



Ufuk University
Graduate School of Social Sciences
Department of English Language Teaching

SUGGESTED ACTIVITIES AND MATERIALS FOR ‘ENGLISH 5’

Hazal Bolat

Master’s Thesis

Ankara, 2015

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KABUL VE ONAY

Hazal Bolat tarafından hazırlanan " English 5 Adlı Ders Kitabına Yönelik Aktivite ve Materyal Önerileri, " başlıklı bu çalışma, 04.02.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Gülsever

Prof. Dr. Gülsever PAKKAN (Başkan) (Danışman)

Gülşen

Yrd. Doç. Dr. Gülşen DEMİR

Neslihan

Yrd. Doç. Dr. Neslihan ÖZKAN

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.



Mehmet Tomanbay

Prof. Dr. Mehmet TOMANBAY

Enstitü Müdürü

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Hazal Bolat

Anneme ...

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ABSTRACT

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English Language Teaching (ELT) coursebooks play the major role in Turkey's education system. In this respect, they affect what teachers teach, how and how much students learn. While the use of coursebooks administered by the Turkish Ministry of Education is compulsory in state schools, the effectiveness of them is commonly criticised by ELT professors, teachers and even students in Turkey. The present study aims to explore the effectiveness of the current 5th grade coursebook 'English 5' and suggest alternative activities and materials instead of the activities seen as inappropriate for the young learners' good language learning. The data were collected using qualitative methods. The main data collection method for this study is journal keeping during the English language process and videotaping. The journal keeping and videotaping process extend over one semester of the education year. The participants of the study were 20 participants, all of whom are the 5th grade students of the same class in a state school in Ankara. The findings of the study have revealed that there are some missing points in the coursebook. Although the coursebook is well-prepared for the study of four skills of the language, especially some of the speaking and writing activities were seen as ineffective for the young learners' language learning. Alternative activities and materials were suggested by benefiting from the other written English language sources, the Internet sources and the researchers' own productions.

Key words: Coursebook, Material Development, Young Learners, English Language Teaching (ELT)

ÖZET

Bolat, Hazal. *English 5 Adlı Ders Kitabına Yönelik Aktivite ve Materyal Önerileri*, Yüksek Lisans Tezi, Ankara, 2015.

İngilizce ders kitapları Türkiye eğitim sisteminde önemli bir rol oynamaktadır. İngilizce ders kitapları, İngilizce öğretmenlerinin ne öğreteceklerini ve öğrencilerin nasıl, ne kadar öğrenebileceklerini etkilemektedir. Milli eğitim Bakanlığı tarafından belirlenen ders kitaplarının devlet okullarında okutulması zorunlu olması ile birlikte, kitapların dil öğretiminde etkinliği İngilizce dil öğretiminde uzman kişiler, İngilizce öğretmenleri ve hatta öğrenciler tarafından sıklıkla eleştirilmektedir. Bu çalışmanın amacı, 5. Sınıfların İngilizce derslerinde okutulan English 5 adlı ders kitabının etkililiğinin araştırılması ve genç öğrencilerin iyi bir dil eğitimi alması için uygun görülmeyen aktivite ve materyallerin yerine alternatif aktivite ve materyallerin önerilmesidir. Veriler nitel metotlar kullanılarak toplanmıştır. Bu çalışmada sınıf içi dil öğretim ve öğrenimlerinin günlükleri tutularak ve videoya çekilmesi ile veriler toplanmıştır. Günlük tutma ve videoya çekme süreçleri eğitim öğretim yılının ilk dönemini kapsamaktadır. Çalışmanın katılımcıları, Ankara’da bir devlet okulunda her biri aynı sınıfta okuyan 20 tane 5. Sınıf öğrencisidir. Çalışmanın bulguları ders kitabında eksik bazı yönlerin olduğunu ortaya çıkartmıştır. Ders kitabı, dört dil becerisi üzerine etkili bir şekilde hazırlanmış olsa da, özellikle bazı konuşma ve yazma becerilerine yönelik aktivitelerin genç öğrencilerin dil eğitimlerinde yeterince etkili olmadığı görülmüştür. Alternatif aktivite ve materyaller farklı İngilizce dil kaynakları. İnternet kaynakları ve araştırmacının kendi hazırladığı kaynaklar aracılığıyla önerilmiştir.

Anahtar Kelimeler: Ders Kitabı, Materyal Geliştirme, Genç Öğrenciler, Yabancı Dil Olarak İngilizce

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English has been accepted as an international language day by day all around the world. In many situations people from different nationalities get in contact with each other by using the English language. Social and cultural activities or even political contacts necessitate a common language which is today English. People try to learn it no matter how old they are to have a voice throughout the world. Therefore; primary curriculum commonly includes it in many countries. Accordingly, the age at which English is taught at schools in Turkey has been lowered to 8 years of age. In March 2012 the Turkish Grand National Assembly termed primary and secondary education as "4+4+4" under a new law. According to this, first level is 4 years primary education; second level is 4 years primary education and as a last level, students will have 4 years secondary education. Under favour of this law ministry passed a new legislation in February 2013 according to which students start to learn English at 2nd grade instead of 4th grade in primary schools (MEB,2014).

Governmental reasons for lowering the age of starting to learn a foreign language usually include the desire to improve national standards in foreign language use; parents likewise often believe that children will benefit (Cameron, 2001:243). Therefore, Turkish Ministry of Education tries to improve and adapt the education system of country to European standards which gives lots of importance to English language teaching and learning.

Learning a foreign language in early ages has many advantages in many ways: it helps people learn a language more effectively. As they learn better, they find jobs easily and earn more, communicate and understand cultural differences and improve social relationship with other countries' people. Some of them are explained in detail by Karakaş&Karaca (2011:353) in the followings:

- It helps people solve everyday problems associated with travel in foreign lands and the travellers have a more pleasant experience and greater understanding both of the local

people and of their culture. Every language people master will enhance their delight and lessen their frustration and isolation as they travel around the world.

- It helps learners improve cultural understanding. In a sense, foreign language teaching is foreign culture teaching. We should be cognizant of the fact that ‘if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning...’ (Politzer, 1959: 100-101).
- It helps learners develop mental ability. Once, learning a foreign language was regarded as a mental discipline for developing intellectual capacity. One of the goals of foreign language study is to benefit from mental discipline and intellectual development that result from foreign language study. Besides, a number of studies in bilingual education seem to lead to the conclusion that foreign language study can aid and even accelerate the cognitive development of the brain.

As the age of learning English is lowered, various approaches, methods and techniques have been adopted by taking the young learners’ age, profile, characteristics and learning styles into consideration. It can be easily observed that young learners prefer learning with different activities. They have short attention spans. Therefore varied activities such as handwriting, songs, games etc. probably keep their attention span long. As Scott and Ytreberg (1990) point out, young children are usually full of enthusiasm and energy and the language lessons will be full of variety and changes of activity. They easily learn through being active both physically and intellectually. As long as they are involved and responsible for their own learning, they get more and more enthusiastic about doing their best for the given activities. As they are very active, games, role play dialogues and competitions will most probably be their favourite classroom activities. They learn best when they learn through games which are the main part of their daily life. Young learners are less shy than old learners; mechanical drills or repetitive telling may be useful teaching techniques. Visual materials, videos or flash cards to teach vocabularies are usually helpful as they are imaginative. However they may have some difficulties in distinguishing between the real world and imagination. At this point, teachers may help them to understand the correct meanings.

The teacher can be a role model by showing a positive and supportive behaviour and familiarity all the time. When a familiar and also friendly relationship exists, the interaction between students, teachers, parents, administrators and counsellors increases the needed competencies to meet the students' emotional and intellectual weaknesses. This approach from the teacher is important because teacher figure is always some kind of motivation for the young learners. They can show their appreciation by positive reinforcement and praise to the works and performance of learners in English. It is important for teachers to encourage children to express their feelings and listen to children who have something important to say before the lesson begins (Pinter, 2006:101). When they see that they are listened and considered they will probably feel themselves in secure and have self-esteem in classroom activities. However young learners' teachers should be careful about the level of the activities. For instance, beginners of 11 or 12 years of age will not respond well to an activity that they perceive as childish, or well below their intellectual level, even if it is linguistically appropriate (Phillips, 1993:7). They should prepare suitable activities that are both various and attractive not to make them bored. The activities should be within their abilities; not too complicated to understand and at the same time stimulating enough for them to feel satisfied with their work. When the activities force the learners too much, that may make them demoralised. It is important to keep the balance to capture the learners' interest during the lessons. Visuals, videos, songs, role-plays, games and teacher factor are all important parts of teaching English to young learners. Beyond this, written coursebook is incontrovertible necessity of language teaching and learning.

Using a coursebook is the most widespread way of teaching English although it is not the only way. Although there are lots of new technologies, the demand for coursebook use gradually increases. A coursebook is a basic teaching and learning material for teachers and learners. It is easy for them to teach by the help of the coursebook as there are lots of written and visual materials for the learners' understanding the given subject or improvement of their reading, writing or speaking skills. According to Sheldon (1987:140) coursebook is a published book which helps foreign learners of English in improving their linguistic knowledge and communicative ability. When coursebook is used in an effective way in the classroom, both learners and teachers will benefit from it a lot. All four skills can be practiced thanks to a well-prepared coursebook. Inal

(2006:20) states that English Language Teaching practices in Turkey are currently based heavily on coursebooks which naturally have a negative influence on effective teaching and learning. According to him, coursebooks are seen as the only material useful in language teaching progress; therefore a poor selection of coursebooks can result in the unsuccessful implementation of the course.

1.2 Statement of the Problem

Coursebooks are seen as an indispensable material of English Language Teaching. However, teachers should always be careful about the activities in coursebooks. Using a coursebook does not necessarily mean that teachers will not need to use another material or the activities in a coursebook are sufficient enough for an effective teaching. In Turkey, there are some suggested coursebooks for all grades. These are accepted by the Turkish Ministry of Education and it is compulsory for the state school teachers to use one of them during the lessons.

Coursebooks are the basic teaching and learning material in our education system; therefore, they affect what teachers teach and how students learn. Without taking different characteristics of the students into consideration, teachers try to improve students' language skills by the help of a pre-determined coursebook. These books may fail to meet individual needs by making the teaching and learning environment challenging. In some cases the given subjects, vocabularies or four-skill activities do not draw the attentions of the students. At this point as both teachers and students are reluctant to study on the units, an effective language teaching and learning does not take place. Teachers are usually in a tendency to skip some parts or not finish the coursebook.

On the other hand, students may have difficulty in imagining themselves in the given situations of the activities since they find them unobtrusive. Accordingly, they are generally not enthusiastic about taking part in classroom activities. This may demotivate the students and decrease the possibility of effective language learning.

Although there is a general agreement that state schools' compulsory coursebooks are not efficient to meet local needs, it is hardly possible to find a perfect coursebook that fits in every situation. As Turkish ELT teachers do not have the latitude to select their

own teaching texts, they must develop the ability to properly evaluate their top-down materials and to make the necessary modifications to ensure the cognitive, emotional, and social development of their students (Çelik&Erbay, 2013:337). To achieve the goal of the national curriculum, the English coursebooks for primary education may be revised or modified with some additional audio-visual materials, worksheets or other English coursebooks.

This study seeks answers to the following questions:

“Is the present 5th grade English course book, English 5 effective enough for the young learners’ good language learning?”

“What are the suggested alternative activities and materials suitable for the 5th grade curriculum instead of the inappropriate parts of the course book, English 5?”

1.3 Purpose of the Study

This study aims to explore the first six units of the current 5th grade ELT coursebook, English 5 and by this way present the strengths and shortcomings of the book. In the primary schools’ English language classes in Turkey, the coursebook plays an important role as it influences both language learning and classroom interaction. The need to learn English as a foreign language has become more and more important recently as it is the common communication tool of the world. In order to follow scientific, technologic, cultural and educational developments around the world, a great importance and interest is given to English language teaching and learning in Turkey. Because of the increasing demand for English as a foreign language in Turkey, the Ministry of Education search for new methods and materials for young learners. Therefore; the Ministry firstly handled the English coursebooks.

After the new law 4+4+4 all the primary school language coursebooks were gradually renovated. English has been taught as a compulsory lesson in primary schools beginning from 2nd grade after this law. In the meantime all the English coursebooks of primary schools have been changed in order to improve the English language teaching quality. Informal impression of the students and teachers on coursebooks administered by Ministry of Education was the main reason of handling this study. Language teachers

seemed to be unsatisfied about the content of English 5 during some informal conversations. English 5 is regarded as 5th grade's coursebook as from 2013-2014 school year.

There are two aspects in this study. The primary purpose of this study is to identify whether the new 5th grade's coursebook English 5 is effective enough for the young learners' good language learning in terms of the instructions and activities in each unit in the light of data collected in classroom environment. As a second concern, after the identification, suitable activities and materials instead of the deficient parts in the coursebook will be suggested.

1.4 Definitions of Terms

Young Learners: Young learners are those children from the first year of formal schooling (6 years old) to 12 years of age (Ersöz, 2007).

Coursebook: The term 'course book' means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course (Nemati, 2009)

ELT: English Language Teaching

EFL: English as a Foreign Language. Crystal (1995:108 cited in Üstünel, 2004) defines 'EFL' as "English seen in the context of countries where it is not the mother tongue and has no special status, such as Japan, France, Egypt, and Brazil".

Materials: Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied hand-out, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned (Tomlinson, 2011).

Curriculum: The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and wilful growth in person-social competence (Tanner and Tanner, 1975 cited in Bloom, 2006).

CHAPTER 2

LITERATURE REVIEW

This chapter aims to provide information about background of the young learners, the roles of coursebooks in language classes; their purposes and limitations and material development in EFL classes. The study is related to the young learners and their coursebooks. A variety of issues with regard to these terms mentioned above will also be discussed in this chapter.

2.1 Young Learners

Young learners are defined as in a variety of ways in terms of their ages as different countries classify them by taking into account different ages or grade levels. But there is a common age range that is 6-12 years of age children are named as young learners. According to Philips (1993: 5) ‘young learners’ means children from the first year of schooling to eleven or twelve years of age. Scott and Ytreberg (1990:1) assume that young learners are between the age of five and ten or eleven years old. Similarly Cameron (2001: xi) states that young learners in his book will mean those between five and twelve years of age...”

Ersöz et al. (2006: 23) state that between the age of six and 12, the child develops cognitive and communicative skills. In fact by the age of 12, the child will have achieved a level that is almost equal to that of the adult.

Brumfit et al. (1991:2) list some characteristics of young learners as:

- Young learners are at the beginning of their school life so teachers have a great opportunity to fulfil their expectations in school.
- They are more differentiated than secondary or adult learners and new to the conformity imposed across cultural groupings by the school.
- They are without the inhibitions, which older children bring to school; they are keen and enthusiastic learners.
- Learning can be linked with their development of ideas because it is close to their initial experience of formal education.
- They need physical movement and activity and stimulation for their thinking.

Table 2.1 presents the language teaching environment and the learners of English in the primary education in Turkey (Teaching English to Young Learners, 2014).

Table 2.1 Overview of language teaching environment and the language learners in Turkey

Very young Learners	Young Learners	Older/Late Young Learners
Age: 3-6 years old	Age: 7-9 years old	Age: 10-12 years old
Grade: Pre-school Education	Grade: 1st – 3rd grade	Grade: 4th- 6th grade
Language Focus/ Skills Used: Listening & Speaking Vocabulary Items (concrete & familiar objects) No Grammar Teaching or metalanguage (can't analyze language but may be exposed to chunks through songs, classroom language) No reading & writing (may recognize letters or short words)	Language Focus/ Skills Used: Listening & Speaking Vocabulary Items (concrete & familiar and new objects) New in Reading and Writing (word to sentence level) No Grammar Teaching or metalanguage (chunks through songs and classroom language)	Language Focus/ Skills Used: Listening/Speaking/ Reading/Writing Vocabulary Items (concrete & abstract) Grammar (inductive)
Characteristics: *Low concentration span but easily excited *High motivation; active involvement *Love talking but problems in sharing *Short memory: Learn slowly Forget easily *Repetition and revision is necessary *Limited motor skills (using a pen and scissors) but kinesthetic and energetic *Learn holistically *Love stories, fantasy, imagination, art, drawing and coloring	Characteristics: *Low concentration span: Wide variety of activities needed *Short memory: frequent revision is needed *Logical-analytical: Asking questions *Problems in sharing in group work * Developing confidence in expressing themselves * Developing world knowledge *Limited motor skills (left-right) *Reasonable amount of input *Love stories, fantasy, imagination, drawing & coloring	Characteristics: *Longer attention span but still children *Taking learning seriously *World knowledge *More cooperation in groups and in pairs *Developed social, motor and intellectual skills *Learning strategies are used and developing

Adapted from Ersöz A. (2007) Teaching English to Young Learners. Ankara. EDM Publishing.

It can be understood that with age and experience, young learners become increasingly competent. They learn more and more if suitable conditions are existing in the classroom. Harmer (2001:39) states that young learners have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. According to him there is nothing more exciting than a class of young people at this age pursuing a language learning goal with enthusiasm.

2.2 Teaching English as a Foreign Language to Young Learners

In the light of some characteristics of young learners, language teachers need to be careful about the learners' interests, the classroom atmosphere, activities and materials and time periods not to make them bored during the language teaching process. Harmer (2001:38) suggests that the teachers need to plan a range of activities for a given time period and be flexible enough to move on the next exercise when they see their students getting bored.

According to Moon (2000:16) young children tend to be influenced by feelings about their teacher, the general learning atmosphere in the classroom, the methods used in the classroom and the opinions of their parents. The teacher figure and the teaching methods of him/her are the most important reasons for the learners' attitude towards language. Therefore, appropriate learning materials, interesting activities and positive learning environment will be useful for an effective language teaching.

Philips (1993:7) puts forward some tips for the language teachers to use for the activities and tasks given in the classroom:

- The activities should be simple enough for the children to understand what is expected from them.
- The task should be within their abilities: it needs to be achievable but at the same time stimulating for them to feel satisfied with their work.
- The activities should be largely orally based.
- Written activities should be used sparingly with very young children.

Eichhorn (1980, cited in Mertens et al., 2007:12) mentions friendliness as a needed element in the school climate. He states that when a friendly relationship exists, the increased interaction between teachers, administrators, counsellors, secretaries and custodians enables students to develop needed competencies to meet successfully their emotional peaks and valleys. For a good language teaching he thinks good human relations between school administrators, teachers and staff are significant factors.

Pinter (2006:18) mentions that teaching young learners is different from teaching adults. According to him, adults can use their knowledge of the world and different contexts to

make guesses about unknown words or phrases as they can analyse the language in an abstract way. However, young learners learn the language if they have fun and try to understand the messages from meaningful contexts. It can be understood that teaching holistically without giving attention to abstract language forms is an effective technique for the young learners.

Moon (2000:3) examines teachers' beliefs about how children learn languages. The following quotes are from the teachers attending an international summer school:

'... in a natural way, the way they learn their own language.'

'... through being motivated. It depends on the teacher's style. They would learn fast or quicker.'

'... by listening and repeating.'

'... by imitating the teacher. They want to please the teacher.'

'... by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose.'

2.3 Materials Development

Tomlinson (2011:2) states that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and experience of language in ways designed to promote language learning. Teaching materials form an important part of most English teaching programs. From coursebooks, videotapes and pictures to the Internet, teachers rely on a wide range of materials that support their teaching and their students' learning (Howard & Major, 2004). Materials can be anything which are used to increase the learners' knowledge or practice of the language. They should attract the learners' attention, curiosity and interest. According to Tomlinson (2011:8) materials can achieve these goals through novelty (unusual topics, activities), variety (breaking up the monotony of a unit routine), attractive presentation (use of attractive colours), appealing content (topics of interest) and achievable challenge (tasks which challenge the learners to think).

Richards (2001, cited in McGrath, 2013) mentions the importance of materials in language teaching as following:

“Teaching materials are a key component in most language programs. Whether the teacher uses a coursebook, institutionally- prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training- they provide ideas on how to plan and teach lessons.”

Tomlinson (2012) asserts that materials should be:

- informative (informing the learner about the target language)
- instructional (guiding the learner in practising the language),
- experiential (providing the learner with experience of the language in use),
- eliciting (encouraging the learner to use the language) and
- exploratory (helping the learner to make discoveries about the language).

The ideal materials need to aim to provide a language learning environment for all types of learners. Teachers must be aware of the fact that they are also materials developers and be responsible of the materials learners benefit from to learn a language.

Many of the teachers around the world are restricted in using a variety of materials as they are not permitted to change the syllabus by using their own material during language teaching process. Beside this, they may put forward some excuses such as time limit or heavy curriculum. However, as Allright (1981) and O’Neill (1982) suggest some kind of adaptations on coursebooks may be done as no prepared material can meet all the needs of the learners. Dudley Evans& St. John (1998 cited in Harwood, 2010:4) suggest that a good provider of materials will be able to:

- Select appropriately from what is available.
- Be creative with what is available.
- Modify activities to suit learners’ needs.
- Supplement by providing extra activities.

2.4 Activities and Materials for Young Learners

There has been an assumption that the younger the learners are, the more holistic learners they will be. Philips (2001:5) states that younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. Furthermore, they have the advantage of being great mimics, and are often unselfconscious and are usually prepared to enjoy the activities the teacher has prepared for them. It can be understood that it is easy for the teachers to keep the motivation high by the help of enjoyable and stimulating activities and materials for such young learners. Having an enjoyable lesson in the class creates a positive environment for language learning. The reason is that if the young learners want to continue with the activity without getting bored, they will be exposed to language input more and have more chance to practise.

Shin(2006) asserts ten helpful ideas for teaching young learners as follows:

1. Supplement activities with visuals, realia, and movement.
2. Involve students in making visuals and realia.
3. Move from activity to activity.
4. Teach in themes.
5. Use stories and contexts familiar to students.
6. Establish classroom routines in English.
7. Use L1 as a resource when necessary.
8. Bring in helpers from the community.
9. Collaborate with other teachers in your school.
10. Communicate with other TEYL professionals.

Table 2.2 shows the young learners' needs as a result of their characteristics and activity types suitable for young learners (Ersöz, et al., 2006:26):

Table 2.2 Possible activity types that meet young learners' needs while learning language

General Characteristics	Needs as a result of these characteristics	Possible ways of meeting these needs
Are imaginative	Need to be able to use their imagination in the classroom	Use prediction and participation; Employ story-telling/reading
Are creative	Need to be able to create things and learn by doing	Use art and craft activities
Are energetic	Need to move around and be physically active	Use TPR (Total Physical Response) and activities that require bodily movements; Employ drama and dramatization
Lose their concentration easily	Need activities that appeal and make sense to them	Use games, songs, riddles, puzzles, jokes, etc.
Have short memories	Need constant recycling of input and activities complete in themselves	Recycle at intervals; employ topic-led work; present anything in meaningful contexts
Are easily excited	Need activities to calm them down	Use 'settling activities'
Have emotional needs	Need to feel a part of a group	Employ group work
Have limited language skills and experience	Need clarity	Use well-defined, well-experienced activities
Love talking	Need opportunities to talk	Do everything to maximize STT and minimize TTT.

Young learners need to be active and involved in their learning as this is one of the ways in which they learn most effectively (Crosse, 2007: 142). Physical activities such as using musical instruments or accompanying action rhymes or stories acting out scenes from a sketch or dialogue, imitating the voices of the characters help them to learn indirectly, because they eagerly try to explore the language to take part in these activities.

Audio- Visual materials play a major role in a language classroom. Çakır (2006) states that all audio-visual materials have positive contributions to language learning as long as they are used at the right time and in the right place. They are useful ways of teaching

a language and enable the development of a wide range of skills. They are especially significant in teaching young learners, as this age group requires as many prompts as possible. Colourful pictures, posters, drawings or flashcards, puppets, toys, real objects, CDs, songs and videos are effective resources for language learning.

The use of Contextualized Language Instruction is of great importance to facilitate young learners to acquire the target language as they obtain a clear and contextual description of how the target language is used (Margana, 2013). Contextualized activities have great impacts on learning any topic, because they help the learners study on the meanings of unknown language in a situation or a context. Shin (2006) states that language structures should be presented within a context that is meaningful and communicative. Learners understand the unknown language much more easily when contextualised than when it is presented in a single sentence or by the help of a rule without seeing an explanation that may help to make the meaning clear.

According to Vale and Feunteun (1995:66), English is not an isolated educational issue. The child has ‘whole needs’ in terms of learning. It is important to acquire language across the curriculum. With creative thinking and skilled organisation, a theme can generate a long list of activities relating to all areas of the curriculum under one theme (Cameron, 2001:182).

Spiders and mini-creatures, circus, potatoes/vegetables, islands, Halloween or festivals may capture the young learner’s interest and motivate them to learn the language. The nature of theme-based teaching can be more attracting by building a chance of choice in which learners and teachers have choice over the theme, activity or timing. However, in many countries as in Turkey, it is important to follow the theme in specified coursebooks by taking the common curriculum into consideration.

2.5 Coursebooks

Pinter(2006:115) states that the most important teaching and learning material that guides teachers’ and learners’ activities in many classrooms seems to be the coursebook and continues that young learners’ coursebooks are well designed with attractive features such as colourful visuals, fun games and tasks, crafts and projects. Coursebooks are regarded as one of the most preferred material in language teaching. Schmidt, et al.

(1996 cited in Jalali 2011) state that teachers throughout the world base approximately 50 per cents of their weekly teaching time on coursebooks. Accordingly, İnal (2006:23) believes that coursebooks are generally viewed as a tool in realizing the goals which have already been set regarding learners' needs, thus they are inevitable components of a course.

Students learn what is presented in the coursebook, and the way the coursebook presents material is the way students learn it (Kitao&Kitao, 1997:1). As the philosophy of the coursebook influences the learning process it can be understood that they are the main elements of instruction and have significant influences on what goes on in the classroom.

According to Gabrielatos (2004:28), coursebooks have been regarded by language teachers as 'the bible, a guide, a crutch, a necessary evil, or a burden'. It can be understood that coursebook can be both a pleasure and burden. Awashti (2006) states that majority of teachers take it as a tool to facilitate their teaching whereas others consider it as a burden to get through and he adds that it largely depends upon the attitude of the people who handle it, as a facilitator or a curse. Those who take it as a helpful tool use it flexibly and 'combine with other resources'. Teachers need to be conscious of their own methodological orientation, that is their theories and beliefs about the nature of language and teaching/learning (Woods, 1996: 190-212). The effectiveness of coursebook is related to the level of the teachers' awareness and knowledge.

According to Garinger (2002) a coursebook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself. It is stated that coursebooks have multiple roles in ELT and serve as (Cunningsworth, 1995:7):

- a resource for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, etc.
- a source of stimulation and ideas for classroom language activities

- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self-directed learning or self-access work
- a support for less experienced teachers who have yet to gain in confidence.

Pakkan (1997: 7) asserts the main reasons of why teachers prefer using a coursebook as follows:

1. Coursebooks are written by experienced and well-qualified people, and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Teachers therefore can be assured that coursebooks from reputable publishers can serve them well.
2. Using a coursebook, to some extent, guarantees a degree of consistency in the courses that are taught by a number of different teachers who bring into classrooms different professional skills and personality traits; it ensures some continuity between grade levels when materials come in series; and it helps the teachers in the process of materials selection.
3. Teachers need a coursebook to help them bring the real world into the essentially artificial classroom situation so that they can relate the language items they are teaching to actual usage. It also relieves teachers from the pressure of having to think of original material and preparing hand-outs for learners for every class since a good coursebook often contains lively and interesting material for motivation; fun, and reduction of barriers to learning.
4. Furthermore, teachers need a coursebook to make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns.
5. Physiologically, a coursebook is also important also to student. It provides for the learner something concrete that gives a measure of progress and achievement as lessons are completed. A good coursebook also provides a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that learners can revise grammatical and functional points on which they have been concentrating. It provides ample drills for manipulating language forms, vocabulary and functional formulae (e.g. grammatical patterns, pronunciation, ways of

greeting, etc.) and for developing sub skills (e.g. skimming, writing a thesis statement, listening for gist, etc.).

2.5.1 Advantages and Disadvantages of Using a Coursebook

The vitality of coursebook use in classrooms has been explained from a number of perspectives. As Harmer (2001: 304) has pointed out, students like coursebooks too since they foster the perception of progress; also they provide material which students can look back at for revision and at their best their visual and topic appeal can have a powerfully engaging effect. According to O'Neill (1982: 106) coursebooks make it possible both for the learners who have missed the lesson to catch up and for the class to prepare in advance for lessons.

Haycroft (1998 cited in Litz, 2005:5) suggests that one of the primary advantages of using coursebooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. It is believed that without a coursebook, learners think their learning is not taken seriously (Ansary&Babai, 2002).

Ur (1996:79) states the advantages of using a coursebook as follows:

- A coursebook provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.
- In many places, the coursebook serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.
- The coursebook provides texts and learning tasks, which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.
- A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.

- A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light small enough to carry around easily; it is a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.
- For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the coursebook can provide useful guidance and support.
- The learner can use the coursebook to learn new material, review and monitor progress with some degree of autonomy. A learner without a coursebook is more teacher-dependent.

Cunningsworth(1995:10) has pointed out that a lot of dependence on coursebooks is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process. According to him, it can stifle innovation and it severely limits flexibility. Sheldon (1988:239) mentions some theoretical and practical problems concluding that coursebooks grow a little and generally imitate other coursebooks and do not admit the winds of change from research, methodological experimentation, or classroom feedback.

According to Edge (1987 cited in Alptekin, 1993: 139), task-based and problem-solving activities which characterize communicative approaches and materials are not value-free modes of behaviour. Rather, they involve Western modes of communication which may not be in harmony with the traditions of some cultures - including learning. Coursebooks should provide learners sufficient information about the culture of the target language in a clear and understandable way. However, they also need to be sensitive to learners' culture as well.

Ansary and Babaii (2002) state that coursebooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class. Therefore, a teacher should be more active during the use of a coursebook in the class and consider it as an assistant requiring several other materials along with it.

Ur (1996:79) has also put forward some missing points of coursebooks:

- Every class or every learner has their own learning needs: no one coursebook can possibly supply these satisfactorily.
- The topics dealt with in the coursebook may not necessarily be relevant or interesting for your class.
- A coursebook is confining: its set structure and sequence may inhibit a teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.
- Coursebooks have their own rationale and chosen teaching/learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.
- Teachers find it too easy to follow the coursebook uncritically instead of using their initiative; they may find themselves functioning merely as mediators of its content instead of as teachers in their own right.

Having both advantages and disadvantages, coursebooks are the useful sources for classroom instruction. Language teachers should be careful about these points and use the coursebook in an effective way by supporting it with the other teaching materials.

2.5.2 Coursebooks and Young Learners

Generally, coursebooks are seen as the centre of foreign language teaching and both teachers and learners rely on them to a great extent. It is stated that materials contribute to the effective language teaching (Allwright, 1981). To provide support in teaching, they should have clear procedures and methods of instructions by the help of standard, natural and current language as well as include objective and recent information on the target language culture (Stec, 2013). Coursebooks need to be useful, meaningful and interesting for young learners and also equipped enough to meet their needs to support the learning process.

Young learners lose their interests more quickly than adults and they are less successful while keeping themselves motivated on tasks, because they may not be satisfied by the basic materials in the classroom as the technology has developed a lot recently. Therefore, teachers are responsible for interesting and joyful activities in the classroom

by the help of their creativity. They can change boring activities in the coursebooks to attractive and entertaining tasks.

The activities and subjects in coursebooks for young learners need to be enjoyable and colourful. As young learners like talking, there should be lots of speaking activities that improve their communication skills. The coursebook might not involve games; at this point teachers should fulfil the need of play by the help of other teaching materials. Games are important for the interaction and an effective learning. The interaction helps the learners to be motivated as they have fun while working on tasks with their classmates.

The instructions given in each activity need to be understandable. In some situations, learners get confused as they cannot make of the activity. Lots of examples for the activities will most probably be useful for a good understanding. Group works or pair works are one of the most preferred activities by the young learners. Students enjoy a lot during these activities. They love having the control of learning. As long as the aim of the program and the syllabus are met by the coursebook, the learning process may be successful by the help of the teachers' assistance.

Choosing the coursebook is one of the most important responsibilities a teacher needs to take. However as in state schools in Turkey there is a pre-determined coursebook by the Ministry of Education, teachers do not have that kind of responsibility. They should follow the given syllabus and coursebook.

2.6 English Language Teaching at Primary Schools in Turkey

In Turkey, foreign languages were planned to be taught at primary schools with the decision of the Council of Ministers in 1983 (Resmi Gazete, 1983: 24). Foreign languages such as English, German and French have been planned to be taught at state and private schools since then. Genç (1999 cited in Genç, 2004:107) states that German and French are merely demanded as the first foreign language (% 1, 6), they are taught as the second foreign language in most cases. Until the education reform in 1997, compulsory education in Turkey was 5 years and there was little concern for a foreign language in state schools. In 1997, compulsory education was raised to 8 years and young learners had a chance to learn English as a foreign language in the 4th grade.

Students had 2 hours of English each week in the 4th and 5th grades while in the 6th, 7th and 8th grade students had 4 hours of English.

The Ministry of Education listed the objectives of ELT curriculum for grades 4 and 5 as in the following:

- raise pupils' awareness of a foreign language,
- promote a positive attitude towards learning English language,
- increase pupils' interests and motivation towards learning English language,
- establish classroom situations in the context of games so that pupils can have fun while learning English,
- set up dialogues and meaningful contextualized learning activities (Kocaoluk & Kocaoluk, 2001 cited in İnceçay,2012).

According to the 1997 curriculum, the main objective of English for 6th grades to 8th grades was to improve basic communicative skills of the learners with the help of four language skills. It can be understood that communication in English language has become important in Turkish curriculum. The 1997 curriculum can be regarded as a milestone in English language teaching in Turkey since for the first time in Turkish history the concept of the "communicative" approach was introduced into the ELT curriculum (Kirkgoz, 2005 cited in Sarıçoban, 2012:32).

In a research conducted by İnceçay (2012), the challenges that English language teachers in state schools have faced during the implementation of the new policy prepared by the Ministry of National Education in 1997 have been investigated. 10 English teachers working at state schools participated to the study. The results have shown that early English language instruction should have been decided and started to be put into practice from the very first years of our republic. It was a late decision according to them. When they are informed about the objectives, they claimed that it was impossible for them to achieve all the objectives because of the limited hours of instruction in a week. Most of the participants stated that the coursebooks were provided by the ministry of education. However, according to them, they are not designed effective enough to meet the objectives. In addition to these, since the target group is young learners, not only coursebooks but also audio-tapes, CD-players,

computers or projectors are needed for a good foreign language lesson. Due to the lack of budget, assistant teaching materials may not be used in state schools in Turkey.

The coursebooks used at state schools in Turkey are designed in accordance with the curriculum arranged by the Ministry of Education. They are written by commissions that include foreign language teachers, academics of ELT and foreign advisors. These coursebooks are used at all state schools and it has been forbidden to use different written materials such as coursebooks or worksheets during language teaching process recently.

The Ministry of Education conducted a research on elementary education coursebooks in 2008. The aim of this research was to have an idea about the learners' and teachers' attitudes towards coursebooks to improve the books in the direction of their ideas. 803.166 students and 104.519 teachers all around Turkey have participated in the questionnaire on coursebooks. The ideas of students on coursebooks in general, not on a specified one are given as following: "they could understand the books easily, the books promoted their learning wish, they protected their coursebooks and also they could get their books when the schools open. They made a critic that the coursebooks have to be more long-lasting and light. The ideas of English teachers on coursebooks are as following:

- English coursebooks, work books and teacher's books need to be improved in terms of content, assessment and evaluation and visual design.
- The arrangement of the content need to be from basic to complex and simple to difficult.
- According to them activities in teacher's book need to be improved to meet the acquirements adding that not all the acquirements are included in teachers' book.
- The reading texts in coursebooks are not suitable for the students' level.
- Students do not have a chance to use their previous knowledge of English on work book activities.
- There is not enough correlation between the coursebooks with other courses.
- Unnecessary information and details are included in teachers' books. They are not correlated enough with the real life.
- Instructions and explanations need to be more comprehensible (MEB, 2008).

Any other kind of this research has not been done by the ministry after the publication of this research. New coursebooks are determined and sent to the state schools although a need analysis of students in Turkey has not been conducted before the publication.

In March 2013, a new law was admitted and constituted by the Turkish Grand Assembly. In accordance with this law, compulsory education was raised to 12 years from 8 years. This compulsory education was arranged as 4 years of first level of primary school 4 years of second level of primary school and 4 years of secondary school education. As a result of this law, students started to learn English as a compulsory lesson at the 2nd grade of the first level of primary education beginning from 2012-2013 education year.

The current English curriculum similarly agreed on a communicative approach in ELT. Sariçoban (2012:34) states that the goals and objectives to be achieved are given with their corresponding structural items, illustrated with topics, functions, sampled tasks or projects, following a functional-notional and skills-based model. Learners are expected to acquire the linguistic and communicative competence. Speaking activities such as games, dialogues or role plays take part in new coursebooks to a great extent. Students like creating new things by acting according to the instructions of the tasks given at the end of the units. They are being motivated with the help of this kind of approach.

The research on primary schools' English coursebooks in Turkey is limited. Most of them focus on the evaluation of the coursebooks (Özdemir,2007: Ertürk,2013: Arıkan,2008), some of them study on a single language skill of coursebooks (Demirci,2010) and the focus is on an ideal coursebook for some studies (Erkan,2007). In a study, Evaluation of Time for English 4, the fourth grade English coursebook for public schools made by Özdemir(2007) 4th grade students' and teachers' approach towards the coursebook Time for English was investigated. The results show that both students and teachers are satisfied with the coursebook. However, according to students, the instructions and songs should be improved and the teachers think teachers' book should be more informative and there are too many units to cover in an education year.

Another research was done by Erkan (2007) and aimed to evaluate the 4th grade English coursebooks. She pointed out how an ideal coursebook for young learners should be.

Coursebooks titled Enjoy English 4, Time for English, Build up Your English 4 and Spring 4 were evaluated. The results show that it is necessary for coursebooks to adopt an approach that fully presents and promotes the young learners' need. Except Time for English 4, the coursebooks fail to serve motivational framework for learners and a balance between skills. In this study, it is stated that an ideal coursebook for young learners should have;

- art and craft activities
- games, songs, riddles, puzzles, mazes
- pair-works, group works
- simple writing activities
- listening activities consisting of native speakers' voices and natural sounds
- authenticity
- story- telling parts
- drama and dramatization activities

CHAPTER 3

METHODOLOGY& FINDINGS AND SUGGESTIONS

This chapter first presents information about the research design of this study with some explanations. In the following sections, the participants of the study, the data collection instruments and the data analysis procedures are described.

3.1 Research Design

Qualitative research design is used in this study. It is a classroom based research and it aims to collect data on the study of a group of foreign language students and understand general effects of the present 5th grade coursebook English 5 on language learning process through keeping journals in each lesson of the week and videos during classes. Mackey and Gass (2005:203) mentions that diaries of classroom contexts can produce useful data on a range of aspects such as instructors insights into their teaching, their self and other comparisons, decision making processes, the process of development over time, attitudes towards classroom learning and teaching, the use of strategies and the recognition and use of feedback.

3.2 Participants of the Study

This study includes 20 participants, all of whom are the 5th grade students of the same class in Yeşilevler Primary School in Ankara. Students are elementary level. Variables such as gender, age, the background of the students or the language level of the students were not taken into consideration during the choice of the participants since they are not related to the purpose of this study. For the purpose of this study, 10-11 years of age children who learn English as a foreign language in the 5th grade in Turkey were chosen as young learners. In fact the age limit of 11 corresponds to older young learners' category which is a little different profile from a young learner. However age group in this study still has not had any changes when they are observed in the class. So, they are also young learners.

3.3 Data Collection Instruments

The main data collection method for this study is journal keeping and videotaping. Students are videotaped during some of their speaking activities. 5th grade students have three hours English lessons in each week. Students' attitudes towards activities in coursebook and the effectiveness of the activities on students was observed and to record the language learning and teaching process, a journal was used. In each record, detailed information was given about the procedure. In three separate lessons of the term students were both videotaped and these videos are recorded in the diary. The journal keeping and videotaping process extend over one semester of the education year.

3.4 Data Collection Procedure

The data were collected through a journal kept after each lesson and videotapes taken in three lessons of the semester. The researcher took notes about the teaching and learning process when the lesson finished. The coursebooks' effectiveness was the main factor in keeping the notes. How much the students learned and whether they could improve their four skills through the activities and instructions in coursebook were observed and noted down in detail. Three hours of English lesson was separated as one lesson in one day and two lessons in another day. The researcher wrote the journal weekly. Journal keeping was started about 2 weeks later than the beginning of the education year. The videos were taken three times in different times in a semester. One of the students was asked to videotape the teaching and learning process during the students' working on speaking activities. Students' works and generally pair works were taped and notes were taken by the researcher on the same process. This helped the researcher to analyse the process in a more detailed way. Students' attitudes towards the instructions and activities was observed and recorded by the help of the videos.

3.5 Data Analysis

The study is based on the effectiveness of the coursebook English 5 delivered by the Ministry of Education as the main coursebook for the 5th grades in state schools in Turkey. Lacking and favourable points of the coursebook were observed through the journals and videos. The data collected through the instruments are as follows:

3.5.1 The Journal - Effectiveness of English 5 Coursebook and The Suggested Activities

3.5.1.1. The First Week of the Term (03.10.2013)

In the 1st unit of English 5, the students learnt some structures that are used to talk about daily routines. These are for example; ‘watch TV, do homework, have breakfast, etc’. Some pictures were used in the coursebook to make the students understand the meanings of the new words. After that, the students remembered how to tell the time by the help of the listening activities. In the speaking part, I asked the students to write the times of their daily routines in the given table. This table contains two parts; in the first part the students write their own times of daily routines and in the second part their partner’s times of daily routines are asked to be written. Therefore, I wanted the students to work in pairs. There is an example that shows the students how to ask their partners’ times of daily routines. We analysed the example question. I talked about wh-questions that are used to ask the time of some events. First, I did not give more than two examples except the given one. The students started to study in pairs. They had difficulty in asking questions about times of their partner’s daily routines in this part although I tried to give lots of examples even for different situations. It may be because of wh- questions. They could not understand how to ask the questions.

The speaking activity in the course book is as in the following:

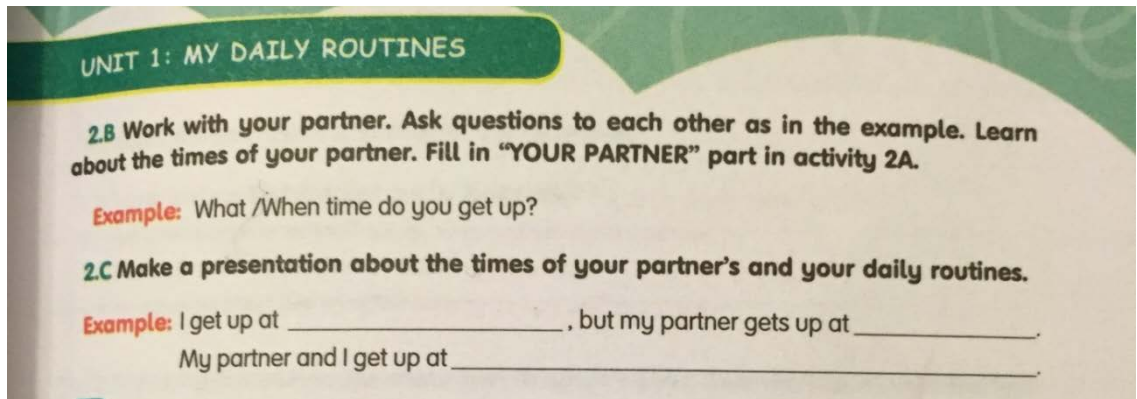
2 SPEAKING

2.A Write the times of the daily routines in part "YOU".

ACTIVITY	YOU	YOUR PARTNER
get up		
go to school		
have lunch		
do homework		
watch TV		
have dinner		
go to bed		

12

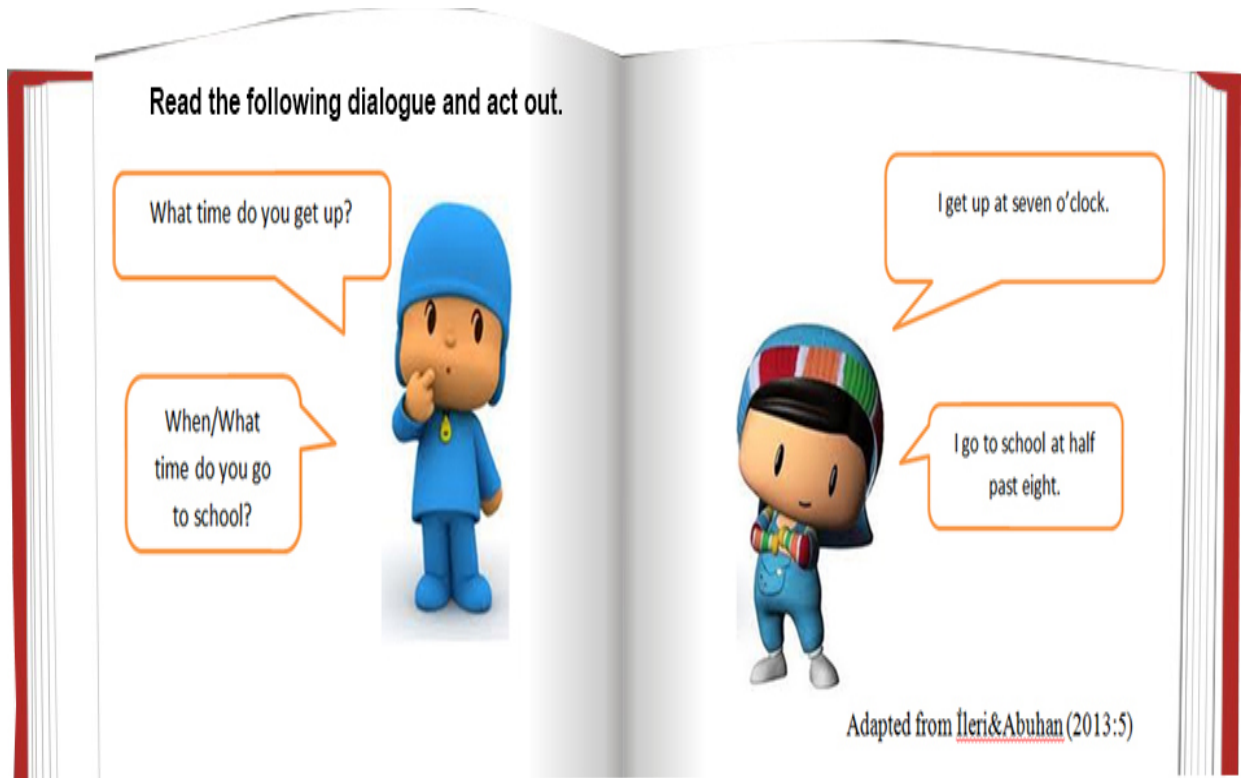
Workbook / Page 10 / Activities C, D



Gezmiş Ceyhan&Özmen (2013:13)

It would be better if there was a dialogue or a brief text that could be helpful for the students to form sentences in question and answer form in the coursebook. There is an example but it is not enough for a good understanding. More example question types will be useful for the students' productions. These examples should be given in contexts that attract the young learners' attention. Also some productive activities on 'when' and 'what time' questions by the help of which students improve their understanding will help their learning. Question-answer activities, jumbled sentences or completing the tables that includes some cues especially for asking the questions may be alternative works.

For example, it will probably attract the students' attention more if there are more visuals or a dialogue between two kids. Cartoon characters, students watch at TV will probably be helpful for this kind of activity. A colourful scene will be enjoyable and suitable for the learning of the young learners. The following instruction and the following activities are suggested to overcome the issues on this activity:



An activity on ‘What time..?’ structure may support the learning. The following activity may be helpful:

2 Write sentences and draw the times.







1 ? does she breakfast What time have At eight o'clock.

2 does she What time ? school go to At quarter to nine.

3 play ? basketball does she What time At half past five.

4 ? does she go to What time bed At nine o'clock.

As the students know the meanings of daily activities, just pictures can be given and they may be asked to ask questions to each other on daily routines as in the following:

<ul style="list-style-type: none"> • Write the times of the daily routines in pictures in part A. • Work in pairs. Ask questions to your partner about his/her times of daily routines. e.g. What time do you get up? I get up at ... 		
What time do you _____?	A) I _____	B) My friend _____
		
		
		
		
		
		

3.5.1.2. The Second Week of the Term (10.10.2013)

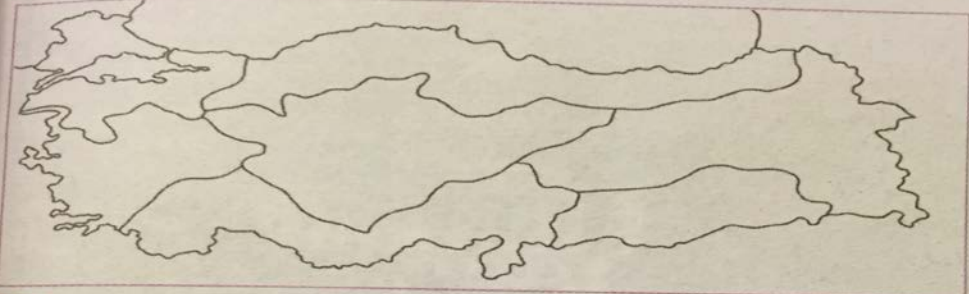
At the beginning of Unit 2 when I examined the first few activities, I thought that countries and nationalities would be the main subject. However it is not. The aim of warm up activity is to make students revise their information about regions. I asked the students to find the city they lived in on the map. Most of them found it and coloured the region of Ankara. The activity wanted students to give a brief information about their city. This was a bit difficult for them as they could not form sentences that would

explain their opinions. Therefore, I asked them some questions such as: What is famous in Ankara? Are there any tourist attractions in Ankara? Where do you go at the weekends in Ankara? etc. By the help of these questions the students tried to give information about their city. The following pre-reading activity aims to make students remember the countries' flags and capital cities of them. Some of the students could not match the country flags and capital cities. I helped them and explained the meaning of capital by giving the example, 'Ankara is the capital city of Turkey'. In the next part students read the text and complete the given table and chart.

The warm up activity and the reading activities are as in the following:



UNIT 2: MY TOWN



WARM-UP
Where is your city? Colour the region of your city. Give short information about your city to your classmates.




1 READING

1.A Match the capital cities with the flags of countries.

a)  c) 

b)  d) 

e) 

1. Ankara c
2. London e
3. Washington d
4. Madrid b
5. Rome a

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Workbook / Page 13 / Activity A

1.8 Read the text. Find the information and complete the table.



I live in Washington. It is the capital of the United States. It is in the east of the USA. It's a beautiful place. The city is famous for its botanical gardens and parks. The Capitol, the Lincoln Memorial and the White House are important buildings in Washington. My favourite place is a small park near my house. I ride my scooter there.

WASHINGTON

Country: The United States
Location: East of the USA
Famous for: botanical gardens and parks
Important places: The Capitol, the Lincoln Memorial and the White House

1.C Complete the chart according to your town / city.

	YOUR TOWN
Country:	_____
Location:	_____
Famous for:	_____
Important places:	_____

55' own answers

1.D Look at the information on the chart in part 1C. Talk about your town / city with your classmates.

Workbook / Page 13 / Activity B

Gezmiş Ceyhan&Özmen (2013:19)

From page 20, some location names are given and then the unit aims to teach how to ask for directions and give directions. We studied on public places with the help of my own visual materials as the ones in the coursebook are not detailed. Then in the




speaking part the coursebook asked the students to match the public places with the correct pictures.




The activities are as in the following:

2 SPEAKING

2.A Match the words with the correct pictures.



a) police station 2 c) hospital 5 e) café 1
b) post office 4 d) bakery 6 f) chemist's 3

1.  2.  3. 



4.  5.  6. 

2.B Look at the pictures. Guess the places and make sentences as in the example.


Example: Tony is at the café.

Tony Elizabeth

Antonia Stefan

 **Workbook / Page 14 / Activities C, D**

20

I could not understand why the capital cities and public places are presented in the same unit. I think previous parts of the unit are not related to the rest of the unit. Therefore, I think firstly, a warm-up activity that is more helpful and interesting enough to make the students willing to speak will be useful at the beginning of this unit. The countries and capital cities do not have to be taught in this unit. Instead of them a colourful start that shows the public places will be exciting for the young learners. The reading text is suitable but the pre-reading activity may be changed into an attractive one that will make the students enthusiastic about studying on the reading text.

A matching activity by the help of which students will have an idea about the public places as in the following may be a good start for this unit:

Vocabulary

A Match.

a This film is boring.

b Let's send an email to Uncle Fred.

c I swim here on Saturdays.

d I'm hungry. Let's eat here.

e Let's go on the rollercoaster!

f Do you like the play?

1 theatre f

2 Internet café

3 restaurant

4 cinema

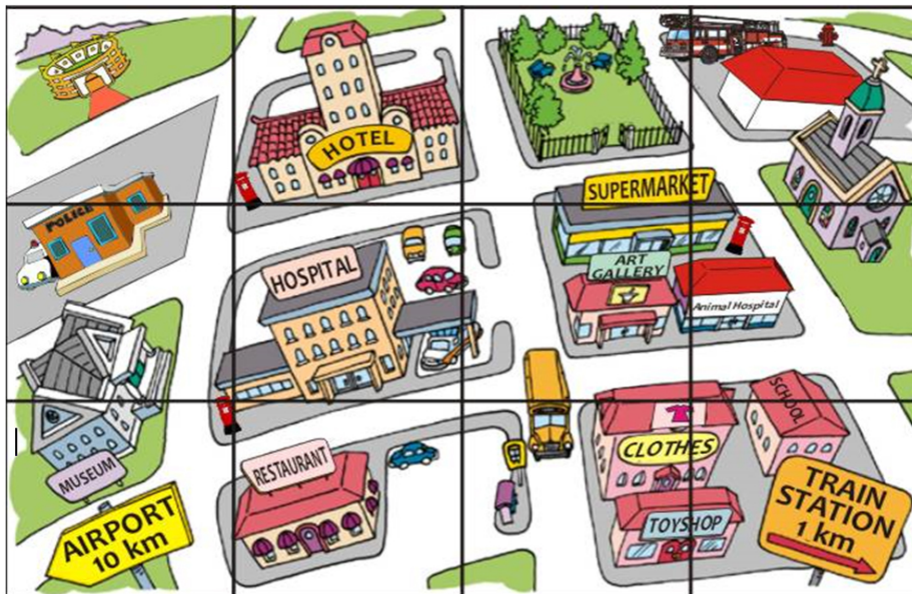
5 amusement park

6 sports centre

Heath (2010:32)

As a start, a colourful scene that includes public places and their English equivalents may attract the young learners' attention:

- Look at the picture and learn the public places.



Retrieved from <http://www.englishexercises.org/>

A suggested warm-up for the reading comprehension:

- Some important features of a world city is given by the help of the pictures. Can you guess which city is it?



.....

Do you know this city?
 What do you know about it?
 Where is it?

3.5.1.3. The Third Week of the Term (24.10.2013)


The students learnt the public buildings by the help of the given matching activities. The visuals and workbook activities had a great effect on their learning. After the students guessed the places of people given in pictures they formed sentences about them by the help of the example sentence in 2.B speaking activity. In the following activity I asked the students to analyse the given pictures and asked them to talk about them. The questions that I asked were helpful cues for their conversations. After brief explanations on the given pictures, the students were asked to work in pairs. There are 2 speaking cards in this activity. Card A was on page 21 and card B was on page 95. The pairs chose one of the cards and tried to ask questions and learn the places of people in the pictures. The cards include information about the places of different people, so they tried to learn about the ones that they did not have.


The speaking activity in the coursebook is as in the following:


UNIT 2: MY TOWN


2.C Work with your partner. Choose a card. Card B is on page 95. Look at the pictures. Ask and answer questions about the places of people. Write the people's names on the pictures.

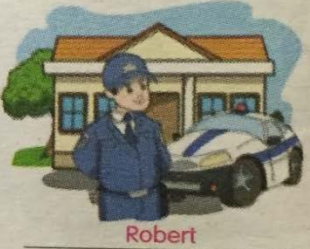
Example: Tony: Where is Jason?
Brenda: He is at the restaurant.

1.  Elena

2.  Bella

3.  Sandy

4.  Arthur

5.  Robert

CARD A
Ask questions for Sandy and Bella.
Information about Robert, Arthur and Bella:
Robert is at the police station. Arthur is at the hotel. Bella is in the school garden.

CARD B

Ask questions for Robert, Arthur
 Information about Sandy, Damon:
 Sandy is at the café.
 Bella is in the school garden.

Gezmiş Ceyhan&Özmen (2013)

Although they had difficulty in understanding the activity, after I gave an example they were successful. The given example at the beginning was also helpful for them. They did this activity in the student's book easily. It was a useful activity with which the students practise what they have learnt. However, this activity will attract the young learners' attention more when it has more visuals and original aims. Different kinds of activities which are both funny and useful for their learning motivate both the students and English language teachers. Group work activities may be interesting for them instead of routine pair work activities. These kinds of activities may motivate them as the students see them like a game. The suggested ones are as in the following:







• Work in groups and draw a map of important places around your school, your home or a place you go. Then talk about your map.

e.g.

Retrieved from <http://www.englishexercises.org/>

We are at the school. The post office is near the school. The bank is opposite the post office.....

- Which places are there/aren't there in your town? Write and discuss with your friends. Find two more on your own.

In my town	Not in my town.....
	
	
	

Adapted from Philips&Morgan (2012:57)

3.5.1.4. The Fourth Week of the Term (31.10.2013)

The function of the listening part is to make students talk about the locations of things. They listened to a dialogue and drew the directions on the map. They studied on the listening activities with the help of my contributions. As a post listening activity, they were asked to work in pairs and make conversations with the help of the speaking cards. The students who had Card A asked the students who had card B to give directions to the bank. They had great difficulty in forming sentences to give directions on the map. I gave some example instructions to make them remember the structures, but they were demotivated as they could not do it at first. In the next game part, the students again worked on the given maps to give directions. They were asked to work in pairs. First, they tried to ask directions of a place by using the map in the Game Part, page 24. Then, their partner tried to give the correct directions. There was an example in this part and the students benefited from it by using the structures in it. This example and the ones I gave on the board helped them revise the structures.

The listening text and the activities are as in the following:

TRACK 3

Kevin: Excuse me, how can I get to the cinema?

Old man: Cinema?

Kevin: Yes, cinema.

Old man: Go straight ahead. Turn left on the White Street.

Kevin: White Street?

Old man: Yes. Walk along this street. It is opposite the hospital. It is on the right, between the toy shop and bus stop.

Kevin: Thank you very much.

Old man: You're welcome.

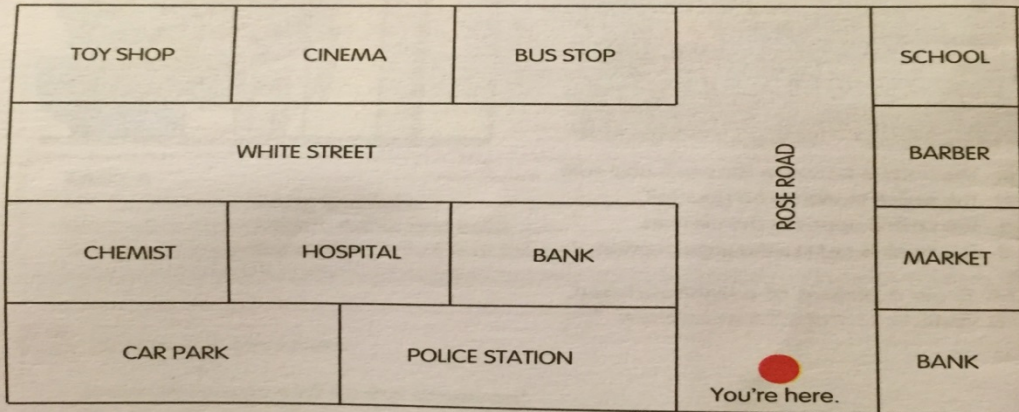
Gezmiş Ceyhan&Özmen (2013)

4 LISTENING

4.A Match the shops with the things.

- | | |
|-----------------------------|-----------------------|
| 1. florist <u> e </u> | a) medicine |
| 2. bakery <u> b </u> | b) bread |
| 3. chemist's <u> d </u> | c) stamps and letters |
| 4. post office <u> c </u> | d) books |
| 5. library <u> a </u> | e) flowers |

4.B Listen to the dialogue. Follow and draw the directions on the map.



4.C Work in pairs. Choose a card. Read the information on your role card. Ask and give directions. Use the map on part 4B.

CARD A
 You are in the chemist's.
 Ask directions to the bank.
 Ask for and make clarification.

CARD B
 You are in the chemist.
 Give directions to your partner.
 Ask for and make clarification.




Gezmiş Ceyhan&Özmen (2013:23)

The Game Part in the coursebook is as in the following:

UNIT 2: MY TOWN

5 GAME TIME

Work in pairs. Look at the map. Choose a place. Don't tell the name of the place. Give directions to your partner. Ask your partner to follow your directions and find the place.

CINEMA	KING ROAD	TOY SHOP		MARKET
		PINK STREET		
HOSPITAL		GROCER	BARBER	BAKERY
CAR PARK		CHEMIST	BANK	 POST OFFICE
CHURCH		WHITE STREET		
	SCHOOL		POLICE STATION	

Example:

YOU: You are in front of the church. Go straight ahead. Walk pass the car park and the hospital. Turn right into the Pink Street. Go along this street. It is on the right, next to the barber. Where are you?

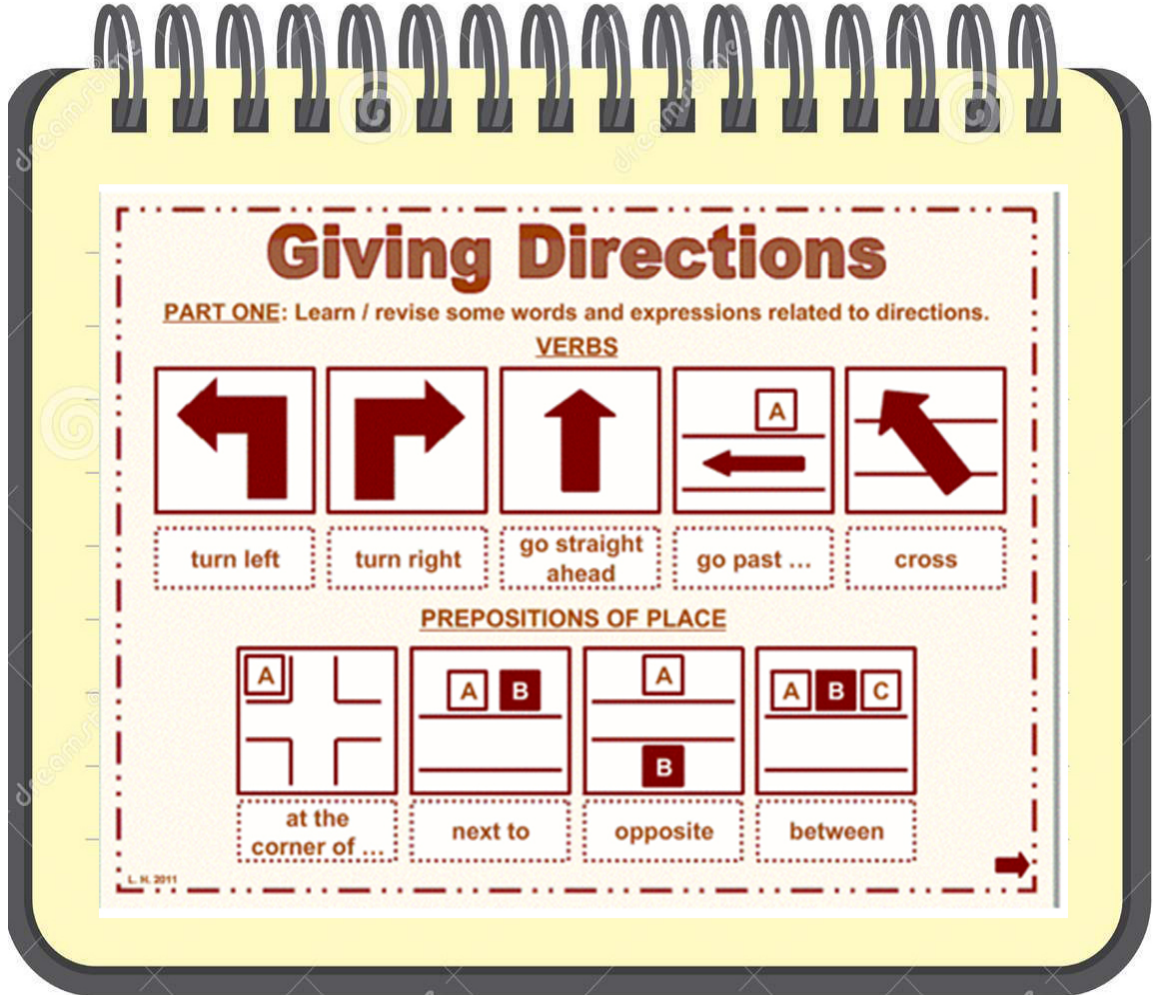
YOUR PARTNER: Is it the bakery?

YOU: Yes, you're right.

Gezmiş Ceyhan&Özmen (2013:24)

Students forget the language easily as long as they do not revise. The problem of this week was that last years' subject, giving directions is seen as pre-learnt in the coursebook, so there is not any written structure by the help of which the students have a chance to remember the structures. I think the coursebook does not contain enough written examples about asking and giving directions. A 'remember!' part that includes the structures will be effective for the students' productions. Colourful and visual activities that ask the meanings of the structures will also improve their learning. The listening text helped them a lot but a reading text such as a dialogue or a table that shows the structures would help the students remember and learn the subject better.

Although there is an example dialogue for the Game Time part, it is not visual and attractive for the young learners. The following suggestions may be helpful:



Retrieved from <http://trinitysantaquiteria.blogspot.com.tr/>

- Read the dialogue and act out.



The picture is retrieved from www.englishexercises.org

Sponge Bob: Is there a Post Office near here?

Jerry: yes. Go straight ahead. Turn left. Go along the Queen Avenue. Turn right on Lane Street. It is on your right. It is opposite the Chemist.

Sponge Bob: Thank you.

Jerry: You are welcome. Do you know where the bus stop is?









Sponge bob: of course. go straight. Turn right. it is in front of the park.

Jerry: thanks. Bye.

Sponge bob: goodbye.

9 Label the pictures. Use the words in the box.

~~turn right~~ / turn left / go along / go into / go round / go out of / on the left / on the right

	1 <u>turn right</u>		5
	2		6
	3		7
	4		8

İleri&Abuhan (2013:25)

3.5.1.5. The Fifth Week of the Term (04.11.2013)

We have started to study on Unit 3. First of all, the name of the unit is 'Hello'. However it is a suitable name for the previous units, e.g., Unit 1. I could not understand why this name was chosen for the 3rd unit. After a quick hesitation on the name, I asked the students to stick their photos on the identity card given in the warm up activity. They introduced themselves by completing the card and talked about the information given in the identity cards. In the reading part, we reviewed the school subjects which are not related to the name of the unit. The students were asked to write the school subjects under the pictures. They easily completed this activity as they had enough knowledge on them from 4th grade English. In the next activity they made their own timetable and we quickly finished school subject exercises. However on page 27, in the listening part, we saw that countries and nationalities were being practised with the help of a crossword puzzle. It was a bit difficult for me to make a smooth transition between the unrelated subjects.

The warm-up activity and the reading activities in the 3rd Unit of coursebook are as in the following:

UNIT 3: HELLO

WARM-UP
Stick your photo and complete the student ID card. Then, introduce yourself to your classmates.

YOUR PHOTO _____ SCHOOL

Name:
Surname:
Age:
Class:
Number:


1 READING

1.A Write the names of the school subjects under the pictures.

Art Music Science Drama
 Maths P.E.

1. Maths 2. Science 3. Music

4. Art 5. P.E. 6. Drama

26  **Workbook / Page 17 / Activities A, B**

The pre-listening activity in the coursebook is as in the following:

2 LISTENING

2A Complete the sentences. Find the nationalities in the crossword.

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

- I am from Germany. I am German.
- I come from the USA. I am American.
- I am from Turkey. I am Turkish.
- I am from England. I am English.
- I come from Italy. I am Italian.
- I am from Spain. I am Spanish.
- I am from China. I am Chinese.
- I come from Japan. I am Japanese.
- I am from Greece. I am Greek.
- I am from Austria. I am Austrian.

Gezmiş Ceyhan&Özmen (2013:27)

This unit includes countries and nationalities in the following pages. So, as a warm up activity, countries and flags may be practised. Some matching activities will be useful for this kind of practice. A dialogue or a reading text that includes conversations on countries and nationalities will make the students see them in context. It will be effective for their better learning. If this reading text includes both countries and nationalities and school subjects they will easily remember and practise them at the same time.





















It may be a good idea to start with the countries and their flags. This will probably be an effective warm-up activity for the rest of the unit:

COUNTRIES AND NATIONALITIES

4 ■ VOCABULARY

A. T3. Match the countries with their flags. Then, listen and check.

a. Turkey	b. Ukraine	c. Germany	d. China
e. Hungary	f. Sweden	g. Switzerland	h. Denmark
i. Spain	j. Australia	k. Italy	l. Norway
m. Austria	n. The United Kingdom	o. France	p. Portugal
q. Greece	r. Russia	s. Egypt	t. India

1. Turkey 	2. _____ 	3. _____ 	4. _____ 	5. _____ 
6. _____ 	7. _____ 	8. _____ 	9. _____ 	10. _____ 
11. _____ 	12. _____ 	13. _____ 	14. _____ 	15. _____ 
16. _____ 	17. _____ 	18. _____ 	19. _____ 	20. _____ 

Bektaş (2011:13)

Young learners love their peers. Children from different countries and nationalities as in the following may help the learning at the beginning. They learn how to talk about their countries and nationalities by this way:

- Let's meet new friends. Read and learn their countries and nationalities.



Privet! I am Mika. I am from Russia. I am Russian.

Merhaba! I'm Selin. I am from Turkey. I am Turkish.

Hallo! My name is Hans. I am from Germany. I can speak German and French.

Hi! My name is Jack. I am from England. I am English.

Bonjour! I'm Diane. I am from France. I speak French and English.

A reading comprehension as in the following that includes both countries and nationalities and school subjects may be helpful to link them. By this way, there may be cohesion in the unit:

- Read the dialogue and act out.



Akiko: Hello. My name is Akiko. I am from Japan.

What is your name?

Jack: Hi. I am Jack. I am from England. I am English. I like Maths and Science. What is your favourite lesson Akiko?

Akiko: My favourite lesson is Art.

Jack: Great.



3.5.1.6. The Sixth Week of the Term (11.11.2013)







This week we studied on the reading text on page 30. The students read the dialogues and filled the missing information in the given table. They tried to introduce the character in the text with the help of the information in the table. After studying on the Reading Comprehension activities, the students learnt a lot with the help of 'Game Time' part. In this part there is some personal information about six famous Turkish people. Students were asked to analyse the given information. Each student chose a person among the pictures and did not tell his/her name to his/her classmates and described the character with the help of the given cues while other students tried to guess the person by asking some questions. After they guessed the character another student did the same. Various examples were given at the beginning of the activity.


The activity in the Game Time part and the reading comprehension activity in the coursebook are as in the following:

5 GAME TIME

Look at the pictures and choose a person. Don't tell his / her name. Answer your friends' questions. Let them guess the person. Then, change the roles and go on playing the game.

Example: Is he/she young/old? Is he/she _____ years old?
Is he/she from _____? Where is he/she from?

		
Age: 26 Occupation: Footballer Hometown: İstanbul	Age: 40 Occupation: Singer Hometown: İstanbul	Age: 41 Occupation: Singer Hometown: Germany
		
Age: 40 Occupation: Comedian Hometown: İstanbul	Age: 30 Occupation: Actress Hometown: Azerbaijan	Age: 59 Occupation: Singer Hometown: Denizli

 Workbook / Page 20 / Activity J

UNIT 3: HELLO

4.B Read the picture story and put the questions in the correct place.

- What is your favourite lesson?
- How old are you, Lyn?
- What does "How are you?" mean in Spanish?
- Where are you from?
- How many languages do you speak?



Teacher: This is your new classmate. Her name is Lyn. Say welcome to her, children. Let's ask some questions to Lyn. 1. b

Lyn: I am 14 years old.



Teacher: 2. d
Lyn: Spain.

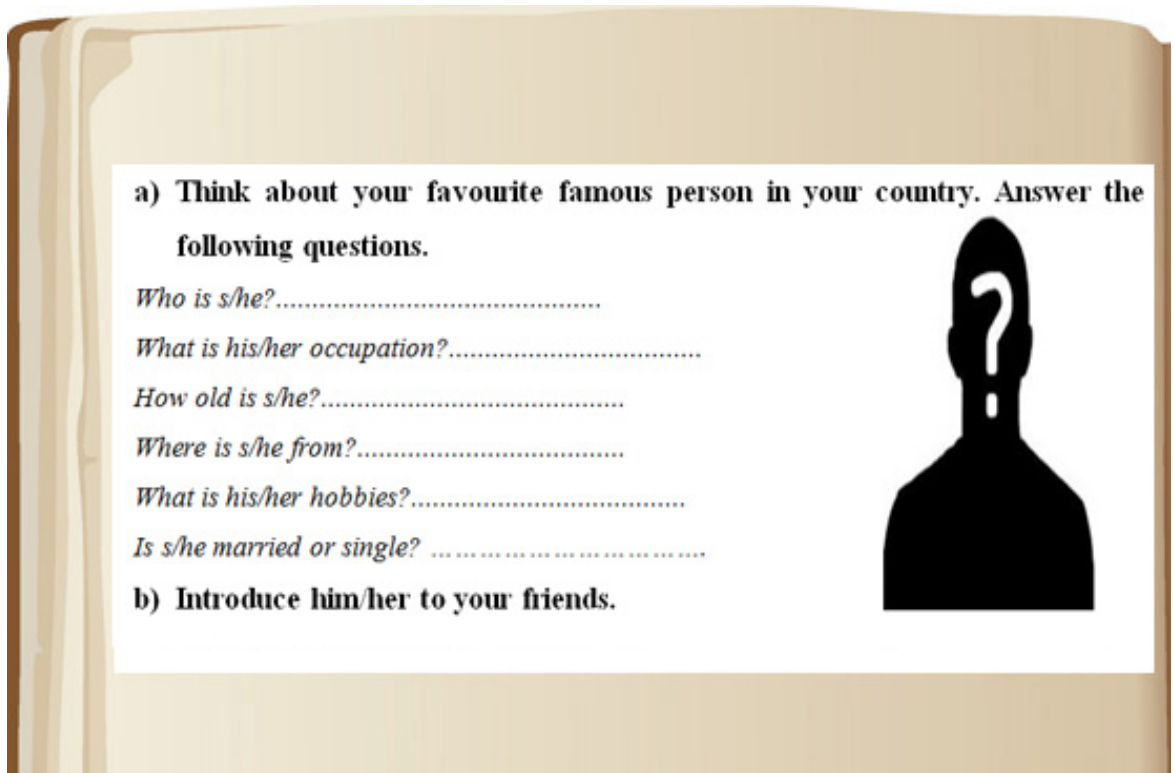


Tim: 3. e
Lyn: Two, Spanish and English.



Arthur: 4. a
Lyn: Social Sciences.

As the level of the students' English was too low, I had to give some extra example questions except the ones given in the student's book. They easily learnt how to ask about the country and nationality at the end of this activity. It would be better if there were one or two more questions that might be compelling for them. An activity with less assistance may be an alternative for this activity. The following activity is suggested for this part:



The Game Time part can be modified by adding some more features for the artists, so the conversations may be longer and new questions may be asked. More information may be given; so they have chance to improve their speaking skills effectively. The following suggested activity is an alternative instead of this part:

HELLO

Look at the pictures and ask questions about them



Age: 37
Occupation: Comedian
Hometown: Samsun

What is his name?
.....
Is he young or old?
.....
Where is he from?
.....
How old is he?
.....
Do you know him?
.....



Age: 32
Occupation: Singer
Hometown: Ankara

What is his name?
.....
Is he young or old?
.....
Where is he from?
.....
How old is he?
.....
Do you know him?
.....



Age: 33
Occupation: Footballer
Hometown: İstanbul

What is his name?
.....
Is he young or old?
.....
Where is he from?
.....
How old is he?
.....
Do you know him?
.....



Age: 44
Occupation: Actor
Hometown: Sakarya

What is his name?
.....
Is he young or old?
.....
Where is he from?
.....
How old is he?
.....
Do you know him?
.....

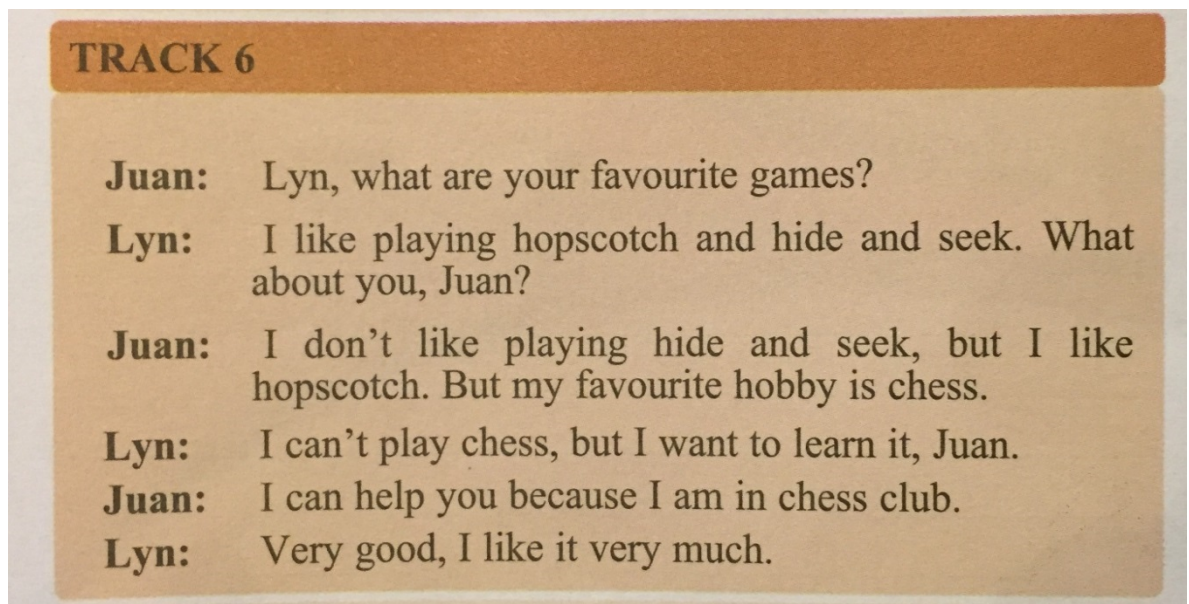
Maltepe Publishing (2013: 28)

3.5.1.7. The Seventh Week of the Term (21.11.2013)

Today, we started to study on 'Games and Hobbies' unit. I introduced some games with the help of the pictures and drama. They easily understood them. The subject attracted the students as young learners like the games a lot. During listening comprehension activities, students wrote the names of the children games under the correct pictures firstly. They listened the tape scripts on people's hobbies, likes, dislikes and abilities

and circled the characters' favourite games. As a post listening activity the students filled in a table. In this table they ticked the children games they liked and disliked. Then I asked them to talk about their likes and dislikes. They formed sentences and shared with their classmates. In the next lesson of this week we studied on a reading text. The function of both the listening text and reading text was to give information about abilities and likes and dislikes. My students sometimes had difficulty in using the correct structure after 'like/dislike' or 'can/can't'. They attempted to use verb-ing after can or base form of the verb after like-dislike.

The listening text, the post-listening activity and the reading text in the 4th Unit of the coursebook are as in the following:



TRACK 6

Juan: Lyn, what are your favourite games?

Lyn: I like playing hopscotch and hide and seek. What about you, Juan?

Juan: I don't like playing hide and seek, but I like hopscotch. But my favourite hobby is chess.

Lyn: I can't play chess, but I want to learn it, Juan.

Juan: I can help you because I am in chess club.



Lyn: Very good, I like it very much.

Gezmiş Ceyhan&Özmen (2013)

UNIT 4: GAMES AND HOBBIES

1.D Tick the correct column for yourself. Tell your likes and dislikes about the children games to your classmates.


Example: I like playing chess, but I don't like doing puzzle.

		
blind man's buff		
hopscotch		
hide and seek		
checkers		
domino		
chess	✓	
origami		
puzzle		✓
dodge ball		

2 READING & SPEAKING

2.A Which games can you play? Make a list of these games.

Ss' own answers

 Workbook / Page 22 / Activities B, C

2.B What can he play? Read the picture story on page 37 and tick the correct picture.



UNIT 4: GAMES AND HOBBIES




I gave lots of examples to overcome this issue. They practised both of the structures but they got confused a lot. Maybe these two subjects may have been given in separate units. By this way, they may learn in a more effective way. Songs, games and similar enjoyable activities may be effective for the instruction of both. Another alternative may be to give just the 'like+noun' and 'can/can't' structures in this unit. This may be helpful to lessen the confusion on their minds and they can easily be successful by this way as the uses of them are familiar.

The following suggested activities may be helpful to overcome this issue.

In the following activity both 'can' and 'like' structure is given. However as only 'nouns coming after like' structure is given, it is not a confusing situation for the learners. The activity is both visual and attractive for the young learners:

2 Look and match.



1 I can swim and
 2 I don't like oranges but
 3 I've got a brother and
 4 I can't play the guitar but
 5 I like music and
 6 My favourite colour is red.

a a sister.
 b sport too.
 c My brother's favourite colour is red too.
 d play tennis.
 e I can play the piano.
 f I like apples.

Philips&Morgan (2012:19)

A song that includes both 'can' and 'like' structure will most probably attract the young learners' attention. As they memorize the song, they will see the use of the structures and learn it easily:

Lesson 8

Listen. 1.37 Complete, then listen and check. Sing.

dance sport pink eyes draw art green

I can cook, I can draw .

I like music ... I like _____ .

I'm happy, I'm happy,
I'm happy to be me!

I've got blue _____ . Mine are _____ .

I like yellow ... I like _____ .

I'm happy, I'm happy,
I'm happy to be me!

I can sing ... I can _____ .

I like reading ... I like _____ .

I'm happy, I'm happy,
I'm happy to be me!

Song

Philips&Morgan (2012:31)

'Like' structure may be given in a game. Games are great motivators for the young learners. They both have fun and learn the structure unconsciously:

Game

7 Play the game in pairs.
You need a coin and two counters.

Rules

- Take turns.
- HEADS = move one square.
- TAILS = move two squares.
- Ask and answer the questions.
- Wrong answer? Miss a turn!

START →

1 Do you like ... ?

2 How much is it?

3 What time is it?

4 How do you spell it?

5 Do you like ... ?

6 What time is it?

7 How do you spell it?

8 Miss a Turn

9 How much is it?

10 How do you spell it?

11 How much is it?

12 Do you like ... ?

13 What time is it?

14 Miss a Turn

15 What time is it?

16 Do you like ... ?

FINISH

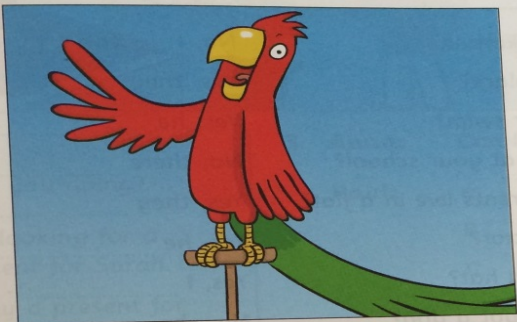
Abbs&Freebairn (2005:73)

As it is stated before, 'like+Ving' and 'can' structure should be taught in different contexts. For instance, 'can' may be taught in a context which includes the body parts. Learners think about the functions of the body parts and form sentences by using 'can'. The following exercise may be a good one:

starters Reading & Writing







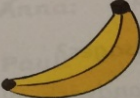

Read this. Choose a word from the box.
Write the correct word next to numbers 1–5. There is one example.

A parrot



I'm a small animal. I've got two **wings** and two (1) I'm green and red and I've got a big green (2) I can fly and I can climb (3) I can't swim. I play with a (4) I eat bread and fruit. My favourite food is a (5)

What am I? I am a parrot.

Example  wings	 cat	 tail	 ball
 apples	 legs	 banana	 trees

Philips et al. (2012:87)

3.5.1.8. The Eighth Week of the Term (28.11.2013)

The lessons were cancelled because of the 8th classes' common exam. (TEOG)

3.5.1.9. The Ninth Week of the Term (05.12.2013) (VIDEOTAPED LESSON)

As we can see in the video, I tried to teach the difference between ‘outdoor games’ and ‘board games’. My students easily understood the meanings of them. As a starting activity, they categorized and put the games in the correct column of the table given in speaking part 4.A. After that, I asked them to work in pairs. They tried to fill in the table in 4.B activity. In this activity, the students were asked to make interviews and fill in the chart with the help of the prompts. I gave some example questions and tried to help them understand how to ask questions to fill in the table. Although I tried to do my best, the students couldn’t ask questions about their partner’s ability. Maybe it is because there is not enough activity on using wh- questions to ask the ability or they still didn’t acquire the subject ‘can- can’t’. I think their productive skills have not improved yet as there are not enough varied activities on improving their productive skills.

The speaking activity in the coursebook is as in the following:

UNIT 4: GAMES AND HOBBIES

4 SPEAKING

4.A Categorize the games and put them into the correct box.

marble dodge ball hula hop tic tac toe chess
 skipping a rope hopscotch hide and seek domino swing
 basketball checkers see saw jigsaw puzzle yo-yo

OUTDOOR GAMES

marble
 hopscotch
 dodge ball
 hide and seek
 hula hop

swing
 skipping a rope
 basketball
 see saw
 yo-yo

BOARD GAMES

tic tac toe
 chess
 checkers

domino
 jigsaw puzzle

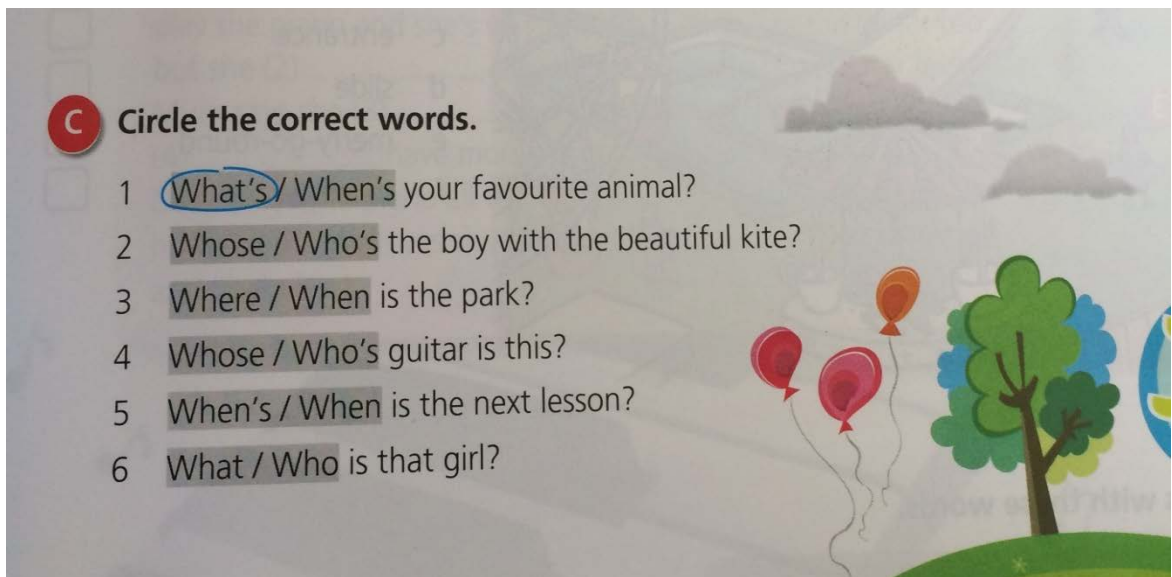
4.B Make an interview with two of your friends. Use the prompts on the chart. Take notes about their answers on the chart.

	Friend A	Friend B
Name		
Age		
Favourite Board Game		
Favourite Outdoor Game	<i>SS' own answers</i>	<i>SS' own answers</i>
Ability		
Inability		

Gezmiş Ceyhan&Özmen (2013:39)

To overcome this problem, an activity that has more guidance may be effective for them to learn how to ask for the required information. The activity may ask for the answers to the given questions and afterwards, students may prepare a similar dialogue. As the language level of these students is not improved enough, they try to do their best to answer the given questions; however, they always have difficulty in asking for information. More study of wh- questions will probably help the students understand

the use of these structures. Matching activities, choosing the correct word or an interesting and funny activity that is useful to test their understanding can also help them learn to ask for the required information. As long as the students see the use of the structures in an activity, they will remember and use them in later stages. The practice of wh- questions will also be useful as in many situations they will use them to get in contact with other people. The following ones may help the learners recognize and grasp the use of wh- questions:



C Circle the correct words.

- 1 What's / When's your favourite animal?
- 2 Whose / Who's the boy with the beautiful kite?
- 3 Where / When is the park?
- 4 Whose / Who's guitar is this?
- 5 When's / When is the next lesson?
- 6 What / Who is that girl?



Heath (2010:31)

The book contains lots of speaking activities. Most of them are based on asking and answering questions. The following suggested matching activities will help them see the structure of wh- questions and then use them in unassisted activities:

Match the questions and the answers.

1. When is your concert?	a) It's my sister's.
2. Where is your town?	b) It's Ice Age.
3. Who is your best friend?	c) Korean
4. What is your favourite movie?	d) He is <u>Jang Keun Suk</u>
5. Whose computer is that?	e) It's on 2 nd April.


1)..... 2)..... 3)..... 4)..... 5).....


Wh- questions are effective for a fluent conversation. I think the following suggested activity is good for young learners as it is useful to talk about themselves and talk to their friends about their own characteristics:

TALK ABOUT YOURSELF

• Answer the questions of Bugs Bunny. Then make a similar dialogue with your friend.



Hello! I am Bugs Bunny. I have some questions for you.
 What is your favourite TV programme?
 What is your favourite colour?
 What is your favourite outdoor/indoor game?
 What can/can't you do?



Hi! I am.....

.....

.....

.....

.....

3.5.1.10. The Tenth Week of the Term (12.12.2013)

Today we started to study on 'Body Parts'. First students tried to fill in the blanks on a human body. In this activity, the students used the words in the box and wrote the names of the body parts. In the reading comprehension part, first, we talked about body health. My students discussed about good things and bad things that affect our health. They put ticks to the smiling face or sad face in the table for the given activities. Afterwards, they read an article that was on suggestions for a healthy body and circled the correct topic for the text. Then they easily found the correct pictures related with the suggestions. As a last activity they were asked to prepare a poster on healthy life. The activity asked the students to use one of the suggestions in the reading text while preparing this poster. They had fun while preparing it. Young learners like preparing new things such as posters a lot.

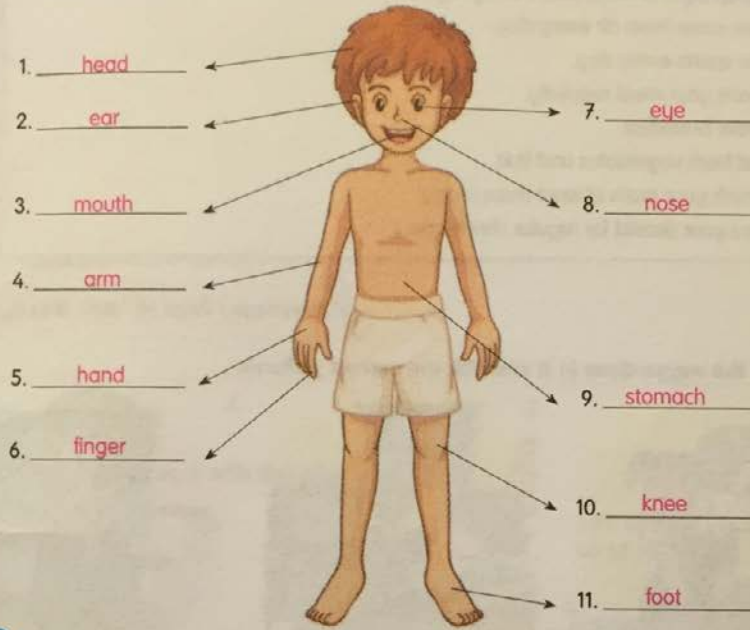
The warm-up activity and the reading comprehension activities are as in the following:

UNIT 5: HEALTH

WARM-UP



Use the words in the box. Write the names of the body parts.

nose, foot, arm, mouth, eye, head, hand, stomach, ear, knee, finger



1 READING

1.A Which activities are good or bad for your health? Tick the correct column.

ACTIVITIES		
Watch TV for a long time		✓
Go to bed late		✓
Eat vegetables	✓	
Eat fruit	✓	
Drink cold drinks		✓
Eat fast food		✓

1.B Read the text on page 43 and circle the correct topic of it.

- a) a diet list
- b) a suggestion list**

UNIT 5: HEALTH

Hi. My name is Phil. I am a doctor. People should be careful about their health before illness. We can prevent illnesses. Be careful about hygiene, your lifestyle, your eating habits and your dental health. I have a list for you. Here are my suggestions;

1. Wash your hands with soap and water.
2. Sleep eight or more hours every night.
3. Get some fresh air every day.
4. Do sports every day.
5. Have your meal regularly.
6. Have breakfast.
7. Eat fresh vegetables and fruit.
8. Brush your teeth at least twice a day.
9. See your dentist for regular check-ups.

Workbook / Page 25 / Activities A, B

1.C Find the suggestions in it and tick the correct pictures.

1.



2.



3.



4.



5.



6.



7.

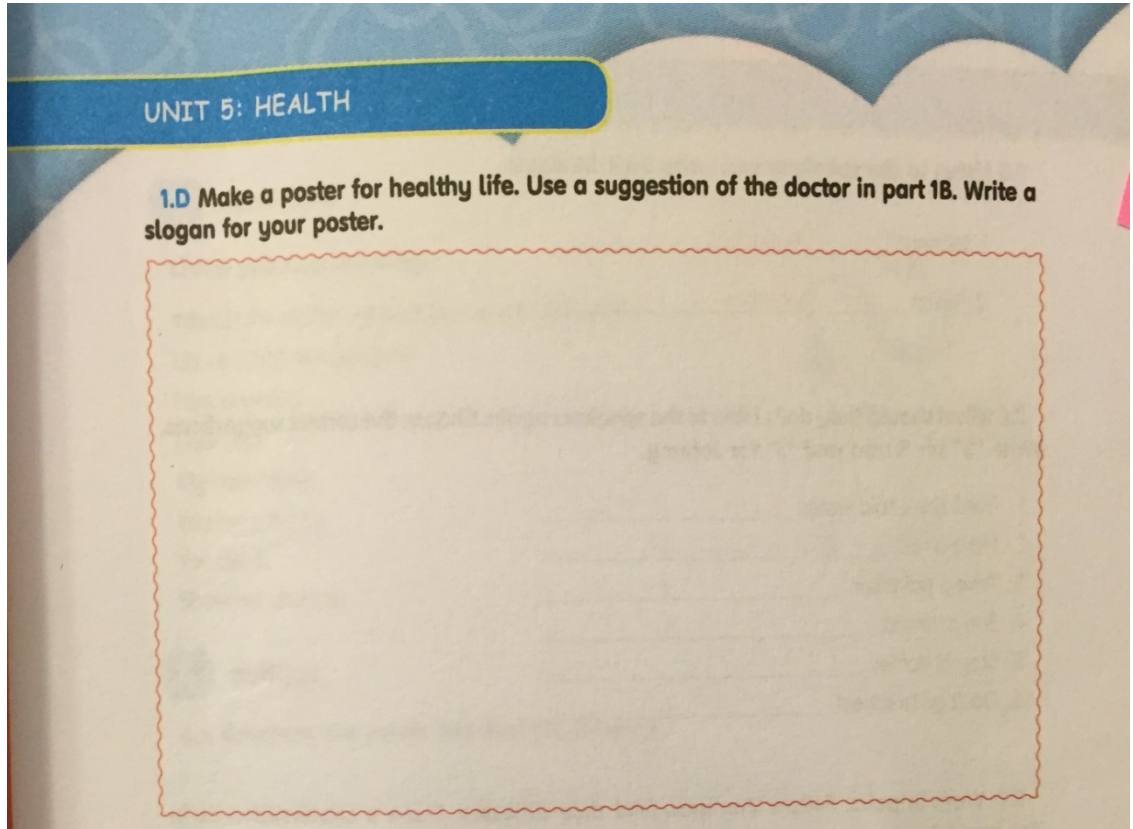


8.



9.





Gezmiş Ceyhan&Özmen (2013:44)

My students benefited from the reading text and the other activities a lot. They both enjoyed and learnt new things. Each of the activity in the reading comprehension was suitable for the levels and interests of the young learners. However, preparing a poster as a post reading activity was too unassisted. The students easily created their own poster although they did not produce any new things. They just used the given suggestions and found a slogan. Instead of this, they may be asked to prepare a poster by using the given visual aids. They may find new suggestions instead of the ones in the given text. More visuals and prompts will probably make them willing to work on their productions more. An alternative activity may be as in the following:

• Write a letter to your penpal and talk about what we should do to have a healthy life. Use the visual cues given below. Draw your own stamp.

Dear _____

I am writing to you to give you some suggestions on a healthy life. Here are my suggestions:

-

-

-

-

-

I think they are useful points.

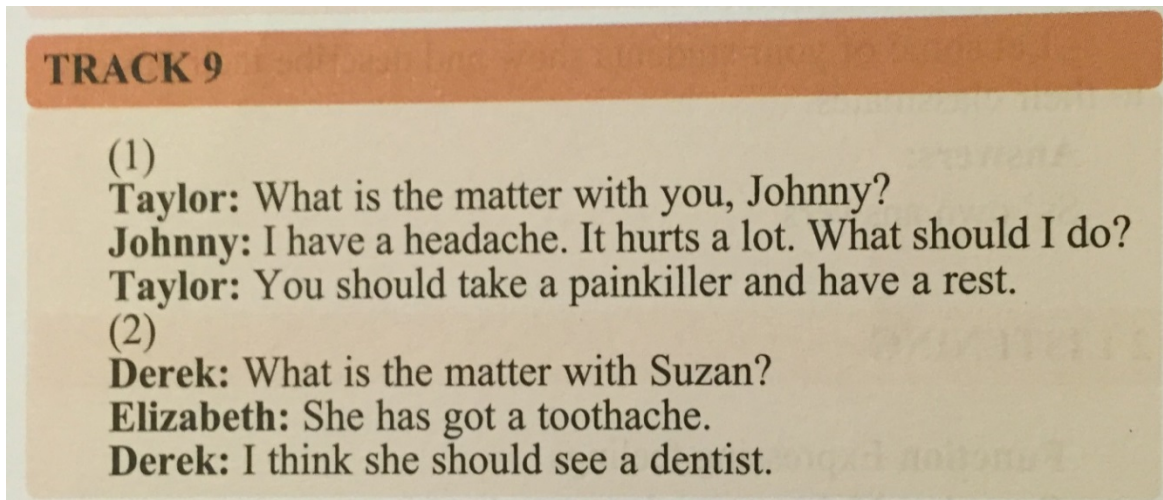
Love from,

3.5.1.11 The Eleventh Week of the Term (19.12.2013) (VIDEOTAPED LESSON)

During the listening comprehension activities, the students were asked to match the illnesses and the pictures as a pre activity. They listened to two dialogues and chose the correct suggestions for the characters in the dialogue. As a post activity, the students worked with their partners. In this activity, there are four kids and for illnesses. The students were asked to follow the lines and find the illnesses of the kids. There was an example dialogue of one kid in which the illnesses and suggestions for her illnesses were asked and answered. Here, the students wrote dialogues related with the other three kids' illnesses and suggestions. It was very boring both for me and the students always studying with a partner to improve speaking skills. I tried to give a detailed explanation and waited them while analysing their studies. It took a long time to make them understand the aim. It was the first time that they produced sentences by using

'should'. They were successful while they were asking for the illness. However, they couldn't give the suggestions. At last, I called one of my students and asked some example questions about her illness. After that, they had some idea about what they should do. As the practice of 'should' was limited and they had difficulty in finding the correct suggestions, this activity did not improve their learning sufficiently.

The listening text and the listening comprehension activities are as in the following:



TRACK 9

(1)
Taylor: What is the matter with you, Johnny?
Johnny: I have a headache. It hurts a lot. What should I do?
Taylor: You should take a painkiller and have a rest.

(2)
Derek: What is the matter with Suzan?
Elizabeth: She has got a toothache.
Derek: I think she should see a dentist.

Gezmiş Ceyhan&Özmen (2013)

UNIT 5: HEALTH

2.B Listen to the speakers and write their illnesses.

- 1. Johnny headache
- 2. Suzan toothache

2.C What should they do? Listen to the speakers again. Choose the correct suggestions. Write "S" for Suzan and "J" for Johnny.

- 1. Don't drink cold water. -
- 2. Have a rest. J
- 3. Take a painkiller. J
- 4. See a dentist. S
- 5. Stay at home. -
- 6. Don't go to school. -

2.D Work in pairs. Follow the lines. Find their illnesses. Make a conversation as in the example.

Example: Jason: What is the matter with Lenny?
 Katherina: She has a cough.
 Jason: What should she do?
 Katherina: She should take a cough syrup.

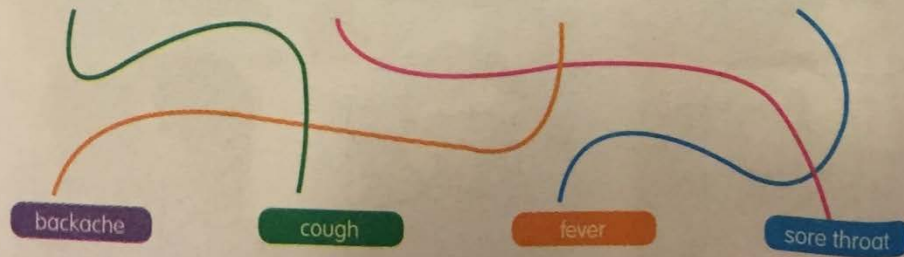


Lenny

Ricky

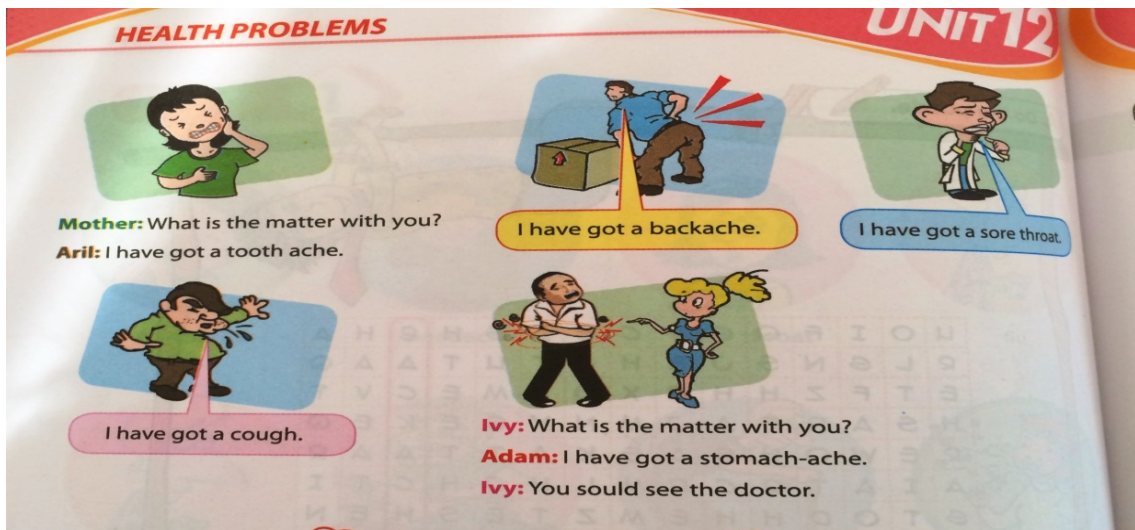
Rose

Arnold



I had great difficulty until I heard a perfect dialogue from my students. I think there are few examples about the structure or the activity should be different. A guided activity in which there are some written suggestions may be more helpful for them. They may find the correct suggestion for the illnesses and write the dialogues. Also, some example dialogues that are useful for their understanding about how to ask the illnesses and suggestions will help them produce the required works. Beside these, an instruction which gives information about should/shouldn't structures at the beginning of the activity may provide a good learning.

In my opinion the course books' the most remarkable missing point is the rareness of examples by the help of which the students produce their own structures during the production process. This week my students had difficulty in writing dialogues as a post listening activity. I think this was not just because they could not form sentences by using 'should'. They also could not find specific suggestions for some of the illnesses. The following suggested activities may be more helpful:



Cingöz (2010:142)

7 Give advice. Complete the speech bubbles.

1 I've got toothache. You should go to a dentist.

2 I've got a headache.

3 I've got a sore throat.

4 I've got a stomach ache.

5 I've got a cut on my finger.

6 I've got the flu.

- You should use a plaster.
- You should take an aspirin.
- You should take medicine and go to bed.
- You shouldn't eat unhealthy food.
- You shouldn't eat ice-cream.
- ~~You should go to a dentist.~~

- Work in pairs and read the following sentence.
- Learn the difference between 'should' and 'shouldn't'.
- Make a dialogue and give suggestions to the ill people below.

You *should* have a rest.  It is a good thing to do.

You *shouldn't* go out.  It is a bad thing to do.



A: What is the matter with Mark?

B: He has.....

A: What should/shouldn't he do?

B: Mark should.....

He shouldn't.....



A: What.....Denis?

B:.....

A:

B: Denis.....



A:.....Jack?

B:

A:

B: Jack.....

He.....



A:

B:

A:

B:

3.5.1.12. The Twelfth Week of the Term (26.12.2013)

During the reading comprehension activity, my students worked on illnesses and people's needs and feelings by benefiting from the text and pictures. They completed the words and found the illnesses as a start. After the students read the paragraphs, the missing parts were completed with the help of the given words. As we practiced in the previous lessons, they did not have difficulty in filling a table in which students were asked to give suggestions to ill characters of the paragraphs. As a speaking activity, the students found the symptoms, feelings and needs of the given illness from the lists and completed the chart with the words. Lastly, they talked about their feelings, needs and symptoms when they were ill. The students were asked to work in pairs and use the role cards to make conversations. They chose an illness and gave information about their illnesses, feelings and needs to their partner. They were successful during these activities.



During the last lesson of the week, we studied on work book activities on page 26. The students easily did the activities as they have learnt how to give suggestions. With the help of the tables given in both student's book (page 47) and work book (page 27), the exact differences between the illnesses, feelings and symptoms were specified.

The reading comprehension activities and the speaking activities are as in the following:

4.B Read the paragraphs and write their needs in the correct blanks. One word is extra.

blanket / tissue / plaster

Hello, my name is Gisalla. I am from San Francisco and my sister and my brother are ill.

This is my brother. His name is Joseph. He sneezes a lot and he has a runny nose, so he needs a lot of (1) tissue. He feels tired. He has the flu.

This is my sister. Her name is Carmen. She has a high fever and a sore throat. She feels cold, so she needs her (2) blanket. She has a cold.

46

UNIT 5: HEALTH

4.C Read the paragraphs in activity 4B again. Read the suggestions. Tick and give suggestions to Joseph and Carmen.

Example: Joseph has the flu, he should take Vitamin C.

SUGGESTIONS	Joseph	Carmen
stay in bed	✓	✓
have hot drinks		✓
wear thick clothes		✓
take Vitamin C	✓	
eat fruit	✓	

5 SPEAKING

5.A Look at the chart. Find out the symptoms, feelings and needs of the given illness from the lists. Complete the chart with the words.

FEELING
 unhappy
 angry
 tired
 sick
 cold

NEEDS
 tissue
 blanket
 thick clothes
 hot drinks
 plaster

SYMPTOMS
 can't walk
 sneeze
 have a fever
 cough
 can't swallow
 hurt a lot

ILLNESS	SYMPTOMS	FEELING	NEEDS
the flu	sneeze cough	cold tired unhappy	tissue blanket thick clothes hot drinks
broken leg	hurt a lot can't walk	angry unhappy	plaster
the measles	have a fever	unhappy sick cold	hot drinks
sore throat	can't swallow have a fever cough	sick cold	hot drinks

UNIT 5: HEALTH

5.B Imagine that you are ill. Talk about your feelings, needs, symptoms and illness as in the example.

Example: I feel tired. I always sneeze and I have a fever. I need some tissue. I have the flu.

5.C Work in pairs. Use the cards and make a conversation. Card B is on page 96.

CARD A

Choose an illness and imitate it.
Give information to your partner about your problem / illness, feeling, needs.

CARD B

Learn about your partner's

- problems / illnesses,
- feeling,
- needs.

Give advice your partner.

Gezmiş Ceyhan&Özmen (2013:48)

Young learners like various activities although the coursebook always asks the students to work on similar activities. They always find a pair and use the role cards to practise their productive skills. Different kinds of activities that help them to discover the language will probably motivate them. Group work activities with the help of which they will learn more while studying on language with their group members or games that make them fun during the practice of language may be effective for a good teaching and learning environment.

Studying on similar speaking activities make the students get bored. So, different kinds of speaking activities may draw their attention more. This week's activity may be modified as in the followings:

- **Let's play charade. Divide into two groups.**

Group A will choose an illness among the followings or choose one that they want. They will ask one of their friends in Group B to imitate the illness to his/her group friends.

At the same time s/he may talk about the symptoms of the illness.

Group A will do the same.

Whenever the groups find the illnesses they will get 5 points. Good luck ☺



- Work in groups of four. You will play taboo. Each group member will choose one card. Don't say the taboo words in the cards. Your group friends will try to guess the word you try to describe. Use the following cards.



MEASLES

- Fever
- Cold
- Unhappy
- Hot drinks



BROKEN LEG

- Run
- Hurt
- Sad
- Angry



FLU

- Sneeze
- Sick
- Cold
- Thick clothes



SORE THROAT

- Cough
- Drinks
- Tired
- Unhappy

3.5.1.13 Thirteenth Week of the Term (02.01.2014)

During the first lesson, I tried to make a revision on the last units as we were too ahead of the curriculum. Unit 5 was finished and there was a long time for the semester holiday. There are just 10 units in the coursebook to study during an education year and few activities to study in each unit. Therefore, to slow down our studies, games and illnesses were revised. I drew a chart on the board and asked them to tell me the games they learnt. They talked about the games they play at weekends and after school time. During the next lesson, some different suggestions for the illnesses were given thanks to worksheets that I have benefited from. Students were willing to create new ideas. Flashcards and visuals helped me to motivate them.

During the third lesson of the week, the students had their 2nd written exam. I hope they will be successful.

More practice of new words and structures in the units may be useful both for a better learning and a good arrangement of the 5th grade curriculum. As young learners forget what they have learnt in a short time, more use of the language will probably help them improve their comprehension. For instance, extra work on the 5th unit's structure 'should/shouldn't' may help the students produce correct sentences for a fluent conversation. As an alternative, revision parts after each 2 or 3 units may be useful for them to revise the previous subjects.

As the course book contains few activities in few units, it is easily studied before the end of the semester. The teacher should always bring extra materials or worksheets to the classroom for a good teaching and learning environment. Alternative activities for the Unit 5 may be as in the following:

Complete the speech bubbles.

a You are sledding with some friends.
It is late in the evening.
You want to go home.
We should go home now.

b One of your friends starts to sledge near some trees.
You _____.

c Her sledge crashes into a tree and she falls off. You don't know what to do.
What _____?

d You think that your friend has got a broken leg. You don't want to move her.
We _____.

e You want to take her to hospital.
We _____.

f She is lying in the snow and is very cold. You want to keep her warm.
We _____.

Unit 6 Stage 2 57

Bowler&Parminter (2009)

Complete the sentences with *should* or *shouldn't*.

a I've got toothache.
You _____ go to the dentist.

b I've got a cold.
You _____ go out in the rain.


c I've got a sore throat.
You _____ shout all the time.

d I've got tummy ache.
You _____ eat more slowly.

e I've got a cut on my foot.
You _____ put on some shoes.

f I've got earache.
You _____ swim underwater.

g I've got a temperature.
You _____ drink water.



Bowler&Parminter (2009)

3.5.1.14 Fourteenth Week of the Term (09.01.2014)

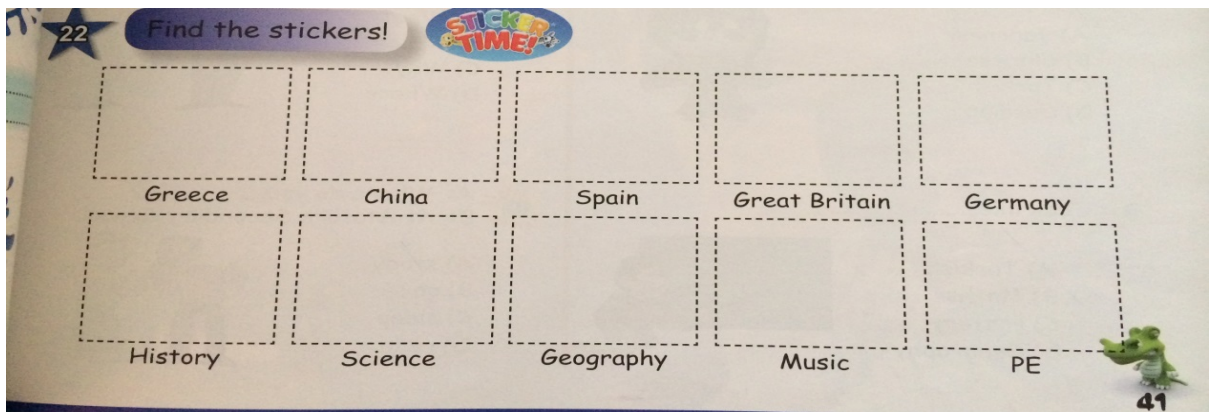
Today, we studied free from the students' book. As in the following subject (in Unit 6), the students will have learnt to state their feelings and opinions on movies, I brought some visuals that helped me to talk about feelings and opinions of people. The students learnt how to express their feelings by the help of my example sentences I produced

while showing the visuals. I stuck them to the board and asked the students to think about situations and activities that make them feel as in the visuals. Some of the students told that situations and wrote them under the visuals. After they learnt the adjectives such as 'entertaining, exciting, boring, frightening', I asked them to make sentences. They talked about their feelings on some subjects such as 'Math, cartoons or football'. Lastly, as a free activity, I asked them to make dialogues with their partners by using the newly-learnt adjectives.

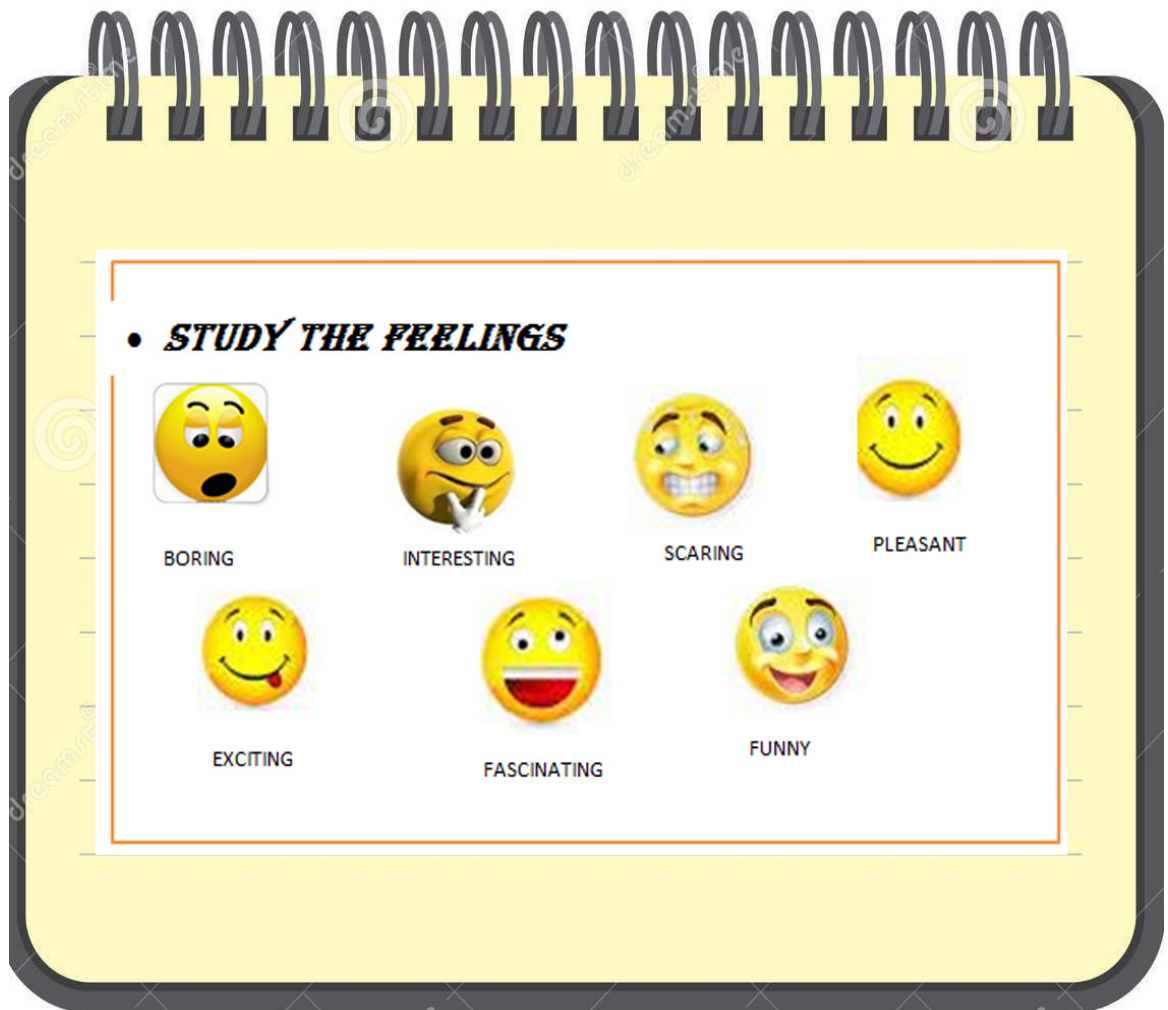
I think visuals have great positive effects on young learners. They like learning new things when they see them. Pictures, posters, charts and authentic materials attract and motivate them a lot. Especially visual materials are effective in teaching and learning new words. Pictures of newly learnt vocabularies of each unit at the very end of the coursebook will probably be useful for them to remember the words. They may cut and stick them under the correct definitions of the words in the related parts of the units. Facial expressions that show the feelings may be given in a chart. This may help them to check their knowledge if necessary in later activities.

This week my students learnt the feelings with the help of my own materials, facial impressions. It would be useful both for the teacher and the students if there were some visuals suitable for the newly-learnt vocabularies of each unit at the end of the course book. Teacher would ask the students cut the visuals and study the words.

The following pictures in the Pictionary are stickers that are stuck in the correct places in the Sticker Time Parts of each unit.



As in the following the facial expressions that describe the feelings may help the students learn the newly-learnt vocabularies in an effective way:




3.5.1.15 Fifteenth Week of the Term (16.01.2014) (VIDEOTAPED LESSON)

At the beginning of the lesson we talked about movies. The students put tick to their favourite movie and made sentences that express their likes and dislikes. They shared their feelings on some movie types. As a pre reading activity, they were asked to write the movie types under the correct pictures. After reading the paragraph, the missing information on the chart was completed. In the following activity, the students matched the feelings and pictures of them. During the next lesson, as a post activity of reading comprehension part, we did speaking comprehension. First, I asked the students about the picture. They easily described what they saw. Then, I asked them to work in pairs and write a dialogue. Their aim was to ask about their partner's favourite movie, movie type, actor and actress. But, as the activity did not include an example dialogue, they


had difficulty in asking questions and giving answers. Although I tried to do my best, they couldn't understand what I talked about. Therefore, I wrote an example on the board and this helped me a lot. They wrote their dialogues and read them to their classmates.

The warm-up activities, the reading comprehension activities and speaking activities in the 6th Unit are as in the following:

WARM-UP
 Tick your favourite movie and make sentences as in the example.
Example: I like the Lion King.



1 READING & SPEAKING
1.A Write the words under the correct pictures.
 Romance - Cartoon - Musical - Horror film - Comedy - Documentary



1. Horror film 2. Comedy 3. Romance

4. Cartoon 5. Documentary 6. Musical

UNIT 6: MOVIES

1.B Read the paragraph and complete the missing information on the chart.

I am Arnold. I like detective films. They are exciting because there's a lot of action. My sister, July likes romantic films. She always watches them. She says they are fascinating. I don't watch love films. I think they are very boring. My mother likes musical films. She likes listening to music. She thinks musicals are pleasant. My brother, Tom doesn't watch films. He watches the news. He says it's very interesting.

Person	Like	Opinion about the movie
Arnold	1. <i>detective films</i>	2. <i>exciting</i>
His sister	3. <i>romantic films</i>	4. <i>fascinating</i>
His mother	5. <i>musical films</i>	6. <i>pleasant</i>
His brother	7. <i>news</i>	8. <i>interesting</i>

1.C Match the words with the pictures.

interesting, scary, funny, boring, pleasing



1. boring 2. interesting 3. pleasant 4. funny 5. scary

1.D Look at the chart. Choose a film type and state your opinions about it.

Film Type	Feeling
Horror film	Interesting
Science fiction film	Scary
Romantic film	Funny
Cartoon	Pleasant
Musical film	Boring
Western film	

Example: I like _____. I think it is _____.

OR

I don't like _____. I think it is _____.

2 SPEAKING

Workbook / Page 29 / Activity B

2.A Look at the picture and answer the questions. Describe the picture to your classmates.



- Where are they?
They are at the cinema
- What kind of movie is playing at the cinema?
There is a horror movie.

UNIT 6: MOVIES

2.B Work with your partner. Use the prompts in the boxes. Ask questions to each other and answer them.

FAVOURITE FILM

FAVOURITE MOVIE TYPE

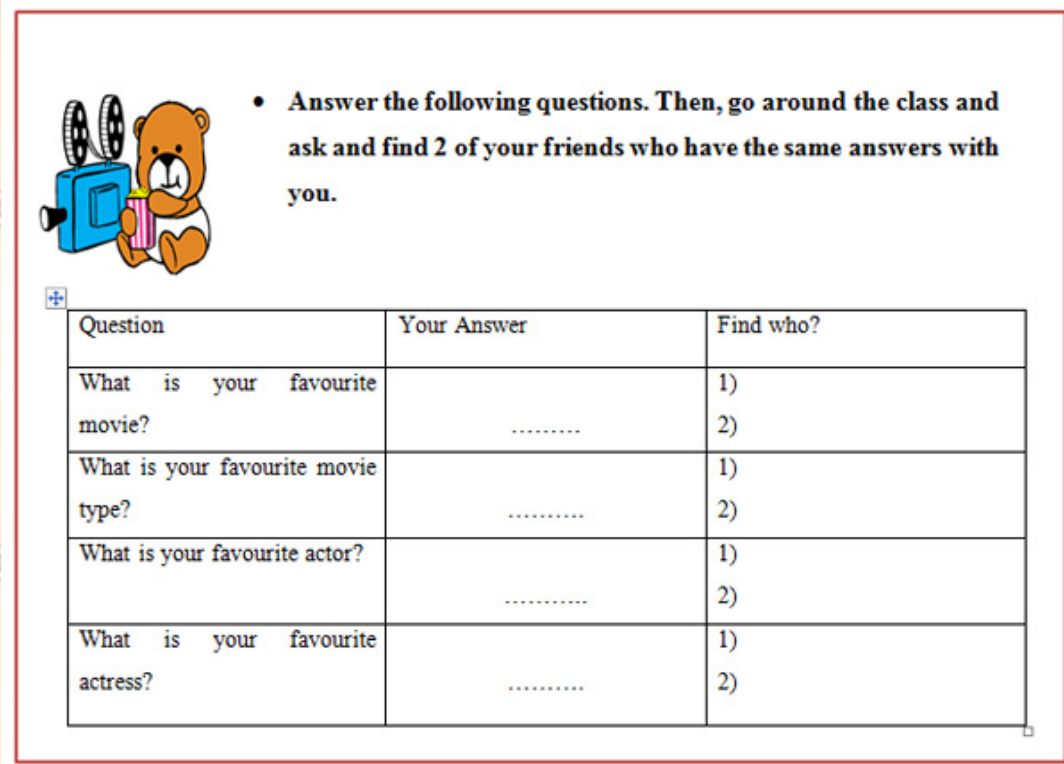
FAVOURITE ACTOR

FAVOURITE ACTRESS

2.C Make a poster of your favourite movie.

The post activity was too unassisted and boring for the 5th grade students. Without visuals and necessary cues for them to produce an effective work, students could not be successful. Instead of this activity, a task in which they were asked to learn about their friends' favourite things while moving in the classroom will help them learn to ask the necessary questions and make them have fun. Some questions may be given and they may write just the answers of their classmates. Different kinds of speaking activities such as guessing the movie that is described by one of the students may draw the attention of the class.

Apart from the non-creativity, these kinds of similar activities may demotivate the students as they have difficulty in producing the sentences. They may not want to use the language as a result of these distracting activities. As more enjoyable and suitable for the young learners' activities, the following activities are suggested:




• **Answer the following questions. Then, go around the class and ask and find 2 of your friends who have the same answers with you.**

Question	Your Answer	Find who?
What is your favourite movie?	1) 2)
What is your favourite movie type?	1) 2)
What is your favourite actor?	1) 2)
What is your favourite actress?	1) 2)

• **Work in pairs. Choose a movie and give cues on this movie as in the example.**
You can draw pictures as well. Your friends will try to guess the game.

e.g. It is a romantic movie, about a boy and a girl. They are in a ship. The movie is a story of love. The actor is Leonardo DiCaprio and the actress is Kate Winslet. Here is the drawing of it:

Can you guess the movie?



3.6 Alternative Suggestions for General Setting of the Course Book, English 5

Some activities and materials are suggested for the missing and problematic activities in the course book. There are also some issues that affect the teaching and learning process negatively. Speaking activities are the most problematic parts of the coursebook. Some of these issues are derived from the general arrangement of the course book. These issues can be stated as in the following:

- The book always asks the students to work in pairs. There is not any activity that includes group work activities. Students sometimes want to work in crowded groups but they have no chance to do this with these activities. Activities that include group works would be useful.
- The course book includes only 10 units that are not extensive and they do not include varied activities. The subjects given in syllabus are too limited. So it is really hard to teach this course book in an education year as it can be taught in just

one semester of the year. I think there should be more examples and more activities related to the subjects for an effective teaching and learning.

- Revision parts may be useful after each three unit for this course book. Both students revise what they have learnt again and the course book is not finished too soon.
- Students may get demoralized when they could not understand or capture the activities in the course book. They like learning a language a lot during these ages. So a smooth teaching in which the contents of the units are coherent and no too unrelated structures are included would be helpful in language teaching.

CHAPTER 4

CONCLUSION AND DISCUSSION

This study aimed to identify the effectiveness of 5th grade coursebook, English 5 and find alternative activities and materials suitable for the curriculum of 5th grade. These activities are suggested instead of the activities that are thought to be inappropriate in the coursebook. As language learners in Turkey have limited or little contact with native speakers, coursebooks are generally seen as the main tool for them to learn and practice the language. Coursebooks are effective teaching materials; because they can be used both in the classrooms under the control of English language teachers and as a guide during the students' self-studies. Therefore, it is thought that how much the students learn with the help of the coursebooks in Turkey has great importance.

English 5 has been administered as the 5th grade English coursebook in state schools by the Turkish Ministry of Education as from 2013/2014 education year. Although the Ministry makes so much effort to bring out an ideal coursebook, especially for the young learners who are new at learning a foreign language, several problems may exist in terms of educational framework of the coursebooks. Many of the coursebooks administered by the Ministry of Education are thought to have some missing points that lead the language teachers to apply for different sources during English language teaching processes. However, as a result of the restriction to the use of different language sources, because of the 'equal education for primary school students' principle of the Ministry, teachers are generally obliged to teach language with the help of the determined ones.

As the coursebooks in Turkey have been commonly criticised by the professionals and English language teachers, the new coursebook, English 5 aroused the interest in terms of its effectiveness as a teaching material. In respect to this, this study focused on the answers of the following research questions:

- 1) "Is the present 5th grade English coursebook, English 5 effective enough for the young learners' good language learning?"
- 2) "What are the suggested alternative activities and materials suitable for the 5th grade curriculum instead of the inappropriate parts of the coursebook, English 5?"

In order to find out the answers of these questions, the coursebook's each activity that were studied in the first semester of the education year was examined through journal keeping. Then, some periods of language process were videotaped to see the deficient parts of the coursebook during the lessons.

In the first research question, it was aimed to reveal whether the new 5th grade coursebook, English 5 includes suitable instructions and activities for the young learners' effective language learning. After the analysis of the journals and videotapes, it was seen that there were some missing points of the coursebook. Both students and teachers sometimes had difficulty during the teaching and learning processes as these missing points might interrupt an effective language learning process. The coursebook gives chance to study on four skills that is good for language teaching and learning.

The reading and listening texts generally cover the structure that is to be taught in each unit. This helps the learners to learn the language in context, which increases the level of understanding. However, they are not comprehensive enough. In some situations, the structure is given just in a listening text and the learners are asked to practice the language without seeing the written examples. Young learners seek concrete models of the language. When they use new vocabularies or grammar patterns with the help of the given texts or dialogues, learners easily remember them in later classes. The deficiency of this affects the practice of other skills like productive skills in a negative way.

The researcher found that especially some speaking activities are ineffective for a good study of the skill. The speaking activities are not comprehensible enough for the young learners. While few of them have an example of the required task, the others are both unassisted and inefficient. The given examples are also too basic for the learners' understanding the tasks. As there are few written examples of the structures, learners had difficulty during forming the sentences with the required structure. In the meantime, the coursebook always asks the learners to work in pairs during the speaking activities. Every time working with a partner, instead of a group work activity which may be enjoyable for them demotivated the learners in some situations. The tasks are generally similar and colourless, though young learners are attracted from visuals and colourful scenes a lot. Doing the similar activities in each unit made the learners bored and reluctant.

The writing skills of the learners are aimed to be improved through projects given at the end of each unit of the coursebook or they are being studied with the help of the speaking comprehension activities. The projects include drawings, posters or story telling activities which make the young learners enjoy while learning at the beginning of the semester. However the lack of creativity in the activities caused boredom among the young learners towards the end of the semester.

In the second research question, alternative activities and materials were aimed to be presented for the missing parts in the coursebook, English 5. The suggested activities and the materials were presented by benefiting from other written English language sources, the Internet and the researchers' own productions. It is necessary for a coursebook to internalize an approach that promotes the young learners' need. More colourful and enjoyable activities suitable for the young learners were tried to be find. Comprehensible instructions and written examples were given in the suggested texts. The suggested activities and the materials are useful enough for the learners' better understanding of the new vocabularies and grammar patterns. Different kinds of activities that aimed to increase the learning would be helpful. As the young learners attention span is not too long, games, songs and physical activities were suggested for an effective teaching and learning process.

The contents of some units in the coursebook are too complicated for a smooth teaching. Unrelated subjects are given in the same unit or the name of the unit is not suitable for the content. The 5th grade students are new at learning a language as it is their second year of learning English language. Therefore, they easily get confused when more than one subject is given at the same time. For this reason, it was suggested that too unrelated subjects was to be given in separate units or at least, an activity that includes both of the structures would be helpful for a good transition.

Beside the ineffective study of the skills, the coursebook also has some deficient points in terms of general view. First of all, the content of the coursebook is too restricted. There are ten units in the coursebook and it is too easy to finish them until the end of the education year. As the instructions and the activities are too basic and undetailed, the structures and vocabularies are taught quickly, so, the units in the coursebook are studied betimes. Accordingly, it was suggested that, more and more activities for the

practice of the newly learnt vocabularies and grammar structures would give chance to the students to enhance their understanding. These suggested activities would probably help the young learners remember the learnt language better in the later stages. Because, more production of the language will help the students to learn it efficiently. To improve the learning process, revision parts or a Pictionary for each unit at the very end of the coursebook were suggested.

In the light of these suggestions, the coursebook, English 5, would be a more effective teaching material for the young learners. Colourful scenes, more examples and activities for the new structures, more games, songs and role-plays, a good order of the units, an arrangement for the content of the units were suggested for the 5th grade coursebook, English 5.

4.1 Implications of the Study

This study has several implications for English teachers, ELT departments, coursebook writers and curriculum designers in terms of the perspectives of the researcher and young learners towards 5th grade English coursebook, English 5. As it has been pointed out before, coursebooks have significant relationships with the acquired language competence. Therefore, the design and content of the coursebook require considerable attention and effort particularly for the young learners.

It has been revealed that the design and content of the coursebook is not suitable for the young learners. Although the cover of the coursebook is colourful and intriguing, there are few visual aids and enjoyable activities in it. It is known that visuals and auditory materials are efficient factors in language teaching especially for the young learners. The presentation of grammar patterns and the vocabulary items with the help of motivating contexts like songs, stories or games could increase the students' learning. Young learners easily get bored when they study on the repetitious, similar activities as the ones in English 5.

The instructions of new structures in the coursebook are thought to be problematic in some respects. Most of the speaking activities are insufficient in creating an environment in which students try to produce sentences with the help of the newly learnt structures. Various and attractive topics with the assistance of short examples

give the young learners opportunities to improve their communicative competence. More writing activities to express their language knowledge through written texts could contribute to students' learning process.

4.2 Limitations of the Study

The first limitation of this study is the number of the participants. The number of the students in this study is limited to just one 5th grade class and this may affect the evaluation on the effectiveness of the coursebook. If there were other 5th grade classes to observe the attitudes of more learners towards the coursebook, different results could be revealed.

Other limitation of this study is that the researcher used data collection instruments to evaluate the coursebook's impact just on learners. The views of other English teachers who teach English through the coursebook, English 5, could have been included. This would have provided us a broader perspective on the effectiveness of the coursebook.

The language levels of the students were low. This was another limitation of the study. More competent language learners might change the findings, as they could understand the instructions in the coursebook easily.

As a last limitation related to this study, it can be stated that there are just three videotapes as the school administrators gave permission to this number. More videotapes could support the data kept in the journals and be helpful to interpret the missing parts of the coursebook to find suggestions that improve the design and content of the coursebook. Also, the last videotape could not be opened in later stages because of the virus. This was also another limitation. Fortunately; there is the journal of that week. So, the researcher has information about the teaching and learning process of that week.

4.3 Suggestions for Further Research

This study can be replicated with the greater number of participants to achieve more reliable and comprehensive data. Different views of the English teachers on the coursebook may be a significant factor for future studies similar to this one.

This coursebook can be evaluated by taking different variables such as age, gender, social background or culture of the students into consideration.

Further study can be conducted through focusing on another coursebook evaluation and comparing the results of two coursebooks' evaluation.

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APPENDIX

VIDEOTAPES

- 1.** Videotape of Ninth Week of the Term (05.12.2013)
- 2.** Videotape of Eleventh Week of the Term (19.12.2013)

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Hazal BOLAT

Doğum Yeri ve Tarihi: Ankara- 1988

Eğitim Durumu

Lisans Öğrenimi: İngilizce Öğretmenliği- Başkent Üniversitesi

Yüksek Lisans Öğrenimi: İngiliz Dili Eğitimi- Ufuk Üniversitesi

Bildiği Yabancı Diller: İngilizce

İş Deneyimi

Stajlar: -

Projeler: -

Çalıştığı Kurumlar: MEB

İletişim

E-Posta Adresi : hazalbolat@gmail.com

Tarih : 04.02.2015