, with the coursebook in Türkiye rated as excellent in this category.

In terms of reading for comprehension, the coursebook in Türkiye is rated as adequate, primarily focusing on listening and speaking skills with minimal explicit reading comprehension activities. It supports comprehension indirectly through visual aids and related questions. The coursebook in Italy, rated as good, includes reading passages with comprehension questions, such as a True/False activity following a diary entry from Loch Ness (page 35), a letter about friends' appearances (page 58), and a passage about bats and owls (page 73). A dialogue exercise requires students to read and respond to questions in a semi-structured format (page 93). Both coursebooks could benefit from more explicit reading comprehension-focused tasks.

Regarding reading strategies, the coursebook in Türkiye employs a predominantly bottom-up approach with some top-down strategies, rated as good. It emphasizes phonics, sight words, and sentence-level comprehension, occasionally prompting students to predict outcomes or discuss prior knowledge. The coursebook in Italy, rated as adequate, integrates top-down and bottom-up strategies, though it lacks predictive questions and phonics activities. It emphasizes vocabulary exercises with visuals, such as weather conditions (page 32), physical appearance (page 52), and animals (page 68), along with grammar exercises on "to be" (page 23), "there is/are" (page 39), "have got/haven't got" (page 59), "Have you got...?" (page 75), and "can" (page 95). Both coursebooks show room for improvement in providing more explicit top-down strategy instruction and varied comprehension activities.

In facilitating the use of grammar rules, the coursebook in Türkiye is rated as adequate, including activities that create situations requiring grammar rule application. Examples include dialogue completion, games, and projects integrating grammar concepts. However, it lacks diverse exercises varying in complexity. The coursebook in Italy, rated as good, provides structured "*Grammar Bricks*" sections and practical activities like role-plays (pages 35, 37, 55, 73, 91, 93) and writing tasks such as diary entries (page 35) and letters

(pages 58, 74). While it facilitates grammar rule use effectively, it could benefit from more extended writing tasks for comprehensive grammar application.

Both coursebooks make comprehension easier by addressing one new concept at a time. The coursebook in Türkiye is rated as good, focusing on one main concept per unit with activities reinforcing these concepts. Similarly, the coursebook in Italy adopts a focused approach, introducing grammar concepts sequentially and thematically, complemented by specific comprehension activities. For example, it covers "to be" (page 23), "there is/there are" (page 39), animals (page 68), and food (page 104). This structured method ensures deep engagement with each concept, fostering effective learning.

Lastly, in promoting critical thinking, the coursebook in Türkiye is rated as adequate, focusing primarily on basic comprehension and vocabulary acquisition with minimal higher-order thinking exercises. The coursebook in Italy, rated as good, includes "*Real Tasks*" where students engage in reflective tasks, such as creating a class favorite season graph (page 22), researching whales (page 74), and activities linked to *Sustainable Development Goals* like writing slogans for water waste prevention (page 112) and discussing the meaning of Christmas (page 116). These tasks encourage students to reflect on broader issues and engage in critical thinking. By connecting classroom learning to real-world contexts, the coursebook in Italy enhances comprehension and cultivates critical thinking skills more effectively than the coursebook in Türkiye.

In summary, both coursebooks are effective in promoting vocabulary use, comprehension, and grammar rule application through interactive activities and structured approaches. The coursebook in Italy excels in promoting critical thinking and providing a more varied range of reading comprehension and grammar activities, while the coursebook in Türkiye demonstrates strengths in interactive and task-based activities but shows room for improvement in promoting diverse comprehension and critical thinking exercises.

Table 5.3. Comparison of Exercises and Activities in 3rd Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Interactive and Task-Based Activities	Both coursebooks incorporate interactive activities and task-based exercises designed to help students use new vocabulary in communication.	Türkiye: Provides role-playing, pair work, and group work, including activities like puppet-making, dialogue creation, and partner interviews. Italy: Includes interactive activities like asking and answering questions, describing characters in pair work, and CLIL tasks such as creating a compass and invisible ink
Reading Comprehension	Both coursebooks include activities to support reading comprehension.	Türkiye: Focuses primarily on listening and speaking skills with minimal explicit reading comprehension activities. Italy: Includes reading passages with comprehension questions, such as True/False activities and semi-structured formats. Türkiye: Includes diverse but limited exercises requiring grammar rule application.
Grammar Application	Both coursebooks facilitate the use of grammar rules through various activities.	Italy: Provides structured "Grammar Bricks" sections and practical activities like role-plays and writing tasks.
Critical Thinking	Both coursebooks promote basic comprehension and vocabulary acquisition.	Türkiye: Focuses on basic comprehension with minimal higher-order thinking tasks. Italy: Includes reflective tasks connected to real-world issues, promoting critical thinking.

5.1.1.4. Attractiveness Of the Text and Physical Make-Up

Both ELT coursebooks in Türkiye and Italy aim to create an engaging and visually appealing learning experience for young students, utilizing vibrant colors and illustrations on their covers. The coursebook in Türkiye features a colorful illustration of a boy and a girl with balloons on a blue background, using large white letters for the title and including the publishing house's name at the bottom. In contrast, the coursebook in Italy, despite a notable error in the title ("EXPOLORİNG THE WORLD IN ENGLİSH") (incorrect use of capital "İ" instead of an "I"), features a detailed illustration with children, a robot, a dog, and various

elements like hot air balloons and the British flag, along with icons representing content such as "CLIL & Civics" and "Grammar bricks."

In terms of visual imagery, both coursebooks use high-quality, colorful, and engaging illustrations designed to attract and maintain students' interest. The visuals in both books are age-appropriate, clear, and relevant to the text, aiding in comprehension and engagement. Additionally, both coursebooks emphasize a consistent visual style throughout to maintain a cohesive and professional appearance. However, the coursebook in Türkiye is rated as good, with vibrant and engaging images, some inclusivity, but lacking in the representation of disabled students or various ethnic backgrounds. On the other hand, the coursebook in Italy is rated as excellent, with clear, crisp lines, vibrant colors, and diverse and inclusive imagery, such as students in wheelchairs, students with braces, and those from various ethnic backgrounds.

The illustrations in both coursebooks are strategically placed close to the relevant text to enhance understanding and are simple enough to avoid distracting students. They are designed to add to the meaning of the text rather than detract from it. While the coursebook in Türkiye have illustrations that are culturally sensitive, they could be improved in diversity representation. The coursebook in Italy excels in this area, with simple and clear illustrations that are also diverse and inclusive, representing diverse cultures and abilities.

When it comes to the interest level of the text, the coursebook in Türkiye is rated as adequate, featuring dialogues, songs, and short passages designed to be engaging. However, it lacks variety in literary genres, which could be expanded to enhance student interest. In contrast, the coursebook in Italy is rated as excellent, offering captivating stories, diverse characters, engaging themes, and a wide variety of text types and activities. The language level is appropriate for young learners, and the visual design further enhances engagement.

In summary, both coursebooks effectively use high-quality illustrations and strategically integrate visuals with text to aid comprehension. However, the coursebook in Italy stands out in terms of diversity and inclusivity in its illustrations and offers a more varied and engaging range of text types and activities. While the coursebook in Türkiye is appealing and effective, it could benefit from incorporating more diversity in both visuals and literary genres to further enhance student interest and engagement.

Table 5.4. Comparison of Attractiveness of the Text and Physical Make-Up in 3rd Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Cover Design	Both coursebooks utilize vibrant colours and illustrations on their covers to create an engaging and visually appealing learning experience.	Türkiye: Features a colourful illustration of a boy and a girl with balloons on a blue background, using large white letters for the title and including the publishing house's name at the bottom. Italy: Despite a notable error in the title ("EXPOLORING THE WORLD IN ENGLISH"), (incorrect use of capital "I" instead of an "I") features a detailed illustration with children, a robot, a dog, and various elements like hot air balloons and the British flag, along with icons representing content such as "CLIL & Civics" and "Grammar bricks."
Visual Imagery	Both coursebooks use colourful, and engaging illustrations designed to attract and maintain students' interest.	Türkiye: Vibrant and engaging images, some inclusivity, but lacking representation of disabled students or various ethnic backgrounds. Italy: Clear, crisp lines, vibrant colours, and diverse and inclusive imagery, such as students in wheelchairs, students with braces, and those from various ethnic backgrounds.
Interest Level of the Text	Both coursebooks use dialogues, songs, and short passages designed to be engaging.	Türkiye: Lacks variety in literary genres, which could be expanded to enhance student interest. Italy: Offers captivating stories, diverse characters, engaging themes, and a wide variety of text types and activities.

5.1.2. 4th Grade Similarities and Differences

5.1.2.1. Content

The 4th grade ELT coursebooks from Türkiye and Italy share several similarities in their approach to content delivery. Both coursebooks present their subject matter in a logical and organized manner, ensuring that units are clearly structured and progressively build on previous lessons. Extensive use of visual aids and illustrations supports the content, making it easier for young learners to understand and retain new information. Additionally, both coursebooks include various genres such as dialogues, songs, and informational texts, often using visual stories or comics-like formats to engage students. Cultural elements are also present in both books, although the depth and focus of cultural content vary.

In terms of structured content organization, both coursebooks present their subject matter both topically and functionally in a logical, organized manner. Each unit is clearly structured and builds progressively on previous lessons. However, the coursebook in Türkiye

focuses on internally cohesive units centered around specific themes and functions, but it lacks interrelationship between units. In contrast, the coursebook in Italy includes revision pages after every two chapters to reinforce content and provides a clear layout in contents pages, with access to digital resources via QR codes.

Regarding the use of visual aids, both coursebooks make extensive use of visual aids and illustrations to support content, aiding comprehension and retention for young learners. The coursebook in Türkiye uses visuals mainly for context and reinforcement within individual units, whereas the coursebook in Italy highlights new words in red text, provides translations in a glossary box, and employs visual cues to help students infer meanings.

When it comes to diverse genres, both coursebooks include a variety of genres such as dialogues, songs, and informational texts, often using visual stories or comics-like formats to engage students. The coursebook in Türkiye includes dialogues, songs, informative texts, and poems but lacks narratives, diary entries, or letters. In contrast, the coursebook in Italy offers a broader variety of genres, including comics-like stories, songs, informational texts, letters, and presentations.

The cultural content in both books includes cultural elements, though the depth and focus vary. The coursebook in Türkiye provides limited coverage with a few references to target cultures, such as topics like cuisines and nationalities. On the other hand, the coursebook in Italy places a greater emphasis on British culture with dedicated sections on British weather, traditional food, sports, and activities that promote intercultural understanding, such as creating a mini book on Thanksgiving.

In terms of the authenticity of reading selections, both books include reading materials designed to develop language skills. The coursebook in Türkiye often uses repetitive and mechanical language designed to teach specific forms, whereas the coursebook in Italy incorporates more authentic language use, especially in CLIL sections discussing real-life contexts like geographic coordinates and multiculturalism.

Regarding engagement with real-life issues, both coursebooks include some real-life topics. However, the coursebook in Türkiye lacks substantial coverage of real-life issues that encourage critical thinking. Conversely, the coursebook in Italy includes topics like multiculturalism and gratitude, though it falls short in areas like environmental awareness and friendship dynamics.

Finally, in terms of top-down vocabulary learning techniques, both coursebooks use contextual cues and visual aids for vocabulary learning. The coursebook in Türkiye uses contextual cues and visual aids but does not explore word families or structural understanding. In contrast, the coursebook in Italy employs top-down techniques in CLIL and Culture sections, encouraging students to use visual cues and background knowledge for vocabulary learning.

In conclusion, while both 4th grade ELT coursebooks are well-organized and use visuals effectively, the coursebook in Italy offers a broader cultural context, incorporates real-life issues to a greater extent, and uses top-down vocabulary learning techniques more effectively. These differences highlight the varied pedagogical approaches and cultural integration in ELT materials in Türkiye and Italy.

Table 5.5. Comparison of Content in 4th Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Structured Content Organization	Both coursebooks present subject matter in a logical and organized manner	Türkiye: Units are internally cohesive and focused on specific themes and functions but lack interrelationship between units. Italy: Includes revision pages after every two chapters to reinforce content.
Use of Visual Aids	Extensive use of visual aids and illustrations to support content	Türkiye: Visual aids support content but have less emphasis on vocabulary inference through visuals. Italy: Uses red text to highlight new words, provides translations in a glossary box, and employs visual cues to help students infer meanings.
Diverse Genres	Inclusion of different genres such as dialogues, songs, and informational texts, often using visual stories or comics-like formats	Türkiye: Includes dialogues, songs, informative texts, and poems but lacks narratives, diary entries, or letters. Italy: Offers a broader variety of genres, including comics-like stories, songs, informational texts, letters, and presentations.
Cultural Content	Both books include cultural elements, though the depth and focus vary.	Türkiye: Limited coverage with a few references to target cultures, topics like cuisines and nationalities. Italy: Greater emphasis on British culture with sections on British weather, traditional food, sports, and activities promoting intercultural understanding.
Authenticity of Reading Selections	Both books include reading materials designed to develop language skills.	Türkiye: Often uses repetitive and mechanical language designed to teach specific forms. Italy: Incorporates more authentic language use, especially in CLIL sections discussing real-life contexts.
Engagement with Real-Life Issues	Both books include some real-life topics.	Türkiye: Lacks substantial coverage of real-life issues that encourage critical thinking. Italy: Includes topics like multiculturalism and gratitude but falls short in areas like environmental awareness and friendship dynamics.

5.1.2.2. Vocabulary And Grammar

The ELT coursebooks for 4th grade in Türkiye and Italy demonstrate both similarities and differences in their approaches to teaching vocabulary and grammar. Beginning with similarities, both coursebooks emphasize the contextual presentation of grammar rules rather than explicit instruction. In Türkiye, grammar structures are introduced gradually and integrated into thematic units such as daily routines and telling time, ensuring a progressive increase in complexity and practical application. Similarly, the coursebook in Italy introduces grammar rules logically, starting with ordinal numbers and progressing to prepositions of time within themed chapters like seasons, supported by supplementary resources like grammar summary pages and instructional videos. This thematic and contextual approach aligns with communicative language teaching principles in both contexts.

Despite these similarities, there are notable differences in the presentation and depth between the coursebooks in Türkiye and Italy. In coursebook in Türkiye, grammar is integrated within the units without explicit rules, focusing more on functional language use. Conversely, the coursebook in Italy explicitly presents grammar rules in "Grammar's Cool" sections, with examples and explanations in Italian provided at the end of the book to support autonomous learning. Vocabulary presentation also differs; the coursebook in Türkiye confines vocabulary repetition within individual units, whereas coursebook in Italy uses red text to highlight new words, provides translations in a glossary box, and employs visual cues to help students infer meanings. In Türkiye, while vocabulary introduction includes visual aids and contextual dialogues within each unit, the use of multi-glosses or appositives to deepen vocabulary understanding is lacking. The emphasis is on repetition within units to reinforce vocabulary, but there is minimal integration of previously learned vocabulary across different topics, potentially limiting long-term retention. Conversely, the coursebook in Italy employs diverse methods such as glossaries with translations, visual aids, and thematic wordlists, enhancing vocabulary acquisition through CLIL sections that integrate content and language learning effectively. Despite similar strategies for introducing vocabulary at an appropriate rate, the approach of the coursebook in Italy benefits from a more systematic reinforcement and review mechanism, which aids in comprehensive vocabulary retention and application.

Regarding grammar instruction, both coursebooks achieve clarity and progression but with distinct methodologies. In Türkiye, grammar rules are implicitly conveyed through functional language use and contextual learning, encouraging natural language acquisition and comprehension without explicit grammar pages. In contrast, coursebook in Italy provides

explicit grammar explanations at the end of the book in Italian, supporting autonomous learning with clear distinctions between English and Italian grammar structures. This approach caters to different learning styles and preferences, reflecting cultural norms in education and language instruction.

In conclusion, while both ELT coursebooks for 4th grade align with communicative language teaching principles and emphasize contextual learning of grammar and vocabulary, they differ significantly in instructional methodologies and reinforcement strategies. The coursebook in Türkiye focuses on thematic integration and contextual repetition within units, while the coursebook in Italy employs systematic vocabulary tools and explicit grammar explanations to enhance comprehension and retention across diverse linguistic contexts. These differences underscore the varied approaches to language pedagogy and instructional design in ELT materials, influenced by cultural and educational frameworks in Türkiye and Italy.

Table 5.6. Comparison of Grammar and Vocabulary in 4th Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Contextual Presentation	Both coursebooks emphasize learning grammar and vocabulary within meaningful contexts.	Türkiye: Integrates grammar within thematic units without explicit rules. Italy: Uses "Grammar's Cool" sections for explicit grammar rules with explanations in Italian.
Progressive Complexity	Introduces grammar and vocabulary in a logical sequence, increasing in complexity.	Türkiye: Gradual integration in themes like daily routines. Italy: Starts with ordinal numbers and progresses to prepositions of time, supported by grammar summary pages and instructional videos.
Communicative Language Teaching	Aligns with communicative language teaching principles, focusing on practical application.	Türkiye: Emphasizes functional language use, lacks multi-glosses or appositives. Italy: Highlights new words in red, provides translations, uses visual cues, and includes thematic wordlists and glossaries.
Vocabulary Presentation	Presents vocabulary contextually with visual aids and dialogues.	Türkiye: Repeats vocabulary within units, limited long-term retention. Italy: Uses diverse methods for vocabulary presentation, including glossaries and CLIL sections for effective integration.
Grammar Instruction	Ensures clarity and progression in grammar instruction.	Türkiye: Conveys grammar implicitly through context. Italy: Provides explicit grammar explanations in Italian, supporting autonomous learning.
Reinforcement Strategies	Aims for comprehensive vocabulary retention and application.	Türkiye: Minimal integration of previously learned vocabulary. Italy: Uses diverse reinforcement methods, including visual aids and thematic revision pages for better retention and application.

5.1.2.3. Exercises And Activities

Both 4th-grade ELT coursebooks incorporate a variety of interactive and task-based activities aimed at enhancing students' verbal communication and comprehension skills. In both books, students are engaged in activities such as acting out dialogues and participating in interactive games that require them to use new vocabulary. Task-based activities are also present in both coursebooks, although they are primarily designed for structured language practice rather than simulating real-life scenarios. Additionally, both coursebooks facilitate grammar practice through structured exercises. These activities, such as filling in blanks and constructing sentences based on given prompts, help students apply grammar rules in controlled contexts, ensuring a solid grasp of grammatical structures. Furthermore, both coursebooks effectively address one new concept at a time, making comprehension easier for students. This sequential introduction of concepts prevents students from feeling overwhelmed and allows them to build their knowledge step by step.

Despite these similarities, the coursebooks in Türkiye and Italy exhibit significant differences in several key areas. The coursebook in Türkiye primarily focuses on presenting new vocabulary and simple activities, with a limited emphasis on reading comprehension. While the "Let's Explore" sections include texts, they lack pre-reading and post-reading tasks, which hinders comprehensive reading instruction. In contrast, the coursebook in Italy includes explicit instructions for reading comprehension through various activities, such as true/false questions and comprehension exercises that follow the texts, thereby fostering a deeper understanding of the material.

When it comes to reading strategies, the coursebook in Türkiye falls short by not incorporating either top-down or bottom-up techniques. There are no predictive questions or activities before reading passages, and the comprehension activities provided are minimal. On the other hand, the coursebook in Italy employs a combination of top-down and bottom-up reading strategies. The CLIL and Culture sections encourage students to use prior knowledge and contextual cues, while phonics activities systematically reinforce letter-sound relationships, supporting both types of reading strategies.

In terms of promoting critical thinking, the coursebook in Türkiye generally lacks exercises that encourage students to engage in higher-order thinking skills. The activities are primarily focused on mechanical tasks, such as filling in blanks and completing structured language exercises, without prompting students to analyze, evaluate, or infer information from the texts. Conversely, while the coursebook in Italy also has a limited number of exercises that promote critical thinking, it does include some activities, such as an exercise on

multiculturalism, which encourage students to think critically and develop intercultural awareness.

Additionally, the focus and variety of activities differ between the two coursebooks. The coursebook in Türkiye emphasizes structured language practice, with activities often focusing on controlled practice rather than real-life application. In contrast, the coursebook in Italy offers a wider variety of activities that promote interactive communication, such as writing postcards and playing games that require constructing sentences based on given prompts. This variety helps students apply newly acquired vocabulary in practical scenarios, fostering language production skills.

In summary, while both 4th-grade ELT coursebooks include interactive and task-based activities and facilitate grammar practice, they differ significantly in their approach to reading comprehension, use of reading strategies, promotion of critical thinking, and the variety and focus of their activities. The coursebook in Türkiye tends to be more focused on structured language practice with limited emphasis on reading comprehension and critical thinking. In contrast, the coursebook in Italy provides more comprehensive reading activities, incorporates both top-down and bottom-up reading strategies, and includes some exercises that encourage critical thinking. This comparative analysis highlights the strengths and weaknesses of each coursebook, providing insights into how they cater to the educational needs of 4th-grade students in Türkiye and Italy.

Table 5.7. Comparison of Exercises and Activities in 4th Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Interactive and Task-Based Activities	Both coursebooks include a variety of interactive and task-based activities	Türkiye: Focuses on presenting new vocabulary and simple activities. Italy: Includes interactive communication tasks like writing postcards and playing games.
Structured Language Practice	Both facilitate grammar practice through structured exercises like filling in blanks and constructing sentences.	Türkiye: Emphasizes controlled practice within structured activities. Italy: Provides a wider variety of activities, including interactive communication tasks.
Sequential Concept Introduction	Both address one new concept at a time, making comprehension easier for students.	

Content Area	Similarities	Differences
Reading Comprehension	Both include task-based activities, though primarily for structured language practice.	Türkiye: Limited emphasis on reading comprehension, lacks pre-reading and post-reading tasks. Italy: Includes explicit instructions for reading comprehension with true/false questions and comprehension exercises.
Focus and Variety of Activities	Both use activities to engage students.	Türkiye: Focuses on structured language practice. Italy: Offers a broader variety of activities that promote interactive communication.
Critical Thinking	Both have limited exercises that encourage higher-order thinking skills.	Türkiye: Activities are mainly mechanical tasks without analysis, evaluation, or inference. Italy: Includes some activities that encourage critical thinking, such as exercises on multiculturalism.

5.1.2.4. Attractiveness Of the Text and Physical Make-Up

The coursebooks exhibit both similarities and differences in terms of their attractiveness and physical presentation. Starting with similarities, both coursebooks feature covers designed to appeal to young learners. In Türkiye, the cover is vibrant and engaging, prominently featuring the title "*Learn with Bouncy 4*" alongside colorful illustrations of active children and educational motifs like an open book and the Ministry of National Education logo. Similarly, the coursebook in Italy boasts a visually appealing cover with dynamic elements such as a depiction of *Big Ben* covered in ice, seasonal themes like scattered leaves and snowflakes, and engaging text elements like "*Mad Professor's Videos*" and "*Story Telling: The Mystery of the Frozen Clock*." Both covers effectively use visuals and text to convey excitement and relevance to the target audience.

In terms of visual imagery quality, there is a notable difference. The visuals in the coursebook in Türkiye while engaging, are noted for their adequate rather than high aesthetic quality. Images are described as somewhat blurry with colors that lack vibrancy, which may not fully captivate young learners despite the consistent cartoon-like style. In contrast, the coursebook in Italy excels with high aesthetic quality visuals. Images are sharp, well-defined, and vibrant throughout, creating a visually stimulating environment suitable for young learners. The consistent use of vibrant colors and diverse character representation further enhances the visual appeal and cultural inclusivity of the content, setting a higher standard in aesthetic presentation.

Regarding the integration of illustrations with the text, both coursebooks excel in maintaining clarity and relevance. The illustrations in both books are simple and closely aligned with the text, enhancing comprehension rather than detracting from it. Coursebook in Türkiye, illustrations are strategically placed near relevant sections, aiding in understanding concepts and reinforcing learning. Similarly, the coursebook in Italy integrates illustrations effectively, ensuring they complement the accompanying text and support visual learning. Both books succeed in preventing illustrations from becoming overwhelming or distracting, thereby allowing students to focus on key educational content.

In conclusion, while both coursebooks demonstrate efforts to engage young learners through appealing covers and integrated illustrations, the coursebook in Italy stands out with its superior visual aesthetic quality and cultural inclusivity in character representation. These differences underscore varying approaches to visual appeal and design coherence in ELT materials, reflecting cultural and pedagogical preferences in Türkiye and Italy.

Table 5.8. Comparison of Attractiveness of the Text and Physical Make-Up in 4th Grade ELT Coursebooks in Türkiye and Italy

Content Area	Similarities	Differences
Cover Design	Both coursebooks feature covers designed to appeal to young learners.	Türkiye: Vibrant cover with colourful illustrations of children and educational motifs like an open book and the Ministry of National Education logo. Italy: Visually appealing cover with dynamic elements like Big Ben covered in ice, seasonal themes, and engaging text elements like "Mad Professor's Videos."
Visual Imagery	Both books use visual imagery to engage students.	Türkiye: Adequate visual quality, with images described as somewhat blurry and colours lacking vibrancy. Italy: High aesthetic quality visuals, sharp, well-defined, and vibrant, enhancing visual appeal and cultural inclusivity.
Interest Level of the Text	Both books aim to maintain student interest through engaging content and visuals.	Türkiye: Dialogues, songs, and short passages are designed to be engaging, but lacks variety in literary genres. Italy: Includes captivating stories, diverse characters, engaging themes, and a wide variety of text types and activities.

5.2. Implications and Significance of Findings

Regarding 3rd Grade EFL coursebooks in Türkiye and Italy, both coursebooks use a structured approach. Coursebooks in Türkiye start each unit with a cover page detailing activity, warm-ups, main tasks followed by games, projects, puzzles, and self-check sections. They also include a table of contents and book map. Coursebooks in Italy are similarly organized with thematic units, including sections like CLIL and Culture sections. British culture is integrated into both. Coursebooks in Türkiye use British names and terms like "chemist" and "lorry" but lack deeper cultural exploration. Coursebooks in Italy provide richer cultural contexts, yet mainly focus on British culture with little representation from other English-speaking countries.

For reading selections, coursebooks in Türkiye use structured dialogues and activities like matching exercises but lack authentic texts or real-life scenarios. Coursebooks in Italy offer authentic materials like comics, diary entries, and practical instructions, providing real-life contexts and natural language use. The coursebooks in Türkiye are critiqued for not engaging with real-life issues, while coursebooks in Italy discuss topics like environmental awareness, historical figures, and cultural practices, promoting critical thinking and worldview expansion. Both provide a range of literary genres and sentence structures suitable for young learners. Coursebooks in Italy include comics, stories, informative texts, songs, dramas, and personal writing exercises. Coursebooks in Türkiye focus more on structured activities and simpler sentences, tailored to primary school students' comprehension levels.

Coursebooks in Türkiye use an inductive approach, emphasizing grammar through repetition without explicit rules. Exercises help apply and practice grammar but could benefit from more variety and real-world contextualization. Coursebooks in Italy present grammar providing explicit rules and engaging exercises. Both books introduce vocabulary using visuals and diagrams. Coursebooks in Türkiye have a comprehensive vocabulary list at the back for review. Coursebooks in Italy use appositives within sentences and extensive visual aids, with exercises reinforcing vocabulary through matching and fill-in-the-blank activities. Vocabulary is introduced gradually and revisited in subsequent lessons for reinforcement. Coursebooks in Türkiye use images, diagrams, and activities within units. Coursebooks in Italy use structured tools like the "You already know" box, revisiting vocabulary in different contexts.

Both employ top-down techniques for vocabulary learning, using pictures and illustrations to provide contextual clues. Coursebooks in Türkiye relate new words to familiar concepts. Coursebooks in Italy introduce vocabulary in meaningful contexts supported by

visual aids and contextual cues. Both books use interactive and task-based activities to promote vocabulary use. Coursebooks in Türkiye excel in providing various interactive tasks like role-playing, pair work, and group work. Coursebooks in Italy include interactive activities like pair work and task-based CLIL activities. Coursebooks in Türkiye focus on listening and speaking, with minimal explicit reading comprehension. Coursebooks in Italy provide reading passages with comprehension questions and varied exercises.

Coursebooks in Türkiye use bottom-up reading strategies with some top-down approaches. Coursebooks in Italy integrate both strategies, emphasizing vocabulary exercises with visuals and grammar exercises. Both coursebooks facilitate grammar rule use through activities, though coursebooks in Italy provide more structured grammar sections and practical tasks.

Both books introduce one new concept at a time for easier comprehension. Coursebooks in Türkiye focus on one main concept per unit. Coursebooks in Italy introduce grammar concepts sequentially and thematically. Coursebooks in Türkiye focus more on basic comprehension, while coursebooks in Italy promote critical thinking through "Real Tasks" and activities linked to broader issues. Both books use high-quality, colorful illustrations to engage students. Coursebooks in Türkiye feature vibrant images but lack representation of diverse backgrounds. Coursebooks in Italy are more inclusive, representing various ethnic backgrounds and abilities. Coursebooks in Türkiye use age-appropriate visuals placed close to the text, while coursebooks in Italy have clear and simple illustrations enhancing text meaning.

Coursebooks in Türkiye are rated adequate for engaging dialogues, songs, and short passages but lack variety in literary genres. Coursebooks in Italy offer a wide range of text types and engaging themes, rated excellent for captivating stories and diverse characters.

Regarding 4th Grade EFL coursebooks, both coursebooks in Türkiye and Italy present content logically and use visual aids extensively. They introduce vocabulary and grammar contextually, incorporating different genres like dialogues, songs, and informational texts. Cultural elements are included, though the depth and focus vary. Coursebooks in Türkiye integrate grammar within units without explicit rules, focusing on functional language use. Coursebooks in Italy explicitly present grammar rules with explanations in Italian for autonomous learning. Coursebooks in Türkiye repeat vocabulary within units, while coursebooks in Italy use glossaries and thematic wordlists.

Cultural content in coursebooks in Türkiye is limited, while coursebooks in Italy emphasize British culture with sections on weather, food, and sports, promoting intercultural

understanding. Coursebooks in Türkiye often use repetitive language, while coursebooks in Italy incorporate authentic language use, especially in CLIL sections. Both books emphasize contextual presentation of grammar rules. Coursebooks in Türkiye introduce grammar gradually within thematic units, while coursebooks in Italy use logical sequences supported by supplementary resources.

Coursebooks in Türkiye focus on repetition within units, lacking multi-glosses or appositives for vocabulary depth. Coursebooks in Italy use glossaries, visual aids, and thematic wordlists for vocabulary reinforcement. Coursebooks in Türkiye convey grammar implicitly, encouraging natural language acquisition. Coursebooks in Italy provide explicit explanations, supporting autonomous learning. Both books use interactive and task-based activities for vocabulary use and grammar practice. Coursebooks in Türkiye focus on presenting new vocabulary and simple activities with limited reading comprehension. Coursebooks in Italy include comprehensive reading activities and both top-down and bottom-up reading strategies.

Coursebooks in Türkiye lack critical thinking exercises, focusing on structured language practice. Coursebooks in Italy offer varied activities, promoting interactive communication and some critical thinking.

Both books feature engaging covers and high-quality illustrations. Coursebooks in Türkiye are vibrant but lack diverse representation. Coursebooks in Italy are inclusive, representing various ethnic backgrounds and abilities. Coursebooks in Türkiye use age-appropriate visuals close to the text, while coursebooks in Italy have clear and simple illustrations enhancing text meaning. Coursebooks in Türkiye offer engaging dialogues and songs but lack variety in literary genres. The coursebooks in Italy provide a wide range of text types and engaging themes.

5.3. Identified Trends and Patterns

Both in Türkiye and Italy EFL coursebooks for 3rd and 4th grades exhibit structured organizational approaches, facilitating systematic learning through thematic units. Türkiye's coursebooks start units with detailed activity descriptions, encompassing warm-ups, main tasks, and supplementary games and puzzles. In contrast, coursebooks in Italy integrate Content and Language Integrated Learning (CLIL) and Culture sections within units, focusing predominantly on British culture. This structural framework supports comprehensive language acquisition and cultural integration.

In terms of authenticity, Türkiye's ELT coursebooks predominantly use structured dialogues and simplified activities, often lacking authentic texts or real-life scenarios. In contrast, coursebooks in Italy offer a richer variety of materials such as comics, diary entries, and practical instructions. These authentic resources expose students to real-life language use, promoting critical thinking and connecting language learning to practical contexts.

Cultural representation in Türkiye's ELT coursebooks centers largely on superficial incorporation of British cultural elements, using British terms and names without deeper exploration or context. Coursebooks in Italy, in contrast, offer a more inclusive representation of cultural diversity, encompassing various ethnic backgrounds and abilities. This approach fosters intercultural understanding and enriches students' worldview through exposure to diverse cultural contexts.

Table 5.9. Identified Trends and Patterns in Content

Category	Sub-Category	Türkiye	Italy
Content	Authenticity	Predominantly structured dialogues and simplified activities, lacking authentic texts or real-life scenarios.	Rich variety of authentic materials such as comics, diary entries, and practical instructions.
	Cultural Representation	Superficial incorporation of British cultural elements.	Inclusive representation of cultural diversity, encompassing various ethnic backgrounds and abilities.

Grammatically, coursebooks in Türkiye adopt an inductive approach, emphasizing grammar through repetition and application within exercises, without explicit rule explanations. Vocabulary introduction occurs gradually through visuals and diagrams, with a comprehensive review section provided. Conversely, coursebooks in Italy take an explicit approach to grammar, presenting rules and explanations in Italian to support autonomous learning. They employ appositives within sentences and extensive visual aids to deepen vocabulary understanding and contextualize learning.

Table 5.10. Identified Trends and Patterns in Grammar and Vocabulary

Category	Sub-Category	Türkiye	Italy
Grammar and Vocabulary	Grammar Approach	Inductive approach with emphasis on repetition and application within exercises without explicit rule explanations.	Explicit approach, presenting rules and explanations in Italian to support autonomous learning.
	Vocabulary Introduction	Gradual introduction through visuals and diagrams, with comprehensive review sections.	Extensive use of appositives within sentences and visual aids to deepen vocabulary understanding and contextualize learning.

Coursebooks in Türkiye focus on structured activities and simpler sentence structures tailored to primary school students' comprehension levels, aiming for clear and accessible language learning experiences. In contrast, coursebooks in Italy prioritize interactive communication, critical thinking, and exposure to a variety of literary genres. This approach aims to engage students more deeply with language and culture, promoting language fluency and cultural awareness.

In terms of reading and comprehension, ELT coursebooks in Italy include comprehensive reading passages and exercises integrating top-down and bottom-up reading strategies. These strategies develop reading comprehension skills while reinforcing vocabulary and grammar in meaningful contexts. Türkiye's coursebooks focus more on basic reading comprehension tasks, offering engaging dialogues and songs but often lacking variety in literary genres and critical thinking exercises.

Table 5.11. Identified Trends and Patterns in Exercises and Activities

Category	Sub-Category	Türkiye	Italy
Exercises and Activities	Types of Activities	Focus on structured activities and simpler sentence structures tailored to primary school students' comprehension levels.	Emphasis on interactive communication, critical thinking, and exposure to a variety of literary genres.
	Reading and Comprehension	Basic reading comprehension tasks with engaging dialogues and songs, lacking variety in literary genres and critical thinking exercises.	Comprehensive reading passages and exercises integrating top-down and bottom-up reading strategies.

Both in Türkiye and Italy coursebooks utilize high-quality, colorful illustrations to enhance engagement and support text meaning. Coursebooks in Türkiye feature age-appropriate visuals placed close to the text, while coursebooks in Italy incorporate clear and simple illustrations representing diverse backgrounds and abilities more comprehensively. Visual elements aid comprehension and reinforce language learning by providing context and visual cues.

Table 5.12. Identified Trends and Patterns in Attractiveness of the Text and Physical Make-Up

Category	Sub-Category	Türkiye	Italy
Attractiveness of the Text	Visual Appeal	Colourful illustrations close to the text.	Clear and simple illustrations representing diverse backgrounds and abilities.
	Layout and Design	Units start with detailed activity descriptions, including warm-ups, main tasks, and supplementary games and puzzles.	Integration of CLIL (Content and Language Integrated Learning) and Culture sections within units, with a focus on British culture.

CHAPTER VI

CONCLUSION

6.1. Implications Of the Current Research

The comparative analysis of 3rd and 4th grade ELT coursebooks in Türkiye and Italy reveals several implications for curriculum development, instructional practices, language policy, and professional development within the field of English language teaching.

Regarding curriculum development, the structured frameworks observed in both Türkiye and Italy offer valuable insights for curriculum developers. The thematic organization, integration of CLIL and cultural elements in coursebooks in Italy suggest effective strategies for enhancing curriculum coherence and thematic integration in ELT materials in Türkiye.

In terms of instructional strategies, variations in grammar instruction (inductive vs. deductive) and vocabulary development strategies highlight opportunities for refining teaching methodologies. Educators can adapt practices from coursebooks in Italy, which emphasize authentic language use and diverse text types, to foster deeper engagement and language proficiency among primary school students in Türkiye.

The emphasis on cultural diversity and intercultural competence in coursebooks in Italy suggests the potential for enriching ELT curriculum in Türkiye with broader cultural perspectives beyond British culture. This could enhance students' global awareness and appreciation for cultural diversity.

The contrasting approaches to coursebook selection and approval processes between Türkiye and Italy prompt considerations for language policy and curriculum standardization. Insights from Italy's decentralized approach, where teachers have autonomy in selecting materials, could inform discussions on enhancing flexibility and relevance in Türkiye's language education policies.

In terms of student engagement and motivation, the inclusion of authentic materials and varied text genres in coursebooks in Italy underscores their potential to enhance student engagement and motivation. Türkiye could explore integrating similar interactive activities and diverse literary genres to foster greater student interest and participation in English language learning.

Findings from the study also offer implications for teacher training and professional development programs in Türkiye. Training initiatives could focus on implementing effective

pedagogical strategies observed in coursebooks in Italy, integrating cultural content, and utilizing visual aids to optimize language acquisition and student learning outcomes.

6.2. Recommendations For Future Research and EFL Coursebook Enhancement

Based on the findings of the comparative analysis of primary school 3rd and 4th grade ELT coursebooks in Türkiye and Italy, general recommendations for future research and coursebook enhancement as well as several targeted recommendations have been identified for various stakeholders.

Explore Integration of Digital Technologies: Future research should delve into the integration of digital technologies in EFL coursebooks. Investigate how multimedia resources, interactive exercises, and adaptive learning platforms can enhance student engagement and provide personalized learning experiences.

Investigate Broader Cultural Representation: Research the impact of including diverse cultural contexts on students' intercultural competence. Explore how coursebooks that reflect the cultures of various English-speaking regions can provide a more comprehensive understanding of the global English-speaking community.

Examine Authentic Materials: Study the benefits of incorporating more authentic materials in EFL coursebooks. Investigate how using authentic texts, such as news articles, literary excerpts, and real-world conversations, can impact students' language proficiency and engagement.

Promote Critical Thinking and Problem-Solving Skills: Research methods for integrating tasks that require analysis, evaluation, and synthesis of information. Explore how exercises that challenge students to think critically, make inferences, and engage in discussions on broader societal issues can foster a more holistic language learning experience.

Enhance Vocabulary Instruction: Compare different vocabulary teaching strategies to determine their effectiveness in enhancing retention and usage. Investigate how a balanced approach, combining visual aids, contextual clues, and interactive tasks, can reinforce vocabulary learning.

Ensure Inclusive and Diverse Visual Representations: Examine the impact of diverse visual representations on students' motivation and sense of inclusion. Research how illustrations and photographs that reflect the diversity of the student population can promote a sense of belonging and cultural awareness.

Balance Grammar Instruction Approaches: Investigate the long-term outcomes of inductive versus explicit grammar instruction approaches on students' grammatical

competence. Research how a balance between explicit instruction and inductive learning can enhance grammatical understanding.

Incorporate Real-World Language Use: Explore the impact of tasks that mirror real-world language use on language acquisition and student engagement. Research how activities that require students to use English in authentic contexts can enhance their communicative competence.

6.2.1. Recommendations for Policy Makers

Integrate Digital Technologies: Future research should explore the integration of digital technologies in EFL coursebooks. Incorporating multimedia resources, interactive exercises, and adaptive learning platforms can enhance student engagement and provide personalized learning experiences. Policymakers should support initiatives that combine traditional coursebooks with digital tools, such as virtual reality experiences and online assessments, to create a dynamic and interactive learning environment.

Diversify Cultural Content: Coursebooks in Türkiye and Italy predominantly feature British culture. Future research could investigate the impact of including diverse cultural contexts on students' intercultural competence. Policymakers should encourage the inclusion of content that reflects the cultures of the United States, Canada, Australia, and other English-speaking regions to provide a comprehensive understanding of the global English-speaking community.

6.2.2. Recommendations for Teachers

Promote Critical Thinking: EFL coursebooks should incorporate activities that promote critical thinking and problem-solving skills. Future research could investigate methods for integrating tasks that require analysis, evaluation, and synthesis of information. Teachers should aim to include exercises that challenge students to think critically, make inferences, and engage in discussions on broader societal issues, thereby fostering a more holistic language learning experience.

Utilize Authentic Materials: Future studies should examine the benefits of incorporating more authentic materials in EFL coursebooks. While coursebooks in Italy include comics, diary entries, and real-life scenarios, coursebooks in Türkiye mainly feature structured dialogues and activities. Teachers should use authentic texts, such as news articles, literary excerpts, and real-world conversations, to enhance students' language proficiency and engagement.

6.2.3. Recommendations for Curriculum Developers

Balance Vocabulary Instruction Techniques: Provide a balanced approach in coursebooks, combining visual aids, contextual clues, and interactive tasks to reinforce vocabulary learning. Future research could compare different vocabulary teaching strategies to determine their effectiveness in enhancing retention and usage. Coursebooks in Türkiye primarily use repetition and visuals, while coursebooks in Italy employ glossaries and thematic wordlists.

Ensure Inclusive Visual Representations: Ensure that visual representations in coursebooks are inclusive and diverse. While coursebooks in Italy depict various ethnic backgrounds and abilities, coursebooks in Türkiye could be improved in this area. Feature illustrations and photographs that reflect the diversity of the student population, promoting a sense of belonging and cultural awareness.

6.2.4. Recommendations for Educational Researchers

Effective Grammar Instruction: Research should continue to explore the most effective methods for teaching grammar in EFL contexts. Coursebooks in Türkiye focus on inductive approaches, while coursebooks in Italy provide explicit grammar rules. Comparative studies could investigate the long-term outcomes of these different approaches on students' grammatical competence. Future research should aim to balance explicit instruction with inductive learning, offering clear explanations alongside opportunities for students to discover grammatical rules through contextualized examples.

Real-World Language Use: EFL coursebooks should include tasks that mirror real-world language use. Coursebooks in Italy feature "Real Tasks" linked to broader issues, promoting practical language application. Future research could explore the impact of such tasks on language acquisition and student engagement. Coursebooks should incorporate activities that require students to use English in authentic contexts, such as project-based learning, simulations, and collaborative tasks, to enhance their communicative competence.

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APPENDICES

APPENDIX A: Original Textbook Evaluation Checklist by Miekley (2005)

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook										
A. Content										
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ		4	3	2	1	0	M	O	N
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N
	iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N
B. Vocabulary and Grammar										
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Are the new vocabulary words presented in a variety of ways (e.g.glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N
C. Exercises and Activities										
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N
	ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N
	iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N
	vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up										
	i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N
	iv. Is the text interesting enough that students will enjoy reading it?(15)		4	3	2	1	0	M	O	N

APPENDIX B: Adapted Textbook Evaluation Checklist Based on Miekley (2005)

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking
I. Textbook							
A. Content							
	i. Is the subject matter presented either topically or functionally in a logical, organized manner?		4	3	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)?		4	3	2	1	0
	iii. Are the reading selections authentic pieces of language?		4	3	2	1	0
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?		4	3	2	1	0
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?		4	3	2	1	0
B. Vocabulary and Grammar							
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?		4	3	2	1	0
	ii. Are the new vocabulary words presented in a variety of ways (e.g.glosses, multi-glosses, appositives)?		4	3	2	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?		4	3	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		4	3	2	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?		4	3	2	1	0
C. Exercises and Activities							
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?		4	3	2	1	0
	ii. Do instructions in the textbook tell students to read for comprehension?		4	3	2	1	0
	iii. Are top-down and bottom-up reading strategies used?		4	3	2	1	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?		4	3	2	1	0
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?		4	3	2	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		4	3	2	1	0
	vii. Do the exercises promote critical thinking of the text?		4	3	2	1	0
D. Attractiveness of the Text and Physical Make-up							
	i. Is the cover of the book appealing?		4	3	2	1	0
	ii. Is the visual imagery of high aesthetic quality?		4	3	2	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?		4	3	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?		4	3	2	1	0

APPENDIX C: Evaluation of "İngilizce 3 Ders Kitabı" Using the Adapted Checklist

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking
I. Textbook							
A. Content							
	i. Is the subject matter presented either topically or functionally in a logical, organized manner?		④	3	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, etc.)?		4	3	2	①	0
	iii. Are the reading selections authentic pieces of language?		4	3	2	①	0
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?		4	3	2	1	①
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?		4	3	②	1	0
B. Vocabulary and Grammar							
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?		4	3	②	1	0
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?		4	③	2	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?		4	③	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		④	3	2	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?		4	③	2	1	0
C. Exercises and Activities							
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?		④	3	2	1	0
	ii. Do instructions in the textbook tell students to read for comprehension?		4	3	②	1	0
	iii. Are top-down and bottom-up reading strategies used?		4	③	2	1	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?		4	3	②	1	0
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?		4	3	②	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		4	③	2	1	0
	vii. Do the exercises promote critical thinking of the text?		4	3	②	1	0
D. Attractiveness of the Text and Physical Make-up							
	i. Is the cover of the book appealing?		4	③	2	1	0
	ii. Is the visual imagery of high aesthetic quality?		4	③	2	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?		4	③	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?		4	3	②	1	0

APPENDIX D: Evaluation of "Learn with Bouncy 4" Using the Adapted Checklist

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking
I. Textbook							
A. Content							
	i. Is the subject matter presented either topically or functionally in a logical, organized manner?		④	3	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)?		4	3	②	1	0
	iii. Are the reading selections authentic pieces of language?		4	3	②	1	0
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?		4	3	2	①	0
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?		4	3	②	1	0
B. Vocabulary and Grammar							
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?		④	3	2	1	0
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?		4	3	②	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?		4	③	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		4	3	②	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?		4	3	②	1	0
C. Exercises and Activities							
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?		4	③	2	1	0
	ii. Do instructions in the textbook tell students to read for comprehension?		4	3	2	①	0
	iii. Are top-down and bottom-up reading strategies used?		4	3	2	①	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?		4	3	2	①	0
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?		4	3	②	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		④	3	2	1	0
	vii. Do the exercises promote critical thinking of the text?		4	3	2	①	0
D. Attractiveness of the Text and Physical Make-up							
	i. Is the cover of the book appealing?		④	3	2	1	0
	ii. Is the visual imagery of high aesthetic quality?		4	3	②	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?		④	3	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?		4	3	②	1	0

APPENDIX E: Evaluation of "Hello World 3" Using the Adapted Checklist

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking
I. Textbook							
A. Content							
	i. Is the subject matter presented either topically or functionally in a logical, organized manner?		4	③	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)?		4	3	②	1	0
	iii. Are the reading selections authentic pieces of language? (5,10)		④	3	2	1	0
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?		④	3	2	1	0
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?		4	③	2	1	0
B. Vocabulary and Grammar							
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?		④	3	2	1	0
	ii. Are the new vocabulary words presented in a variety of ways (e.g.glosses, multi-glosses, appositives)?		4	③	2	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?		④	3	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		④	3	2	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?		4	③	2	1	0
C. Exercises and Activities							
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?		4	③	2	1	0
	ii. Do instructions in the textbook tell students to read for comprehension?		4	③	2	1	0
	iii. Are top-down and bottom-up reading strategies used?		4	3	②	1	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?		4	3	②	1	0
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?		4	③	2	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		4	③	2	1	0
	vii. Do the exercises promote critical thinking of the text?		4	③	2	1	0
D. Attractiveness of the Text and Physical Make-up							
	i. Is the cover of the book appealing?		4	③	2	1	0
	ii. Is the visual imagery of high aesthetic quality?		④	3	2	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?		④	3	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?		④	3	2	1	0

APPENDIX F: Evaluation of "Circle Time 4" Using the Adapted Checklist

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking
I. Textbook							
A. Content							
	i. Is the subject matter presented either topically or functionally in a logical, organized manner?		④	3	2	1	0
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)?		4	③	2	1	0
	iii. Are the reading selections authentic pieces of language?		4	③	2	1	0
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview?		4	3	②	1	0
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?		4	③	2	1	0
B. Vocabulary and Grammar							
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty?		4	③	2	1	0
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)?		4	3	②	1	0
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?		④	3	2	1	0
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		4	3	②	1	0
	v. Are students taught top-down techniques for learning new vocabulary words?		4	③	2	1	0
C. Exercises and Activities							
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate?		④	3	2	1	0
	ii. Do instructions in the textbook tell students to read for comprehension?		④	3	2	1	0
	iii. Are top-down and bottom-up reading strategies used?		4	③	2	1	0
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension?		4	3	②	1	0
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?		4	③	2	1	0
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		④	3	2	1	0
	vii. Do the exercises promote critical thinking of the text?		4	3	②	1	0
D. Attractiveness of the Text and Physical Make-up							
	i. Is the cover of the book appealing?		④	3	2	1	0
	ii. Is the visual imagery of high aesthetic quality?		④	3	2	1	0
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?		④	3	2	1	0
	iv. Is the text interesting enough that students will enjoy reading it?		④	3	2	1	0

APPENDIX G: Excerpts from "İngilizce 3 Ders Kitabı"

Content:

TABLE OF CONTENTS	
MAP OF THE BOOK	7
1 GREETING	9
2 MY FAMILY	29
3 PEOPLE I LOVE	43
4 FEELINGS	59
5 TOYS AND GAMES	75
6 MY HOUSE	93
7 IN MY CITY	113
8 TRANSPORTATION	133
9 WEATHER	147
10 NATURE	161
LET'S PRACTICE! - ANSWER KEY	177
VOCABULARY LIST	184
BIBLIOGRAPHY	188

1- Table of Contents (page 7)



2-Map of the Book (page 8)



3- (page 111)

father grandmother grandfather sister brother mother

- 1) Jim is the _____.
- 2) Julia is the _____.
- 3) Robert is the _____.
- 4) Bob is the _____.
- 5) Mary is the _____.
- 6) Pam is the _____.

C4 Look at Daisy's family picture in C2. Talk about her family.

4- (page 35)

Her name is Melis. This is her bedroom. There is a _____ and a _____ in her bedroom. She has got a bookcase and some _____. Her _____ is on the desk and her _____ is under the desk.

5- (page 9)

Vocabulary and Grammar:



big



small

VOCABULARY LIST	
UNIT 1	
afternoon	morning
day	night
evening	student
hello	spell
hi	weekend

6- (page 184)

7- (page 44)

Exercises and Activities:

UNIT 3

E3 Work in groups. Choose a person from the chart in E2. Ask and answer questions.

John: Can Ece run fast?
 Mary: Yes, she can.
 John: Can she paint?
 Mary: No, she can't.

C3 Work in pairs. Ask and answer about the locations of the things and people. Use the expressions in the box.

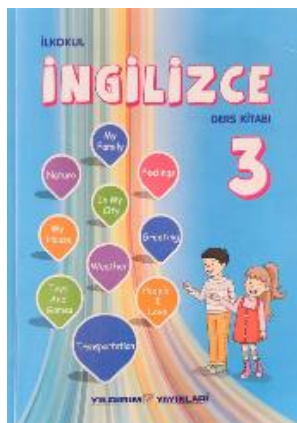


It's in/on/under the
 It's over there/right there.
 It's over here/right here.

8-(page 52)

9- (page 103)

Attractiveness and Physical Make-Up:



IN MY CITY

LET'S PRACTICE!

A Match the pictures with the correct words.

1)	4)
2)	5)
3)	6)

10- (Cover of the Coursebook)

11- (page 127)

WEATHER

SONG TIME

Listen and sing the song.

12- (page 106)

APPENDIX H: Excerpts from "Learn with Bouncy 4"

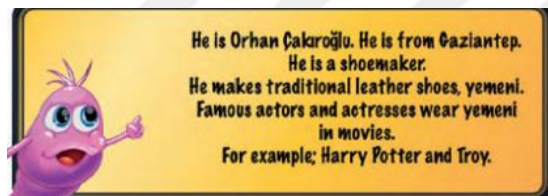
Content:



1-Characters & Contents Page (page 7)



2- Language Summary (page 8)



3-(page 88)



4-(page 124)



5-(page 46)



6-(page 70)



7-(page 51)

Vocabulary and Grammar:

Complete the missing phrases.

Mrs. Smile: Good morning, Sam.
Sam: Good morning, Mrs. Smile.
Mrs. Smile: What's your favorite activity?
1 Sam: Can you please?
Mrs. Smile: What's your favorite activity, Sam?
Sam: Oh, I like riding a scooter.
Mrs. Smile: Very good. Do you like watching cartoons at the weekend?
2 Sam: Slowly?
Mrs. Smile: Do you like watching cartoons at the weekend?
Sam: Oh! Well... Hmmmm, yay!
3 Mrs. Smile: me?
Sam: Oh! Yes, I like watching cartoons.

He is a shoemaker.
He makes traditional leather shoes, yemeni.
Famous actors and actresses wear yemeni in movies.

Every country has its traditional style of cooking.
It is called cuisine.

8-(page 56)

9-(page 88)

10-(page 124)



11-(page 57)

12-(page 58)

Exercises and Activities:



13-(page 34)

14-(page 11)

Ask and color

Questions	Yes	No	Yes	No
Do you like watching cartoons?	☐	☐	☐	☐
Do you like	☐	☐	☐	☐
Do you	☐	☐	☐	☐
Do	☐	☐	☐	☐
Do	☐	☐	☐	☐

Use can or can't.

- I ...can... speak Turkish, but I ...can't... speak French.
- I read a book, but I read a German book.
- I fly, but I take photos.

15-(page 50)

16-(page 42)

Attractiveness and Physical Make-Up:



17-Cover of the Coursebook



18- (page 110)



19- (page 88)



20- (page 9)



21-(page 37)

APPENDIX I: Excerpts from "Hello World 3"

Content:

CONTENTS

Let's start

Welcome! p. 4

- Revision
- Family
- Numbers 20-100

DIGITAL MATERIALS

VIDEO pp.

Magic words 6, 7, 8, 12

Let's discover

UNIT 1 A special calendar p. 14

- Months and seasons
- Days of the week
- The alphabet

GRAMMAR BRICKS To be p. 23

CULTURE Stonehenge, a calendar in stone p. 26

UNIT 2 A foggy lake p. 32

- The weather • Clothes and weather

GRAMMAR BRICKS There is - there are p. 39

CLIL geography Natural environments p. 42

QUICK check p. 48

AUTOVALUTAZIONE p. 50

at least from the past

UNIT 3 Darwin's moustache p. 52

- Physical appearance
- Hair description

GRAMMAR BRICKS Have got - haven't got p. 59

CLIL history Timeline of human evolution p. 62

UNIT 4 The blue whale p. 68

- Wild animals • Animal body parts

GRAMMAR BRICKS Have you got...? p. 75

CULTURE Natural History Museum, a cathedral to nature p. 78

QUICK check p. 84

AUTOVALUTAZIONE p. 85

DIGITAL MATERIALS

VIDEO pp.

Magic words 52, 68

Karaoke 53, 69

Human evolution 62

Natural History Museum 78

EXTRA PRACTICE

Let's keep fit

UNIT 5 I can do it! p. 95

- Actions and abilities
- Physical activities

GRAMMAR BRICKS Can p. 95

CLIL PE Bikes are the best! p. 98

UNIT 6 I can eat a rainbow p. 104

- Fruit and vegetables

CULTURE British food p. 108

QUICK check p. 112

AUTOVALUTAZIONE p. 113

SPECIAL DAYS p.

Water Day 112

Earth Day 113

Halloween 114

Christmas 116

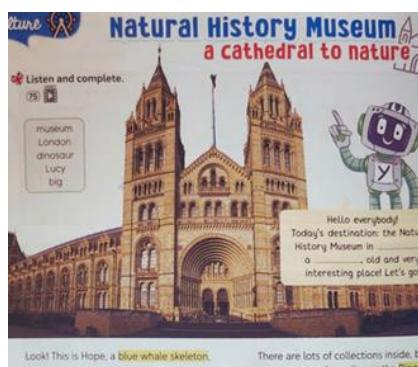
SPEAKING PICS pp.

Module 1-3 118-120

1-Table of Contents (pages 2-3)



2-(page 26)



3- (page 78)



4-(page 108)



5- (page 35)



6-(page 112)

Vocabulary and Grammar:

HAVE YOU GOT...?

Affirmative form

You have got a dog.

Interrogative form

Have you got a dog?

Short answers

✓ Yes, I have. ✗ No, I haven't.

My favourite wild animal is the lion, the king of the jungle. It's a very strong animal! It has got a big body and a long tail. It's got four paws, strong claws and sharp teeth.

CHARLOTTE



7-(page 59)

8-(page 83)

Look! This is Hope, a blue whale skeleton. The _____'s mascot. You can see it in the main hall, at the entrance.

There are lots of collections inside, but the most spectacular gallery is the Dinosaurs Gallery. Here you can see _____ skeletons and also a roaring T-rex that moves.




YOU ALREADY KNOW

T-shirt trousers skirt jumper trainers shoes socks hoodie jacket cap

43 Listen and number. 44



9- (page 78)

10-(page 36)

5 STORYTIME

Sports Day

★ Listen and read. (91)

Look! There's a sports day at school.

Let's join in.

Brilliant idea!



11-(page 96)

Exercises and Activities:

INVISIBLE INK FOR SECRET MESSAGES

YOU NEED

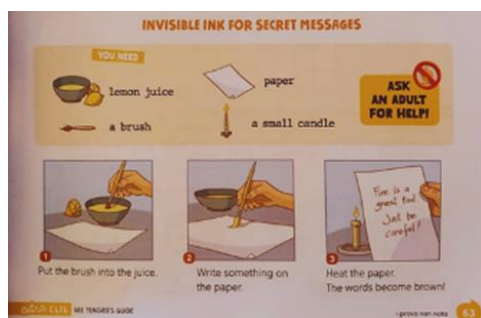
lemon juice paper a brush a small candle

ASK AN ADULT FOR HELP!

1 Put the brush into the juice.

2 Write something on the paper.

3 Heat the paper. The words become brown!



REAL TASK

• Do some research about whales.

Remember to look for this information:

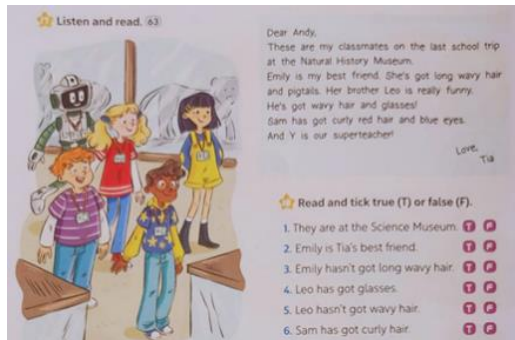
- animal classification
- habitat
- size
- features
- diet
- in danger? Why?
- what can we do?

Save The Whales! Stop Global Warming!

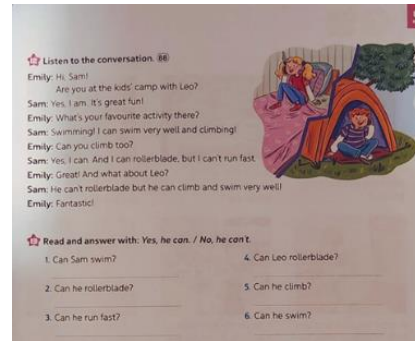


12-(page 63)

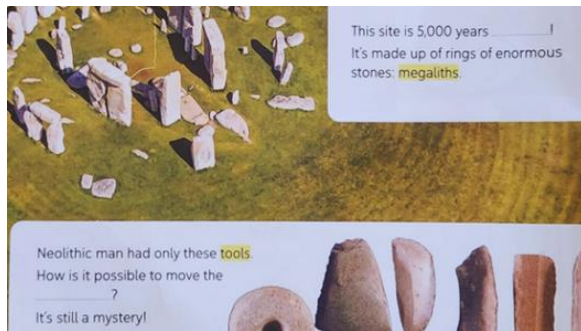
13-(page 74)



14-(page 58)



15-(page 93)



16-(page 26)



17-(page 73)

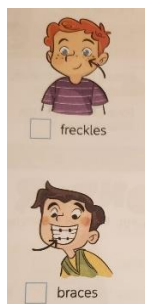
Attractiveness and Physical Make-Up:



18-Cover of the Coursebook



19-(page 7)



20-(page 52)



21- (page 4)



22- (page 96)

Vocabulary and Grammar:

GRAMMAR'S COOL Ordinal numbers

Today is my **9th (ninth)** birthday.

It's Monday **23rd (twenty-third)** September.

B is the **second** letter of the alphabet.

→ p. 84

THE TIME

A differenza dell'italiano, in inglese per dire l'ora si dicono sempre prima i minuti e poi le ore.

Quando la lancetta dei minuti si trova nel quadrante destro dell'orologio, ovvero quando il numero dei minuti è minore di 30, l'ora si legge:

numero minuti + past + numero dell'ora

9-(page 14)

Other sports are only popular in the UK.

Cricket: the national sport in Britain. In each team there are 11 players. They play with a **bat** and a ball. It is similar to baseball: batters **hit** the ball and then run. The **opponent** catches the ball.

FUN FACT
A cricket match is normally two or three hours long, but sometimes it is up to five days long!

GLOSSARY
other = altri
bat = mazza
hit = colpire
opponent = avversario
shuttlecock = volano

Badminton: not a team sport. It is similar to tennis, but you use a racket to hit the shuttlecock.

10-(page 85)



11- (pages 68)

WORDLIST

Welcome back!
any qualche
I'm happy to start school again! Sono contento/a di ricominciare la scuola.
See you tomorrow! Ci vediamo domani!
surname cognome

Chapter 1
ago /a
alone solo
apocalypse /ahelawen

light luce/leggero
like come
March marzo
May maggio
mixed with mischiato con
Monday lunedì
more più
morning mattina
normally normalmente
November novembre
October ottobre
other altri
pause pausa
position posizione

12- (pages 28)

13-(pages 118)

Exercises and Activities:

Make and play. **THE WEATHER DISC** → p. 121

When is your birthday?
It's in spring, on 3rd May.
What's the weather like in May?
It's sunny.

14-(page 15)

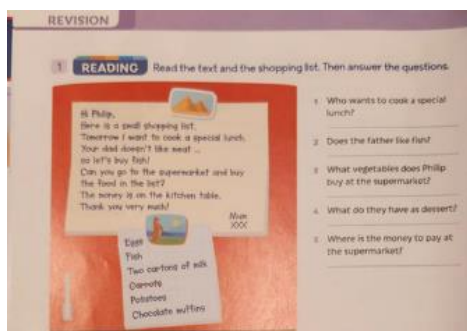
FISH AND CHIPS

Fish and chips is a traditional dish in the UK. It is fried **cod** fish and hot **fried** potatoes. A lot of British people and tourists have fish and chips as take-away food to eat in the street or in parks.

There are approximately 10,000 fish and chip shops in the UK and they are sometimes called chippies. The first fish and chip shop is in Leeds.

1. Fish and chips is cold. (T/F)
2. Tourists don't like fish and chips. (T/F)
3. People have fish and chips in parks. (T/F)
4. Chippies is a name for fish and chip shops. (T/F)
5. In Leeds there aren't fish and chip shops. (T/F)

15-(page 42)



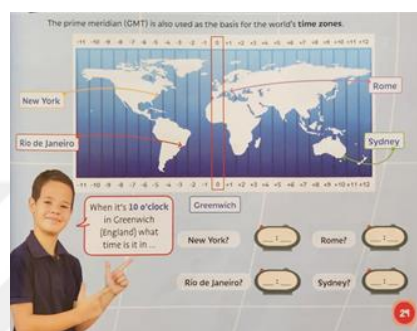
16-(page 56)



17-(page 80)

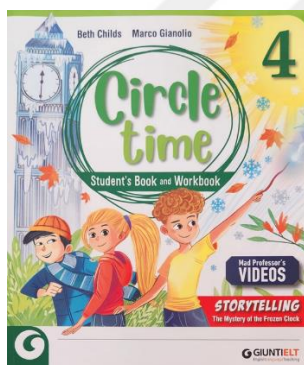


18-(page 55)

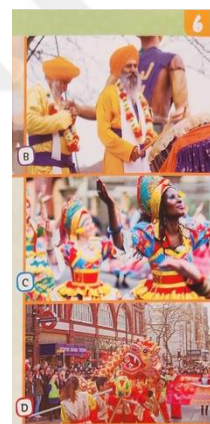


19-(page 75)

Attractiveness and Physical Make-Up:



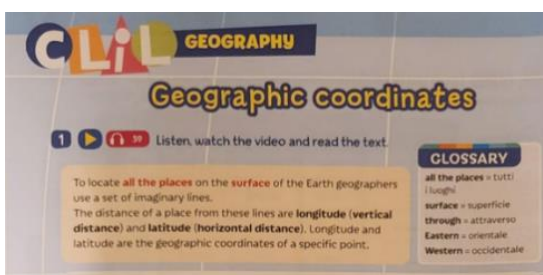
20-Cover of the Coursebook 21-(page 18)



22-(page 81)



23-(page 45)



24-(page 28)

ÖZGEÇMİŞ

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İletişim

E-Posta Adresi: :

Tarih: 31.07.2024

PLAGIARISM REPORT

A COMPARATIVE ANALYSIS OF PRIMARY SCHOOL 3RD AND 4TH GRADE ELT COURSEBOOKS IN TÜRKİYE AND ITALY

ORJİNALLIK RAPORU

% 10	% 9	% 6	% 7
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.researchgate.net İnternet Kaynağı	% 1
2	Submitted to Touro College Öğrenci Ödevi	% 1
3	Submitted to University of Nottingham Öğrenci Ödevi	% 1
4	eurydice.eacea.ec.europa.eu İnternet Kaynağı	% 1
5	vdocuments.mx İnternet Kaynağı	<% 1
6	article.sciencepublishinggroup.com İnternet Kaynağı	<% 1
7	Submitted to Charles Sturt University Öğrenci Ödevi	<% 1
8	www.sead.com.tr İnternet Kaynağı	<% 1
9	acikbilim.yok.gov.tr İnternet Kaynağı	<% 1

BİLDİRİM

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

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- Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.
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Müjde YALÇIN