T.C.

YEDİTEPE UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

MASTER OF ARTS PROGRAM IN EDUCATIONAL ECONOMY AND
PLANNING

THE INVESTIGATION OF THE EFFECT OF VISUAL MATERIALS PREPARED IN RELATION TO ENGLISH ACHIEVEMENT OF 5th GRADE STUDENTS WHO ARE LEARNING ENGLISH AS A FOREIGN LANGUAGE

by

Emel Karakuş

Submitted to the Institute of Educational Sciences

in partial fulfillment of the requirements for the degree of

Master of Arts in Educational Economy and Planning

İSTANBUL, 2014

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ
TEZ TESLİM ve ONAY TUTANAĞI

KONU: The Investigation of the Effect of Visual Materials Prepared in Relation to English
Achievement of 5th Grade Students Who Are Learning English As a Foreign Language

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The information and ideas presented here in the present thesis belongs to the researcher and does not necessarily reflect the official opinion of Küçükçekmece Dr. İffet Onur Primary School.

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.

Name and Surname: Emel Karakuş

Signature:

DEDICATION

The present thesis paper is dedicated to my father, Fazlı Karakuş, without whose love inside me and invaluable personality traits such as honesty and diligence passed from him to me in spite of his absence for 25 years in my life it would not have been possible, to my mother, Neriman Karakuş, for her unconditional love, support, belief and remarkable patience throughout this study, to the six most wonderful sisters in the world, Dilek Demir, Melek Karakuş, Safiye Çobanoğlu, Filiz Karakuş, Songül Karakuş, and Ayşe Karakuş for their invaluable friendship, encouragement, and heartfelt belief which encouraged me to attempt such an enormous task, to the most lovely niece and nephews, F. Devrim Çobanoğlu, H. Ekin Demir, and Y. Toprak Demir for their endless love and many challenging questions about the study, and to Hayati Demirhan, who always showed affection toward me and supported my every single endeavor like a father for about 16 years in my life. These people in my large family willingly and unselfishly took every trouble to endure the immediate arrangements in my uncertain schedule so they were the most significant players in the emergence of this paper.

ACKNOWLEDGEMENTS

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LIST OF SYMBOLS AND ABBREVIATIONS

TEFL……………………………………......Teaching English as a Foreign Language

YLs…………………………………………………..……….Young Learners

LAD……………………………………..……...Language Acquisition Device

CPH……………………………………….………….Critical Period Hypothesis

CEFR……………………………..…….The Common European Framework for language
learning, teaching and assessment

CLT…………………………………...…..Communicative Language Teaching Method

TEYL……………………………………………...Teaching English to Young Learners

ELT…………………………………………..……...English Language Teaching

EFL………………………………………..…….English as a Foreign Language

MONE……………………………………..…....Turkish Ministry of National Education

UG……………………………………..……….….………Universal Grammar

NA……………………………………..…………..………The Natural Approach

L1…………………………………...…...Mother Tongue or First Language

L2………………………………………...…………………..Target Language

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN 5. SINIF
ÖĞRENCİLERİNİN BAŞARI PERFORMANSINA İLİŞKİN
HAZIRLANAN GÖRSEL MATERYALLERİN ETKİSİNİN
İNCELENMESİ

Karakuş, Emel

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Tez Yöneticisi: Yard. Doç. Dr. Ricardo Viviano Lozano

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Temmuz 2014, 181 sayfa

Bu çalışmada İngilizceyi yabancı dil olarak öğrenen 5. Sınıf
öğrencilerinin başarı performansına ilişkin hazırlanan görsel
materyallerin etkisi incelenmiştir. İngiliz dili öğretimi alanında materyal
geliştirme üzerine birçok çalışma yapılmasına karşın öğretmen yapımı
görsel materyallerin etkisi yeterince incelenmemiştir. Dolati ve Richards
(2012) tarafından da ileri sürüldüğü üzere birçok İngilizce öğretmeni
sözel anlatımı tercih edip daha verimli sınıf etkinlikleri yürütmede etkili

olan görsel materyalleri göz ardı ettiği için bu çalışmada İstanbul'da bulunan bir devlet ortaokulunda İngilizce öğretiminde öğretmen yapımı görsel materyal müdahalesi yapılmıştır. Bu çalışmanın katılımcılarını İngilizceyi yabancı dil olarak öğrenen toplam 11 yaşında olan elli 5. sınıf öğrencisi ve anadili Türkçe olan bir İngilizce öğretmeni oluşturmaktadır. Araştırma boyunca nicel araştırma yöntemi benimsendi ve deney ve kontrol grupları oluşturuldu. Deney grubunda 24 katılımcı ve kontrol grubunda da 26 katılımcı bulunmaktadır. Deney grubunda dersler öğretmen yapımı görsel materyaller kullanılarak gerçekleştirilirken kontrol grubunda ise sadece ders kitabı ve sözel sunumlar ile dersler tamamlanmıştır. Veri toplama araçları, Milli Eğitim Bakanlığı tarafından 5. sınıf düzeyinde İngilizceyi yabancı dil olarak küçük yaşta öğrenenlere yönelik sunulan İngilizce öğretim programında belirtilen amaçlar ve hedeflere göre araştırmacı tarafından hazırlanan ön test, son test ve normal olarak takip edilen ünitelere ait habersiz küçük sınavlardır. Nicel veri betimsel istatistikler ve bağımsız örneklemler t-testi kullanılarak incelenmiştir. Çalışmada öğretmen yapımı görsel materyaller ile yapılan müdahalenin sonucunda, grupların ortalamaları deney grubu ve kontrol grubunun başarısı arasında istatiksel olarak önemli bir farklılık olmadığını göstermiştir. Çalışma bulguları doğrultusunda devlet ortaokullarında öğrenim gören küçük öğrenenlere İngilizceyi yabancı dil olarak etkili öğretmeye yönelik İngilizce öğretimi politikası ve uygulaması kapsamında yapılan çıkarımlar ve gelecek araştırmalar için öneriler tartışılmıştır.

Anahtar Kelimeler: yabancı dil olarak İngilizce, küçük yaşta öğrenenler,

öğretmen yapımı görsel materyaller, öğrenci

başarısı, devlet ortaokullarında İngiliz dili eğitimi

ABSTRACT

THE INVESTIGATION OF THE EFFECT OF VISUAL MATERIALS

PREPARED IN RELATION TO ENGLISH ACHIEVEMENT OF 5th

GRADE STUDENTS WHO ARE LEARNING ENGLISH AS A

FOREIGN LANGUAGE

Karakuş, Emel

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In this study, the effect of visual materials prepared in relation to English achievement of 5th grade students who are learning English as a foreign language was investigated. Teacher-made visual material intervention was made with English language teaching (ELT) at a state secondary school in Istanbul for this study as many English teachers usually prefer verbal teaching and ignore employing visual materials for more effective classroom activities as Dolati and Richards (2012) suggested. The participants were fifty 11-year-old 5th grade students who

were learning English as a foreign language and one English teacher whose mother tongue was Turkish. Experimental and control groups were formed and quantitative research method was adopted during the study. There were 24 participants in the experimental group and 26 participants in the control group. Teacher-made visual materials were used for the sessions in the experimental group while presentation and main course book were employed for the sessions in the control group. Data collection instruments were the pre-test, the post-test, and seven regular unit pop-quizzes prepared by the researcher in accordance with the stated goals and objectives in the curriculum for 5th grade EFL young learners provided by the Turkish MONE. Quantitative data were analyzed with descriptive statistics and independent samples t test. Mean scores of the groups indicated that there was no statistically significant difference between the achievement in experimental and control groups as a result of the intervention made via the teacher-made visual materials in the study. As a result, implications for policy and practice in ELT in relation to effective TEFL to young learners at state secondary schools and recommendations further research will be discussed in the light of the findings of the study.

Keywords: English as a foreign language, young learners, teacher-made visual materials, student achievement, English language teaching in state secondary schools

1. INTRODUCTION

Teaching English as a foreign language (TEFL) has become an important part of Turkish Education System for state elementary schools since 1997 when a policy change was initiated about teaching English to 4th and 5th graders called "young learners" (YLs). Language theorists like Naom Chomsky with his theory of Language Acquisition Device (LAD) and Krashen with his theory of Critical Period Hypothesis (CPH) highly recommend learning English at very early stages of life just like the way children learn their native languages. Depending on such learning and teaching theories mainly based on Communicative Language Teaching Method (CLT) which requires learners to achieve native-like communication competence, teaching English to young learners (TEYL) has become a central issue on the agenda of many parties within Turkish Education System. Turkish Education System aims to prepare teachers, students, and parents for meeting future language needs successfully through the policy changes it made to revise national curriculum for English Language Teaching (ELT) in terms of teaching approaches, methods, techniques, and other aspects of foreign language teaching on a regular basis.

Recently, there has been a growing interest in the ways for teaching English effectively in state secondary classrooms in order young learners to reach native-like competence in all four language skills. Various aspects of TEFL such as choosing appropriate approaches, methods, and techniques for students with unique needs and characteristics, enhancing high teacher and student motivation, providing quality teacher training, integrating foreign and native cultures sufficiently, and other factors have been frequently investigated by researchers in ELT field. Also, some

researchers have recently turned to the role of materials in teaching English to young learners. Knowledge of various teaching materials such as visual, audio, audio-visual aids, books, interactive and web-based tools, computers, projectors, pictures, posters, flashcards, songs, charts, puppets, games and puzzles, and other kinds of teaching tools play an important role in creating an effective learning and teaching environment. Nevertheless, visual aids are the most easily accessible and extensively used teaching materials in TEFL. The issue of how to find suitable visual materials for learners with different educational, cultural, socio-economic background and language experiences, and implement them effectively to reach desired goals and objectives has been a part of a long-standing debate on English achievement in Turkey. There are many factors for deficiencies in ELT in state secondary schools such as the efficacy of language teachers, student interest and motivation, instructional methods, and learning environment and materials as suggested by Aktaş (2005) in Turkey. To be able to conduct an effective teaching session language teachers need teaching materials particularly visual ones. They pave the way for meaningful context for students' comprehension even in complex learning situations. These materials also disburden high anxiety caused by learning an unknown language and culture in an unnatural language learning setting. However, it can be difficult to find appropriate visual materials for different teaching levels and themes although numerous foreign and domestic materials publishers exist currently on the market. That is why producing self-made visual materials helps teachers address to YLs' individual characteristics and urgent needs in learning English.

This paper covers mainly five chapters, namely introduction, literature review, methodology, results, and conclusion. Chapter 1 covers the background to the study, research question and hypothesis, operational definitions, purpose and

significance of the study, assumptions, and limitations. Chapter 2 provides literature review on theoretical foundations, young foreign language learners, teacher-made materials, and student achievement in TEFL. Chapter 3 includes information about the participants, data collection instruments, data collection procedure, and data analysis procedure. Chapter 4 presents quantitative data results obtained through pre-test, post-test, and regular unit pop-quizzes. Lastly, chapter 5 concludes the research paper with a summary of the study, discussion of the results, implications for policy and practice, and recommendations for further research.

1.1 RESEARCH QUESTION AND HYPOTHESIS

The present experimental study aimed to investigate the effect of teacher-made visual materials on the academic achievement of 11-year-old 5th grade students learning English as a foreign language at a state secondary school in Istanbul.

With this purpose in mind, the following research question was investigated throughout the study:

1. Is there a significant difference in the mean EFL achievement scores of the experimental group instructed with visual teaching style via teacher-made visual materials and the control group instructed with verbal teaching style via no teacher-made visual materials?

In close relation to this research question, the null hypothesis of this study was formulated as:

1. There is no statistically significant difference in the mean EFL achievement scores of the experimental group instructed with visual teaching

style via teacher-made visual materials and the control group instructed with verbal teaching style via no teacher-made visual materials.

1.2 OPERATIONAL DEFINITIONS

In this part of the chapter, definitions were provided for the terms addressed in different sections of the current study in order to present meaningful and clear points regarding the topics covered in investigating the effect of teacher-developed visual aids on EFL student achievement.

1. Student achievement: It was defined as "summary cognitive measure of what a student had learned as a result of many units or months of work" (Guida, Ludlow, and Wilson, 1985), cited in McKinney (2000, p. 15).

2. Young foreign language students: They are defined as 11-year-old 5th grade students learning EFL as stated in the national curriculum and being expected to fulfill the tasks urged by the foreign language teacher to reach the stated goals and objectives successfully.

3. Visual teaching style: Visual teaching style is a way of teaching in which various visual aids such as pictures for vocabulary, pictures for meaningful speaking activities through dialogues, posters with example questions, answers, sentences with target items, flashcards for vocabulary, and PPT presentations for different grammatical structures are incorporated into teaching process to make teaching and learning clear and easy both on the part of teacher and students.

4. Verbal Teaching Style: Verbal teaching style is a way of teaching in which written materials such as course book, notebook to take notes of teacher explanations mainly written on the board, dialogues to write and practice, and

supplementary resources for grammar practice without any extra visual aids prepared by the teacher are incorporated into EFL classes.

5. Teacher-made Visual Materials: Teacher-made visual materials are the tools produced by the foreign language teacher herself by using appropriate images and words together in order to provide a clear context and address to individual characteristics and unique needs of her students.

6. Elementary School: It can be defined as eight years of compulsory basic education including primary and middle (secondary) school education in the same school without any interruption. It comprises grades 1-8. Students were taught by classroom teachers until grade 5 and subject teachers teaching students starting in 6th grade and completing in 8th grade.

7. Primary School: As a result of the new bill called 4+4+4 introducing twelve years of compulsory education in Turkey in 2012, basic education was divided into two different levels, namely primary and secondary. Primary school level comprises grade 1-4 taught by classroom teachers.

8. Secondary School: Secondary school level includes grade 5-8 taught by subject teachers.

1.3 PURPOSE OF THE STUDY

The research studies conducted in the field of ELT (Arın, 2010; Bardakçı, 2011; Daloğlu, 2004; Howard & Major, 2005; Pardo & Téllez Téllez, 2009) have focused mainly on language teaching materials with their effect on effective teaching in general; however, less attention has been paid to teacher-made visual aids in relation to EFL achievement in state secondary classrooms in Turkey. This means that there is a gap existing in relation to the investigation of the effect of teacher-made visual materials on achievement. The primary objective of the present study is,

therefore, to investigate whether there is a difference between visual teaching through teacher-made visual materials prepared in relation to English achievement of 5th grade students learning English as a foreign language and verbal teaching without any visual aids designed by the participating teacher.

1.4 SIGNIFICANCE OF THE STUDY

The 5th grade young foreign language learners constitute the participants of the present study. This makes the findings of the study important and attractive for a number of parties within educational circles since TEYL has been widely recognized as being important and necessary in Turkey since 1997. However, the absence of ample amount of studies at national level to reveal the relationship between teacher-made visual materials and EFL achievement at state secondary schools with non-native teachers in unnatural learning environments causes misunderstandings and imperfect knowledge about TEYL. Thus, it in turn makes macro-level decision making process hard and unclear on the part of the Turkish Ministry of National Education (MONE) and micro-level planning challenging for teachers. Although a significant number of studies were conducted around language teaching materials and their effect on achievement, in order to fill this gap the present study focused on the difference in gain scores of the experimental group provided with visual teaching via teacher-made visual materials and control group receiving verbal teaching via presentation and course book. Additionally, the study is important since there are not enough experimental studies investigating the effect of teacher-made visual materials on EFL student achievement. Furthermore, the study will be one of the few researches providing well-grounded results in the context of Turkey. As a result, school administration, EFL teachers within the institution where the study was conducted, and others from various regions in Turkey and the ones in other countries

where English is taught as a foreign language can benefit from the results and implications of this study.

1.5 RESEARCH ASSUMPTIONS

In the present study, the anonymity and confidentiality of the participants will be preserved over the course of the study by the researcher. With this purpose in mind, the name of the participants, individual EFL achievement scores, and any kind of subjective information or comment related to their particular performances during the study will not be published and shared anywhere under no circumstances. Also, at the onset of the study the participants were assured that the results of the tests administered to them would not yield any score demonstrating their EFL performance for the compulsory EFL course in the current academic term.

The study has its own other set of assumptions made in advance by the researcher. First, it was assumed that objective verification was achieved in grading the tests through giving different marks to every single item which was pre-determined depending on the difficulty level of these items. Second, all the participants from both groups were assumed to exert 100 % effort in responding to all items in the tests. For this purpose, they were reminded that the scores would be accepted as the indicators of their performances during the classes in order to find out missing points that would be occurring in their learning and thus remediate learning problems. Third, they were assumed to get involved actively in the sessions conducted either with the teacher-made visual materials or without any visual aids designed by the participant teacher since they were taught in the regular classes according to the compulsory English teaching program for 5th graders, not additionally taking part in a designed experimental study. Fourth, it was assumed that

the whole participants in the two groups were homogenous in terms of age level, background EFL knowledge and prior experience they gained either within the school boundaries or outside, overall physical and psychological condition, parents' socio-economic status, and other factors having an effect on final EFL achievement scores of the participants in the present study. This was achieved through working with regular classes without making changes on student profiles of the groups. Fifth, the intervention made via teacher-made visual materials in the experimental group's EFL sessions was assumed to be the only difference existing between the two groups. Thus, the teacher factor in guiding students in EFL learning process and regular classroom procedures that would be helpful in enhancing meaningful communication was assumed to exist from the beginning to the end of the study. Also, it was assumed that the only participating teacher paid equal attention to the teaching processes in both groups. Lastly, the teacher-made visual materials were assumed to possess basic characteristics of good quality visual instructional tools accompanied with relevant written information and pictures for clear and easy comprehension while presentations conducted through mainly the course book were assumed to be clear enough for the participants in the control group to follow the lessons and learn the target items.

1.6 RESEARCH LIMITATIONS

The findings of the study were restricted to Istanbul, Küçükçekmece as its second biggest district, Dr. İffet Onur Primary School, and its 5th grade students and only one EFL teacher. It should be noted that this study was primarily concerned with investigating the effect of visual materials produced in accordance with the participant students' primary needs and individual characteristics by the participant teacher, the researcher of the study as well, on student EFL achievement in seven

units of the course book followed as a main resource during the first term in 2012-2013 academic year.

There are some certain limitations relevant to this study. First, there were 50 students in the groups totally, so although they represented the whole population of the 5th grade students learning EFL at the state secondary school where the study was conducted, the number of the participants and the presence of only one teacher as material producer and presenter can be regarded as a limitation to the study.

Second, having no other schools, particularly private educational institutions and teachers apart from the participant teacher was another limitation. The lack of many schools' presence in the study causes us to be uncertain whether the present intervention made via teacher-made visual materials into EFL sessions will have the same effects with different teachers in other school settings or not.

Third, the fact that the students did not regularly revise the learnt subjects after school and came to class unprepared for the new subjects constitutes an important limitation to the nature of the study with its final learning outcome.

Finally, that the majority of the students would believe that they were unable to learn a foreign language can be perceived as a limitation of the study.

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter has been divided into four main sections and relevant subsections followed by a conclusion. Within this scope firstly, a brief introduction to the chapter is provided. Secondly, theoretical foundations for language acquisition are presented through reviews of theories by Naom Chomsky, Stephen Krashen, and Lev Vygotsky. Thirdly, the characteristics of young learners, the issue of starting earlier in learning a foreign language, and motivational factors are presented. Fourthly, teacher-made visual materials are explored via the roles of meaningful input, local context, and communicative competence in English, the effects of course book as a dominating teaching aid in EFL classrooms, and the motivating forces behind teachers' making their own materials. Fifthly, student achievement in EFL is addressed. With this aim, student and teacher perceptions of success and failure followed by the factors affecting achieving and failing learners and situations are described. Also, the reasons for assessing and evaluating learners are discussed. Then, different assessment and measurement tools are presented with a special focus on alternative assessment. Next, the role of EFL teachers in assessment and evaluation is explored. This chapter is finally ended with a conclusion of the literature review.

2.2 THEORETICAL FOUNDATIONS

In the following paragraphs of this review, the theorists including Chomsky, Krashen, and Vygotsky will be discussed with regard to their different viewpoints on language development resulting in a huge amount of research influenced by them.

The studies these theorists conducted added new perspectives and various dimensions into language development for many linguists by bringing out some heavily focused and disputed principles for learning a language (McLeod, 2009).

2.2.1 Naom Chomsky and Universal Grammar

Naom Chomsky is the most world-renowned linguist probably thanks to his main focus on children and first language acquisition rather than adult language learning and second/foreign language learning among these linguists. The most popular theory he proposed is Universal Grammar (UG) arguing for an innate mechanism available in all children to make language learning easy and quick. More clearly, he suggested that children only needed vocabulary items to make up adult-like statements thanks to their innate ability which could facilitate combining them into a wide range of correct phrases naturally (Lemetyinen, 2012). Similarly, it was pointed out that "the argument in favor of UG in first language is almost equally valid for L2 learners who can attain high levels of linguistic knowledge which cannot be attributed to input or instruction alone" (Ellidokuzoğlu, n.d., "The Role of Innate Knowledge in First and Second Language Acquisition," para. 28). That's to say that Chomsky's theory on first language acquisition can also be valid for second language acquisition or foreign language learning with the help of LAD. Nevertheless, Ellidokuzoğlu (n.d.) emphasized the importance of the input richly presented through external environment besides a mechanism buried in the children's inner world in language acquisition drawing an analogy between growing a flower by means of both a seed and water and language learning through UG together with external input.

There are also some views regarding cognitive development contrary to what Chomsky put forward in his theory. Thus, it was suggested that enough attention on cognitive development of children, which would also improve so-called innate mechanism from birth to death, was not drawn by Chomsky in his UG theory. Notwithstanding, cognitive development has been one of the most frequently disputed and investigated theme in relation to language acquisition (Clark, 2004; Dicks, 2009; Johnstone, 2002; Swingley, 2012). Development of cognition is considered as serving two functions interchangeably. To put it simply, it is both a prerequisite to language acquisition so that children can build on this as they are acquiring more new words and it is naturally influenced by this word knowledge development. For instance, Clark (2004) suggested that children would attend to one word or phrase they had the knowledge of in order to draw an analogy between these notions and some more complex thoughts. She concluded underlying the fact that children would need their previously constructed categories for entities in their environment so that they can cognitively base newly-learnt words into these categories to make them available for future reference easily. In a similar way, Lemetyinen (2012) compared Chomsky's theory of linguistic input in learning a language with the perspective of general cognitive processing. Consequently, she argued that explaining the way children learn a language through cognitive processing was much easier and clearer rather than an explanation of a quick ability to form perfectly grammatical sentences with the help of a readily-rich mechanism from birth as put forward by Chomsky. That is why the need for a better understanding of language learning process than Chomsky's theory of Universal Grammar was emphasized for he relied on only biological inheritance of language acquisition in explaining first language learning of children.

2.2.2 Stephen Krashen and Five Hypotheses

Besides biological signs for language learning, external factors contributing to language development should also be studied. Hence, in the following paragraphs the Natural approach proposed by Stephen Krashen and Tracy Terrell and some external factors including input, the role of teacher, setting, expectations regarding language production, and similar determinants of language learning revealed through the five hypotheses will be discussed. The hypotheses titled "(1) the Acquisition-Learning Distinction, (2) the Natural Order Hypothesis, (3) the Monitor Hypothesis, (4) the Input Hypothesis, and (5) the Affective Filter Hypothesis" will be explained briefly with a special focus on "the Input Hypothesis" and "the Affective Filter Hypothesis" for the present study (Krashen, 1982). Similarly, Krashen (1982) suggested that among these five hypotheses "the Input Hypothesis" occupied the most prominent place in second language acquisition today for mainly for two reasons such as "…it attempts to answer the crucial theoretical question of how we acquire language" and "…it may hold the answer to many of our everyday problems in second language instruction at all levels" (p. 9).

The hypotheses proposed by Krashen regarding second language acquisition was identified and described in detail in the book entitled "Principles and Practice in Second Language Acquisition" (Krashen, 1982). In this part, in order to base the answers for the research question of the present study, we will dwell on these hypotheses in the light of what Krashen proposed about them and other available studies conducted to provide support, suggestions, and some criticisms accordingly.

First, through "the Acquisition-Learning Distinction Hypothesis" a clear division was made between the concept of acquisition and learning providing the differences in the way a language would develop. While acquisition was defined as a

"subconscious" process, learning was described as "conscious" knowledge of a second language (Krashen, 1982, p. 10). However, Zafar (2009) critiqued the vocabulary Krashen chose to explain the acquisition- learning hypothesis. For instance, "acquisition/learning, subconscious/conscious, and implicit/explicit" was not presented through clear definitions (p. 141). The author also underlined an unnecessary distinction drawn between acquisition and learning, which should be vice versa for second language acquisition.

Also, contrary to some other second language theorists Krashen argued that with the help of LAD adults could not only learn but also acquire a language regardless of their age although acquisition was always associated with children especially before puberty with LAD (1982, p. 10). Moreover, in this hypothesis error correction was perceived as having no great effect on "subconscious acquisition"; on the other hand, it could be thought useful for learners to correct grammatical mistakes with teacher guidance regarding "conscious learning" (1982, p. 11). From a different point of view, Kıymazarslan (2002) emphasized that the hypothesis argued learning grammar rules would not result in acquisition; however, "learned competence" would act a as monitor for "acquired competence" ("The Acquisition-Learning Hypothesis," para. 2). He also highlighted the importance of appropriate use of time allocated for acquisition and learning activities equally.

Second, in "The Natural Order Hypothesis" Krashen put forward a predictable order for learning basic language items for almost all learners and took individual differences into consideration as well. Nevertheless, the hypothesis rejected the possible educational implication that syllabi and classroom activities should be planned in accordance with the sequence of learning some grammatical items (Krashen, 1982, p. 14). Thus, Krashen was critiqued in that "instead of

confronting and acknowledging the complexities involved in second language acquisition research, Krashen seems to have simplified his premises and hardly left any room for addressing to individual variations in second language learning" (Zafar, 2009, p. 142-143). It can be understood from this criticism that the explanations he provided in his theory were not satisfactory enough to clear out ambiguous and complex aspects of language acquisition.

Third, in "the Monitor Hypothesis" the role of "learning" as a monitor for speaking and writing, the productive skills, with an aim of shaping oral and written productions into correct statements was emphasized. Also, it was pointed out that conscious monitoring had nothing to do with second language acquisition; instead, it was about learning a language. Moreover, Krashen suggested that three conditions, namely "time, focus on form, and know the rule" were needed in order to make appropriate changes in linguistic outputs (Krashen, 1982, p. 16). However, Bahrani (2011) opposed to him for the weakness of the hypothesis in that Krashen did not present sound explanations on how this monitoring worked and clarify why acquisition had no role in monitoring in accordance with firm results and evidences.

Fourth, through "the Input Hypothesis" Krashen suggested that a huge amount of input from various resources would enhance language acquisition while he rejected the possibility of immediate output from learners unless they were psychologically ready during acquisition process. That is why directly teaching some units of a language should not mean that learners were acquiring them, but consciously realizing the differences present in them. On the contrary, according to the hypothesis comprehension of meaning would naturally occur before grammatical structures were learnt. Similarly, it was also proposed that grammar competency would eventually be achieved through exploration for meaning as the input

hypothesis was related to acquisition, not learning. For this purpose, comprehensible input presented "a little beyond" the current capacity of a learner (*i+1*) was thought to be crucial for getting meaning necessary in a communication. It was argued that this extra meaning was transmitted through "context or extra-linguistic information" (Krashen, 1982, p. 21). Meaningful input is considered to trigger LAD and thus lead to acquisition when a learner understands the messages sent through modified speech or "simpler teacher talk" by a speaker to facilitate complete understanding (Dong-lin, 2008; Fang, 2009; Hasan, 2008, p. 39; Krashen, 1982, p. 59; Wu, 2010). Another important aspect of the input hypothesis was "silent period" as suggested by Krashen. This referred to a period of time during which a learner should not be forced to produce target language items until s/he would take part in a communication with a need naturally. However, Kıymazarslan (1995) underlined that this should not mean that learner would not convey any response to teacher and remain passive through an entire lesson; instead, s/he could follow teacher talk and use clues via pictures, objects, mimics, context, and other types of hints to internalize the input for active use at later stages. Thus, it can be concluded that the most effective way to motivate a learner to willingly produce in written or oral form in target language is providing him/her with an ample amount of meaningful linguistic input and waiting patiently for a meaningful production, but not solely grammatically perfect utterances.

Lastly, "the Affective Filter Hypothesis" was based on how to regulate the density of some emotional factors in language acquisition process besides the primary aim of presenting a great amount of comprehensible input. Three "affective variables", namely "motivation, self-confidence, and anxiety" having an effect on second language acquisition process were suggested (Krashen, 1982, p. 31). These

factors were considered to determine the degree of the affective filter as "low" or "high" and thus the amount of input received by a learner. In other words, it was argued that low affective filter would help the learner get as much input as possible; on the other hand, input would not reach the brain because of high affective filter. Moreover, high affective filter would cause learners to have reluctance, bad self-image, fear, and similar feelings in acquisition of a second language. As a result, it was emphasized that classrooms and lessons should be designed in such a way that student anxiety could be diminished through a comfortable setting, more comprehensible input, less error correction, "activating background knowledge", and silent period (Fang, 2009, p. 58; Wu, 2010). Nevertheless, this hypothesis was critiqued by Zafar (2009) who stated that Krashen proposed a filter without specifying what it was and the kind of instruments to measure its strength. It was also disputed that Krashen ignored the effect of the affective filter on children; instead, he focused on only adults. Put it another way, although children were perceived as perfect learners of first language thanks to absence of the affective filter, the question on how some adults would achieve native-like proficiency in spite of the filter remained unanswered.

2.2.3 Lev Vygotsky and the Zone of Proximal Development

In the previous parts, we dwelled on language development in the light of Chomsky's UG theory and five hypotheses through which Krashen attempted to explain second language acquisition. Additionally, we provided strong criticisms made in some studies whose primary aim was to evaluate the reliability and applicability of the theories they proposed. In the following paragraph, we will create a space for Vygotsky on the ground that he worked on a different aspect of learning, the role of social influences in cognitive development, which would provide us a

somewhat different and broad perspective on language learning than what Chomsky and Krashen suggested in their theories for first and second language learning, respectively (McLeod, 2007). In comparison, Chomsky focused on biological inheritance for learning first language asserting that all children had a specific mechanism which embodied an entire knowledge of grammar, but lacked word knowledge. On the other hand, Krashen worked on the process of adult second language acquisition through his five hypotheses. He also emphasized the role of LAD triggered by an ample amount of comprehensible input in enhancing second language acquisition. Apart from Chomsky and Krashen, what makes Vygotsky different is his maintaining a stance with his socio-cultural theory for cognitive development. For the present study, some similarities can still be observed despite this main difference in their approaches to language learning. That is why the implications of the principles, namely social interaction, the More Knowledgeable Other (MKO), scaffolding, and the Zone of Proximal Development Vygotsky's theory brought out will be discussed in relation to the previous theorists' principles.

Lev Vygotsky developed a socio-cultural theory with regard to cognitive development. In this theory, he suggested that cognitive development first occurred on social level by interacting with others in the environment, and then this learning could be internalized by the learner on individual level, through which higher mental functions would flourish as well (Khatib, 2011). He also pointed out the role of social interaction with adults or more skilled peers as a means of receiving scientific information in classroom and taking part in classroom communication in which "the directive, indicative, and communicative functions of language then become internalized" (Fox & Riconscente, 2008, p. 384). To facilitate social interaction with the purpose of enhancing exposure to a great amount of comprehensible linguistic

input, language classroom itself presents various resources. The example of a simple picture to incorporate in a language classroom with a story completion task was provided by Kausar (2010) besides offering that "traditional books, text books, children encyclopedia or internet" could be sources for ideas (p. 265). Khatib (2011) also suggested that classroom resources for language use would range from "aspects of the tangible environment which could include various media" such as textbooks, computers, authentic materials, and "socially complex interlocutors" like teachers and peers to "intangible resources such as learning tasks and activities and classroom discourse in all its shapes and forms" (p. 52).

The use of instructional materials to improve cognitive functions of the brain via language is perceived as a means of enriching the content with an emphasis on process rather than product. For this reason, dynamic assessment is the method for assessing learning and development as viewed by Vygotsky. Thorne (2005) and Ö. Yıldırım (2008) focused on this method for assessment providing broad definitions for a better perception. Thorne (2005) defined dynamic assessment as "a procedure that unites the goals of better understanding a learner's potential through structured sets of interactions and fostering development (as visible through advancements in performance) through those interactions" (p. 399). That is to say that those interactions between learner and teacher or other students in a classroom serve as a means of assessment, not traditional questions and answers written on sheets for individual response within a limited time allocated as part of a curriculum requirement. Additionally, the author emphasized the importance of the intervention with the assessment procedure by providing "prompts and leading questions" if there was a need of that kind on the part of learners contrary to the traditional assessment of product with its forbiddance regarding teacher intervention for test reliability

(2005, p. 399). Similarly, Ö. Yıldırım (2008) compared dynamic testing with product-oriented testing pointing out the implication of Vygotsky's socio-cultural theory in that the tie between learning and development and assessment had to be perceived as undividable. He concluded his study remarking on the usefulness of dynamic assessment in language classrooms for teachers to bring out actual development of learners, which would reveal their capacity for proximal development in the future accordingly.

The Zone of Proximal Development (ZPD) has been the most frequently studied principle of Vygotsky's Socio-Cultural Theory which has embodied in the implications of some other principles such as social interaction, the Knowledgeable Other, scaffolding on learning and development (Brown, 2009; Fox & Riconscente, 2008; Kausar, 2010; Khatib, 2011; Maftoon & Sabah, 2012; McCafferty, 2002; McKenzie & Lozano, 2008; McLeod, 2007, 2010; Ö. Yıldırım, 2008; Thorne, 2005; Zaretskii, 2009). Zaretskii (2009) defined ZPD as the scope for what children could do with the help of an adult or more skilled peer when compared to what they could do independently, which was called "the zone of actual development" (p. 71). In other words, he maintained that children could accomplish some tasks on their own; on the other hand, they would still need some help through collaboration with an adult or more capable peer to complete an activity, which would possibly enhance student development through moving forward independently under similar circumstances in the future. In terms of peer collaboration, McCafferty (2002) investigated the role of gestures in relation to speech production in creating zones of proximal development. The findings indicated that gestures both enhanced language learning and a positive interaction "helping to create a sense of shared social, symbolic, physical, and mental space" (p. 192). On the other hand, McKenzie and

Lozano (2008) and Zaretskii (2009) focused on the second agent, an adult, who was a teacher in their studies. They investigated the efficiency of teachers' in helping students move successfully in collaboration in the ZPD. For instance, McKenzie and Lozano (2008) examined what was occurring consciously or unconsciously on the part of teachers with their perceptions on some students' success and failure. They observed that some teachers included some students in activities and excluded some students within real classroom practices. That is why they argued that there was an equity problem so teachers did not approach all the students equally through providing these students what they needed. They revealed some obvious reasons such as parents lacking some parenting skills and students described as less intelligent, behaving badly, and needing special education for exclusion. On the other hand, low teacher self-efficacy, as a hidden reason, was stated by some teachers who simply admitted that they couldn't teach some difficult students because of their lack in teaching skills and strategies to use. The secondary aim of the study was to provide an aid which would help teachers realize which students they preferred working with or included and which type of students they refrained from getting into close contact or excluded. As a result, it was concluded that "developed equity consciousness" and "developed teaching skills" would be needed for a high quality education (p. 383). Also, it was revealed that the intervention with the teachers' classroom practices was effective in that the teachers strived to include all their students consciously and develop some teaching skills and strategies they lacked before. Likewise, Zaretskii (2009) pointed out that the problem was not with the achieving students, but the failing ones because teachers preferred continuing with successful students at the expense of students with learning difficulties. Moreover, he critiqued some teachers helping these students through providing clues related to

correct answers and leading students by asking several questions towards reaching the right conclusions for the purpose of immediate solutions to the problem at hand. Alternatively, he suggested focusing on development continuously through firstly defining the problem and then deciding on an applicable solution with the learner. Lastly, the author continued expanding his views on how teachers should apply the principle of ZPD successfully in their classrooms on the condition that they would strive to help learners in their ZPD. The three features were proposed: "(1) teachers must delineate the zone, its borders and its problem epicenter; (2) having delineating the zone, they have to promptly offer the child an assignment that is within the ZPD; and (3) they must be able to give every child the specific help that they most need" (p. 88). Thus, he argued that these features mostly meant help provided by adults to children, which could facilitate an effective and creative cooperation as a result of interaction between them. Consequently, he underlined that much of the efficiency of this creativity- enhancing aspect of providing help through the ZPD would be determined by professionally acting teachers good at figuring out the "psychological mechanisms" in order to plan their teaching accordingly and hastily making necessary changes without feeling the burden of a previously-prepared plan on their independent creative will (p. 88).

2.3 YOUNG FOREIGN LANGUAGE LEARNERS

2.3.1 Characteristics, Age Factor, and Motivation

Young learners have always been perceived as crucial to English language teaching in that realizing effective sessions to enhance high achievement is challenging. There are many reasons for this including the unique characteristics they possess to be explored compared to adult learners', being so close to the heart of age-

related discussion, and the particular importance of the motivational factors in their experiences with foreign language learning. Thus, in this part of the literature review, we will dwell on young learner characteristics, the role of earlier start in EFL, and the factors affecting student motivation.

A firm answer to the question of what the term "young learners" means will be probably better provided through elaborating on their characteristics, which will also lead to a better understanding in relation to their learning English and sound implications for educators who are working with them in real classroom settings. Unique characteristics of children, different from adult learners' in many respects, and their individual needs are required to be well known by all agents in an educational system, carefully acted upon and kept also in mind in order to decide on appropriate learning theories and principles to reach the specified goals and objectives. In relation to the characteristics of young learners, Lobo (2003) provided a detailed list stating that they were:

> very receptive, curious, motivated, able to pick up new sounds accurately, spontaneous and willing to participate, physically active, interested on themselves and on what is 'here now', deeply involved in the world of fantasy and imagination, highly linked to the teacher, developing their personality, learning by doing, unable to concentrate for a long time, not analyzing the language, happier with different materials depending on the natural baggage they have on the different intelligences, and unable to remember things for a long time if they are not recycled ("Young Learners," para. 1-15).

Also, Cameron (2001) put forward that children were inquiring and willing in the language learning process and this would help them gain rich world knowledge on their own. She underlined that young learners were so motivated that they would fulfill even the most difficult responsibilities willingly (p. 246). On the other hand, Sarıgöz (2012) compared 5th and 8th graders whom he described as the last young learners before starting high school besides the very young learners defined as "pre-school children who attend nursery classes" (p. 254). He asserted that the first mentioned was able to concentrate longer than the latter and the world knowledge they had would help them understand adults better than the others. Also, he pointed out how successful older learners would be in terms of learning a foreign language since they were socially active during activities and had a specific view of world. In a similar way, Coltrane (2003) commented on the fact that children weren't proficient enough in their mother tongues to transfer the knowledge of linguistic features of their first language into L2 learning process. Moreover, he asserted that the development of native language and EFL should take place simultaneously since children would need to interact in their native languages to socialize in the community they lived, which would naturally lead improvement in EFL. That is why he suggested that EFL teachers should be able to speak the native language of their learners and provide an instruction supported with a meaningful interaction through oral communication and various kinds of materials in order to help young learners develop their native languages along with English.

As a result, these discussions bear the role of starting earlier in learning English as another broadly discussed topic to be gone through in this part of the literature review (Bettoni-Techio, 2008; Caner, Subaşı, & Kara, 2010; Dicks, 2009; Johnstone, 2002; Marinova-Todd, Marshall, & Snow, 2000; Navés, Torras, &

Celaya, 2003; Singleton, 2005). The age factor was introduced in Critical Period

Hypothesis (CPH) assuming that there was a sensitive phase facilitating effective

foreign language learning in human life. According to the hypothesis, this phase

would start at birth and end in at the beginning of puberty. Also, it was suggested

that acquiring a native-like competence in language learning would be possible

between these periods; however, acquisition of a language would be impossible,

especially for the sound system at later stages in life. With the aim of clarifying the

term in question a close analogy was drawn by Johnstone (2002) stating that "it is

though it were the first stage of a rocket which projects the vessel into outer space

but then burns out because its job is done, and other built-in, more cognitive systems

located elsewhere in the brain take over" (p. 7). In regard to CPH and the view of an

early start for learning English better, there are both supporters (Caner et al., 2010;

Dicks, 2009; Johnstone, 2002) and opponents (Bettoni-Techio, 2008; Marinova-Todd

et al., 2000; Navés et al.,2003; Singleton, 2005) strengthening their statements

through providing a wide range of research reviews. For instance, Caner, Subaşı, and

Kara (2010) administered a questionnaire with the teachers of the kindergarten,

grades 1, 2, and 3 in the only school where English was taught to very young learners

in Eskişehir in Turkey to examine if teacher beliefs would have a role in teaching

English to earlier grades or not. In the light of observations made in classrooms

activities and student motivation during these practices, they revealed that TEFL in

younger classes would have a very beneficial effect on students' learning. On the

other hand, Navés et al. (2003) investigated the effects of starting age on writing

proficiency and for this purpose they worked with six groups of younger and older

learners who started learning English, respectively at the age of 8 and 11 to collect

data on their English attainment through a written composition. The study indicated

that the difference between younger and older groups was significant when taken as a whole and the performance of later starters were better than the other groups particularly in relation to the four components of writing skill, namely "fluency, accuracy, syntactic complexity and lexical complexity" (p.123).

Nevertheless, regardless of the stance they took in their studies, all the authors of these two studies mentioned above were in the opinion that explaining an issue which was so "complex and deserving careful consideration" only through a stage-focused hypothesis would not reveal solid explanations of the extent a language could be acquired by children (Dicks, 2009, p. 4). For this reason, they examined the role of early start in learning English in close relation to some other required conditions for effective English learning and teaching such as professional training of EFL teachers, ample amount of meaningful input, sufficient teaching time and motivation, appropriate instructional approaches and aids, authentic communicative experiences in the target language, and other determinants.

Enthusiasm and willingness are regarded among the primary conditions for young learners in the attainment of high proficiency in EFL in a school setting. The reasons leading young learners to learn English or the factors making students more enthusiastic have been studied within the big umbrella of motivation. In his definition of motivation, McDonough (2007) suggested the presence of four main elements comprising the core of motivation: "(1) the reasons why we want to learn, (2) the strength of our desire to learn, (3) the kind of person we are, and (4) the task, and our estimation of what it requires of us" (p. 369). He also put forward that motivation would become considerably active, unsteady, and intricate particularly in the case of long-termed language learning. Likewise, with regard to the role of personality type as McDonough (2007, p. 369) articulated in the third item of

motivational elements, Aragão argued that "shyness, embarrassment and self-esteem are emotions that interact with core beliefs and this relationship plays a fundamental role in the way students behave in their learning environment" (2011, p. 311). That's to say, students as human beings bring their emotions to the classroom setting and the type of their personality as being shy or bold, how they feel about the errors they make during classroom practices under the pressure of teacher and peer presence, and how they perceive themselves in the light of their strengths and weaknesses affect their motivation. Also, student motivation in the classroom should not be thought without the role of teachers in generating interest in students. Thus, quite a number of studies examined student motivation in EFL focusing on how teachers affect the way students feel, think, and act (Aragão, 2011; B. Aydın et al., 2009; Biricik & Özkan, 2012; Dewaele & Thirtle, 2009; Lamb, 2011; Moghaddam & Malekzadeh, 2011).

To start with, as to enhancing student enthusiasm, Biricik and Özkan (2012) provided some useful suggestions for teachers such as "keep yourself motivated, encourage your students, be a caring teacher, give proper and comprehensible instructions and use a few words in their mother tongue to make the statement much clearer to them, and avoid talking for long periods of time" (p. 71-72). Moreover, the authors studied the effect of teacher attitude on preschoolers' motivation and concluded that the positive attitude the teacher exhibited during classroom activities made students feel "happy, excited, safe, and confident" (p. 85). Likewise, Dewaele and Thirtle (2009) argued the importance of teacher role as implementing effective strategies to help students lower their feeling of nervousness. On the other hand, another study examined the negative effect of increased teacher control on students' motivation no matter how strongly students showed they could themselves control

their responsibilities in learning at first. The author reported that students were willingly taking control of their own learning and fulfilling requirements related to the organization of their learning thanks to their personal skills; however, extensive teacher control completely disregarded student identity which was frequently emphasized as "fragile" in the study for it was in close relation to motivation (Lamb, 2011, p. 80). There are also some other factors affecting motivation in a more positive way such as professional teachers, sufficient instructional hours, appropriate materials, meaningful language input via authentic tasks, and constructive and informative feedback on student performance which can generate student enthusiasm (Bettoni-Techio, 2008; Emery, 2012; Johnstone, 2002; Marinova-Todd et al. 2000; McCloskey, 2002; Moon, 2005). As a result of reviewing these studies in question, two implications regarding motivation have occurred in teaching young learners a foreign language. Firstly, young learners can get so motivated towards learning that they will most probably continue exerting themselves on dealing with even the hardest tasks. Second, low motivated students will not pay attention to anything done in classroom practices since there is nothing to arouse their interests because of either intrinsic or extrinsic factors or both. Thus, less enthusiastic students will gradually give up making efforts and avoid participating actively in classroom activities regardless of what they can gain or lose (Akeredolu-Ale, 2007; Dewaele & Thirtle, 2009). That is why the question of why some students can be remarkably successful in learning a foreign language while some others give up any effort to improve their learning arises with various possible answers. With this purpose, instead of stressing problems regarding student motivation frequently, working on some simple strategies and principles offered through sound research studies for teachers, the main contributor of student enthusiasm in the classroom, to arouse great interest in

students will be eminently worthwhile. For instance, McCloskey (2002) in a TESOL Symposium proposed seven instructional principles for effective teaching:

> (1) Offer enjoyable, active roles in the learning experience. (2) Help students develop and practice language through collaboration. (3) Use multi-dimensional, thematically organized activities. (4) Provide comprehensible input with scaffolding. (5) Integrate language with content. (6) Validate and integrate home language and culture. (7) Provide clear goals and feedback on performance (p. 6-9).

Moreover, Coltrane highlighted some important tips such as "ensuring teacher quality, providing ample opportunities for planning, designing developmentally appropriate instruction, and using funds of knowledge" (2003, "The Nature and Quality of Instruction for Young ELLs," para. 1-4). Additionally, Armstrong (1998) offered a different viewpoint with regard to approaching children in their learning process. He defined the term "the genius" as "a symbol for an individual's potential: all that a person may be that lies locked inside during the early years of development" (p. 2). He described the 12 qualities of genius such as "curiosity, playfulness, imagination, creativity, wonder, wisdom, inventiveness, vitality, sensitivity, flexibility, humor, and joy" (p. 3-14). He argued these features of children would form the simple steps enhancing the inner genius flourish in children. He also suggested that all educators would have to take this into consideration since it was the front wheel full of joy to drive the developmental vehicle of children. He lastly proposed the task of educators as helping learners meet their "inner genius" to enhance self-development benefitting from the advantages provided and contribute to the wellbeing of other people in the environment they would live (p.2).

2.3.1.1 The Curriculum Innovation

Teaching English to young learners (TEYL) has been an important aspect of Turkish National Education System since 1997 when an education reform was introduced including expansion in teaching English to grades 4 and 5 in addition to the previously accepted secondary grades, namely 6th, 7th, and 8th. Making policy changes with regard to starting age in foreign language in schools is not a case special to Turkish context; however, there is a worldwide tendency towards lowering age in teaching English. Emery (2012) conducted a study and collected the data on a question "*What age do children start learning English in your school?*" via the use of an electronic survey administered to 2.500 respondents in a large number of countries around the world. The 54 percent of the responses revealed that English was being taught to students at age of six or younger while only 4 percent was associated with age ten or older. Expansion in teaching English to children has also been studied in relation to curriculum innovation, which has always been perceived as a need by the policy makers of many countries including Turkey, China, Hong Kong, Japan, Taiwan, Korea, and some other countries with the aim of providing students at state primary schools with English course appropriate for proficiency at later stages of education (Kırkgöz, 2008a). Also, it was stated that governments' effort for lowering age was because of their desire to enhance high national standards and likewise parents thought that their children would gain advantage from it and they insisted on receiving early foreign language education provided by the states (Cameron, 2001, p. 243-244; Emery, 2012; Moon 2005). Moreover, it was suggested that lowering the age of teaching English to earlier ages would challenge secondary level teachers because of some problems regarding the transfer of student learning from primary to secondary stage. For instance, Cameron (2003) dwelled on mainly

two problems for secondary level teachers. Firstly, she stated that teachers would have to deal with students with different language skills and knowledge levels. Secondly, teachers would also have to find some way to keep low and high achievers motivated at the same time or generate motivation all over again in the long process of learning a language.

It was obvious that national policies had the necessary power to turn an available curriculum into a somewhat broader one in many aspects through policy changes. Young learners of English were defined as students between 6 and 12 years of age in new English Language Curriculum for Primary Education by the Turkish Head Council of Education and Morality (2006, p. 37). An investigation of what was stated about ELT in the national curriculum regarding young learners' characteristics and different approaches with appropriate materials to be provided by the state and adopted by teachers for their classroom practice could be so informative for the present study. In addition to the official curriculum documents, there were both national (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2007, 2008a, 2008b, 2009) and international (Cameron, 2003; Garton, Copland, & Burns, 2011) studies conducted with the purpose of examining educational policy changes introduced by states in the world about lowering age in TEYL. These studies could help us take a clear and objective stance with regard to curriculum implementations in real classroom settings in Turkey.

Turkish Education System and its components have always been the most occupied topic on the agenda of Turkish MONE. A clear and strong link between policies and implementations in real settings should be forged. For instance, Garton, Copland, and Burns (2011) emphasized that there was always a gap between policy and implementation. For this reason, they pointed out that educational policy makers

should examine the results of studies conducted in the field and classroom implementations revealing the pros and cons of policy changes if their aims were to meet language needs of students and thus enhance high proficient English language learners who would be available for various areas in future life.

There are a lot of implications for TEFL in Turkey which can be drawn from the new curriculum developed by Turkish MONE in 1997 and updated in 2006 and 2013. Before dwelling on these important implications, providing some background information about the newly-developed curriculum is necessary for a better understanding. The curriculum innovation in 1997 was important in terms of two main changes which facilitated the integration of primary school education with the secondary into compulsory and uninterrupted 8-year-elementary education. Additionally, this reform included 4th and 5th graders as EFL young learners in state schools all around the country. The main important consequence of these changes in the curriculum was the need for more EFL teachers to teach a growing number of students and also effective undergraduate courses appropriately designed to meet the needs of teaching young learners whose characteristics and individual needs were considered highly important. The program was updated for the second time in 2012-2013 academic year after six years because of recent changes in the Turkish Education System. As a result, a shift from 8-year-compulsory education (5 years primary + 3 years secondary= 8-year-basic-elementary level) to 12-year-compulsory education divided into 4-year-primary + 4-year-secondary + 4-year-high school was required. Also, it paved the way for lowering teaching EFL to 2nd and 3rd grades and a change in instructional hours for some grades as well. Besides, a completely new program was needed for the very young learners at these levels and this had to be developed in parallel to later grades for enhancing consistency between the stages.

Thus, the program for the 5th grade was also revised through all the aspects characterizing EFL teaching program. It was aimed to provide a clear document framing the organization of the curriculum mainly through instructional design, materials, and assessment. Otherwise, it was argued that some problems especially at regions and local schools would occur because of insufficient explanations provided as a result of some policy changes (Garton et al., 2011).

As a sound basis for the stated aims of the new curriculum, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) has been adopted for teaching young learners of English from 2nd to 8th grades in Turkey. Meeting the instructional requirements of only one learning style, teaching technique or approach at the expense of various effective teaching methods available in ELT was highly rejected in Turkish context. The curriculum developers of the present program instead believed that an action-oriented approach to enhance communicative function of the language would be more beneficial for TEYL besides taking different learning styles and instructional techniques into consideration. In the light of these approaches and techniques, the specific levels of language proficiency are described in CEFR as basic user (A1-A2), independent user (B1-B2), and proficient user (C1-C2). According to the new English Language curriculum for 5th grade, A1 is the expected level to attain EFL proficiency successfully in Turkey. Three main language goals for basic users at level A1 to achieve are stated as "(1) s/he can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, (2) s/he can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, and (3) s/he can interact in a simple way provided the other person talks slowly and clearly and is

prepared to help" (Language Policy Division, p. 24). Accordingly, the primary aims of the new curriculum for the 5th grade in Turkey are to arouse the young learners' interest in learning English and enhance the practical use of the language in everyday life.

Below are some of the main implications of the new language program for further questioning:

- Communicative function of foreign language learning is emphasized.

- Meaningful real-life practice rather than a subject to be learned is given primary importance.

- "Teacher resource packages consisting of lesson plans, printed handouts, flashcards, audio-visual materials, and so on" are recommended for practical use in the classroom especially for 2nd, 3rd, and 4th graders; however, no clear suggestions are provided for later grades (Talim ve Terbiye Kurulu Başkanlığı, 2013, p. IV).

- Assessment is realized through various types of testing, including self-assessment tools such as self-evaluation forms and keeping a dossier of works revealing the whole progress learners will go through; and formal assessment tools such as written and oral exams, quizzes, homework assignments, and projects.

- Teachers communicating in English are required, but still Turkish as the mother tongue of young foreign language learners is allowed if necessary.

- The use of L1 by students is not allowed if not necessary.

2.3.1.2 The Implementation of the New Curriculum

After we dwelled on young learner characteristics and the nature of the curriculum reform in question with its crucial components through implications of various studies in the relevant literature, teachers as implementers of the curriculum in real classroom settings should be taken into consideration as well. The new curriculum was developed in line with the general objectives and basic principles of the Turkish National Education in 1997. In 2006 and 2013 it was updated as result of some policy changes regarding TEYL at state primary and secondary schools. A lot of issues were brought with the revised curriculum to be evaluated in the light of an adequate and mature consideration. Among these issues particularly the new roles prescribed for both available and future EFL teachers and other educators actively working in ELT field in order to enhance effective communication in English were probably the most controversial aspect of all. In Support to Basic Education Project (SBEP) "Teacher Training Component", a report entitled "*Generic Teacher Competencies*" was presented in 2006. As articulated in the document the main reason for this research was that teachers would not be able to accomplish their responsibilities without being knowledgeable about professional qualifications they were expected to possess. That is why six main competencies were brought out in the project. These were "(1) Personal and Professional Development, (2) Knowing the Student, (3) Learning and Teaching Process, (4) Monitoring and Evaluation of Learning and Development, (5) School-Family and Society Relationships, and (6) Knowledge of Curriculum and Content" (p. 5). Besides, 31 sub-competencies and 233 performance indicators were classified with the objective that "these competencies will prove very useful in terms of identifying task definitions of teachers and setting clear objectives for their personal and professional development"

(GENERAL DIRECTORATE OF TEACHER TRAINING, 2006). Moreover, a broad and clear definition of the role of EFL teachers was provided by Lan-ying and Xue-mei as:

> Teachers can be an active participant in the group, genuinely taking part in the activities, contributing ideas and opinions, or relating personal experiences. A teacher is also a helper and resource, responding to learners, and requests for help with vocabulary and grammar (2012, p. 1062).

It will be better to restate and underline the main goals of the new teaching program for 5th grades in TEFL launched by the Turkish MONE. It was articulated in the new program for English as arousing young learners' interest in learning English and enhancing the practical use of this language in everyday life. In other words, it aimed to help students gain a high communicative competence in the target language through appropriate methodology and curricula for use outside the school building to meet various communicational needs of global world in the long run. It was also stated that for the purpose of realizing these two main goals in primary and state secondary schools in Turkey, all the internal and external factors were taken into consideration.

There are mainly three issues which have become quite controversial since the new program for TEYL with a special focus on the Communicative Language Teaching Approach (CLT) and a great deal of support from the CEFR was designed and launched in state schools in 1997. These are the problem of employing CLT on the part of teachers, the use of L1 or L2 during classroom activities by both teachers and students, and provision of adequate teacher training to meet the required qualifications of CLT Approach.

Firstly, teachers are expected to conduct age- appropriate communicative activities in their classrooms to promote communicative functions of the target language for practical use in daily life. There are two crucial factors having negative effects, one of which is the allocated insufficient teaching hour and the other is the teachers' lack of knowledge in the implementation procedures of CLT Approach. The inadequate teaching time allocated for a school year can cause ineffective teaching since students cannot benefit from teacher help sufficiently during classroom practices. Although time doesn't explain the problem of low proficient students exclusively, it brings the problem of poor exposure to significant amount of meaningful input which could be provided through enough instructional time in the target language. Similarly, Reagan and Osborn (2002) wrote that in the United States there were lots of barriers before an effective foreign language education such as the limited instructional hour taking into consideration the absenteeism of students and teachers, snow holidays, and other occasions causing lots of unrealized teaching hours and lack of enough additional activities provided to students after school (p. 3). They also emphasized that although there were some opportunities such as "voluntary foreign language clubs and the occasional school-sponsored field trips", students whose mother tongue was different from English had few chances to use the target language in meaningful real life practices outside school (p.4). Likewise, Moon (2005) argued that both governments and parents were unrealistically hoping that children would be fantastically competent in English because they were not aware of limited teaching hour allocated in state schools which was usually around 2 hours per week. Instead, the author recommended all agents in education appreciate students' developing positive attitudes towards the target language in the first years. On the contrary, Cameron (2001) suggested that exposure to the input in English as a

global language via video, TV, and computers would be quite easy for everyone even for very young learners when compared to other foreign languages taught in the world (p.11-12). Moreover, the author suggested that a foreign language would seem very different to children since the element of "foreignness" would be made more explicit because of the first language of children already familiar to them from birth and the little amount of the target language provided within certain settings, particularly in the school environment (2001, p.241). On the other hand, apart from school settings as primary source of the foreign language which has been always determined by states in relation to their national and international goals, Deneme, Ada, and Uzun (2011) found out various ways of learning foreign cultures such as "parents, family members and relatives, television programs, computers, friends, real-life experiences, books, newspapers, magazines, games and songs" among which they asserted the superiority of television, family, and computers as the most effective sources (p. 159).

Another distinguishing feature of CLT Approach is its primary emphasis on student-centered teaching in the target language (L2) as opposed to teacher dominated instruction in the first language (L1). Thus, the approach requires teaching English not as a subject but as a means of experience in real-life interaction. Also, involvement is another frequently emphasized aspect of CLT approach regarding the use of L1 or L2. O. Inbar-Lourie (2010) discussed the benefits of some useful and encouraging guidelines offered to eliminate the problematic issue of L1 and L2 on the part of teachers. However, he emphasized the importance of who would be the providers of such suggestions and what kind of a voice would be reflected through these recommendations for implementation. Nevertheless, for such a contradictory aspect of foreign language teaching as to conducting it in either L1 or L2, he asserted

that it might be worthwhile to guide teachers via some guidelines. In parallel with this purpose, four main suggestions regarding the use of the target language by teachers were provided in English teaching program designed by the Turkish MONE in 2006. It was briefly emphasized that teachers should continue speaking in English regardless of students' use of L1 so as to possess a firm stance and be a role model for students as being a foreigner using the target language appropriately under any conditions during classroom practices without reverting to L1. Furthermore, it was made clear that students could sometimes be allowed to use L1 to communicate with their peers on the issues not part of classroom activities because of their limited linguistic skills for fluent speech. On the other hand, teachers were expected to adjust the speed and choice of vocabulary, use body language and facial expressions, and employ the same vocabulary frequently in order to help students understand and use L2 with ease. Likewise, Cameron (2001) wrote about the routines in the language classroom as:

> Routines then can provide opportunities for meaningful language development; they allow the child to actively make sense of new language from familiar experience and provide a space for language growth. Routines will open up many possibilities for developing language skills (p. 11).

However, lack of teacher knowledge on how to apply the principles of the approach in question and low teacher proficiency in L2 use in real-life situations pose a problem regarding effective TEYL in state schools. As a result, this insufficient professional competence in adopting CLT influences the choice of instructional methods and the use of L1 or L2 language in classroom practices (Kırkgöz, 2008b). For instance, in a different context of Hebrew and Arabic medium schools, O. Inbar-Lourie (2010) investigated the language preferences of six EFL teachers in their

classrooms. The author found that the participating teachers were conscious of how much they were utilizing L1 instead of L2 depending on their personal viewpoints and determination through some clear and simple principles for TEYL. With regard to CLT and its pedagogical principles, Kırkgöz (2008b) suggested that because of poor understanding of CLT some teachers would favor solely the traditional ways of teacher-centered teaching such as grammar-translation, lecturing, drills, and other similar types of methods and techniques to the ones CLT necessitated them to implement in their teaching such as student-focused teaching and working on themes related to daily life.

Examining the differences between a theme-based syllabus and a grammar-focused syllabus in terms of TEYL efficiently, Alptekin, Erçetin, and Bayyurt (2007) concluded that the group taught via theme-based syllabus outperformed the other group provided an instruction through grammatical syllabus. On the other hand, R. Yıldırım and Doğan (2010) investigated the English teacher profile from the perspectives of 544 fourth grade young learners and revealed that teachers sometimes spoke in English and always resorted to Turkish since some students could not get the message. They concluded that a great number of teachers did not implement various available methods, techniques, materials, and assessment aids appropriate for YLs as well as some activities such as songs, stories, games, and riddles irrespective of the fundamental role these aids would play in enhancing high foreign language competence.

As a consequence, these problems related to teachers' incompetency in the application of CLT during classroom practices and the realization of effective and consistent communication in L2 require substantial and immediate solution. Possible sources for meeting these current needs might be well-developed teacher education

programs for prospective teachers in their undergraduate studies, novice teachers via pre-service training and recruited teaching staff through in-service training, and all other teachers ranging from the least experienced to the most experienced by means of workshops, and an annual teachers association membership which would be handed to EFL teachers for its great instructional benefits.

Well-developed teacher education programs at universities constitute the integral part of quality education in TEYL. Some policy changes regarding TEYL in Turkey required a high quality teacher training about this new group of students and recently-adopted CLT Approach at undergraduate level since already recruited teaching staff was not knowledgeable about the characteristics of young learners' foreign language pedagogy including appropriate approaches, methods, techniques, and materials (Moon, 2005). That is why a new course entitled "Teaching English to Young Learners" was introduced to raise prospective teachers' awareness of the uniqueness of the tasks for young learners and contribute to their knowledge of relevant methodology (Kırkgöz, 2008a). With this regard, Altan (2012) examined teacher beliefs about foreign language learning and found that prospective teachers sometimes might hold some rooted misconceptions which were thought to have a possible negative effect on teaching and learning process indirectly. For this reason, he recommended that teacher education programs should be able to provide their student teachers with opportunities to reflect on their beliefs on EFL teaching.

On the other hand, career development programs including pre-service and in-service teacher training, workshops, seminars, and other opportunities provided by teachers associations are assumed to be encouraging and highly informative because of their very nature in enhancing personal and professional teacher development at state primary and secondary schools (Emery, 2012; Garton et al., 2011; Kırkgöz,

2008b, 2009; Moon, 2005; R. Yıldırım & Doğan, 2010). Differently from these, "local teacher development groups, an international website, on-line conferences and seminars, collaborative researcher-teacher practitioner research or reflective teaching initiatives" were also recommended by Garton et al. (2011, p. 16). As to statistics on teachers attending professional development programs, Emery (2012) displayed that 54 percent of the teachers who were interviewed in the study confirmed that their ministry of education organized teacher development courses while 2 percent mentioned the role of home teachers associations. Also, in terms of being a member to a teachers association, the author revealed that 30 percent of the teachers had a membership and the remained 70 percent possessed no affiliation with any educational organization to participate actively in different activities outside their institutions. Thanks to in-depth face-to-face interviews with the participant educators in the study, she also revealed that there were monetary problems preventing the teachers from getting a membership to associations because of the cost such organizations would entail although some participants seemed at first not convinced of the benefits of them. Moreover, the author provided the reasons for desire to attend further career development courses brought forward by the 79 percent of the participants who had never taken part in any training apart from undergraduate courses they took before they were employed as teachers. Some of the important reasons articulated in the study were like "keeping up to date, learning about new methods of teaching, improving speaking ability, sustaining contact with real English language, meeting other teachers at workshops to share experiences and ideas, and so on" (Emery, 2012, p. 13-14). Similarly, Garton et al. (2011) proposed that meeting the needs for an in-service training should be of first priority since a large number of teachers either was chosen from other branches to make up English teacher

deficiency or they were not trained about young learner methodology during undergraduate studies.

2.4 TEACHER-MADE MATERIALS

2.4.1 Meaningful Input, Local Context, and Communicative Competence

There are some important considerations regarding the principles in developing materials for effective and quality English language teaching with a group of young learners, which should surely be meditated upon by writers of instructional materials. These concerns with tools for use in classrooms with the purpose of good target foreign language teaching can possibly be brought together through three main categories: (1) presenting the input attractively and meaningfully, (2) emphasizing the characteristics of the local context and culture, and (3) fostering communicative competence by means of the target language itself.

2.4.1.1 Meaningful Input in the Target Language

The main aim in incorporating materials in ELT practices is undoubtedly to deliver the input in an attractive and meaningful way to help young learners notice important structures and vocabulary items within a context easily among other similar components of the target language (Howard & Major, 2005). In other words, thanks to materials EFL teachers can contextualize the input and present it through various kinds of activities depending on their creativity to keep their young learners' attention for a long time (Bardakçı, 2011). It was emphasized that the input should be presented stressing the noticeable aspects of the target language in order to facilitate learners' use of some important structures and vocabulary items correctly (Richards, 2005; Tomlinson, 2010b). Tomlinson (2010a) underlined the importance of repetition in the presentation of materials and sufficient frequency of student

exposure to the content. Consequently, he argued that raising the awareness of learners and providing them a model would invoke correct uses of related items in other contexts presented through materials in the future (Bardakçı, 2011; Caner et al. 2010; Dong-lin, 2008; Howard & Major, 2005; Richards, 2005). Put it differently, it was commonly considered important to expose learners to the same or similar features of the target language through meaningful input, context, and situations to help learners become familiar with the target aspects of the language so that they could internalize them for individual practical use.

2.4.1.2 Local Context in ELT

Other shared points through the relevant literature on ELT materials development process were found to be the local context, real-life situations, culture, specific needs and characteristics of learners and the local learning environment (Rashidi & Safari, 2011; Richards, 2005; Tomlinson, 2005, 2010a). For instance, as a result of their study in which they developed a model for ELT materials in the light of "Critical Pedagogy", Rashidi and Safari (2011) came up with eleven principles and some related implications. The authors mainly underlined that the content of the materials should be decided in accordance with the local living conditions, specific needs, and characteristics of the environment. They also cited Akbari's (2008) study emphasizing that learners' local culture should be reflected through materials and these materials should encourage them to evaluate strengths and weaknesses present in their culture, raise their awareness on the importance and value of one's own cultural identity and inheritance, and thus create agents of social changes in a society when needed. Dar (2012), similarly, pointed out the importance of students' being exposed to target and local cultures simultaneously and suggested that students

would be able to accumulate a great deal of knowledge on local culture, which would create their personality.

On the other hand, in reply to a possible opposition by some experts of ELT materials in Asia about his preference on enjoyable materials for young leaners as a result of the influence western culture would have on the local culture through these materials, Tomlinson (2005) argued that Asian learners were not intellectually different from learners in other parts of the world so it was not highly important to persist with the methodology which learners were accustomed to be taught EFL with. Thus, he suggested that cultural characteristics should be approached and addressed carefully in recent methodologies and fun and meaning should be important aspects of the practices.

Richards (2005), from a different perspective, asserted that the implications and principles put forward by means of studies conducted in the academic world should address to the local context of the target learners in practice. In other words, he underlined the gap between academic research studies and real classroom practices, thus stated that this possible mismatch would prevent teachers and learners from carrying out effective application of the principles in the target language.

2.4.1.3 Communicative Competence

Communicative competence in the target language has always been one of the major considerations aimed to improve ultimately as a consequence of ELT materials development and adaptation processes. When the relevant literature on ELT materials was reviewed carefully, the idea of incorporating materials in classrooms frequently occurred with regard to enhancing learners use the target language for communicative functions effectively (Rashidi & Safari, 2011; Richards, 2005;

Tomlinson, 2010a, 2010b). For instance, Rashidi and Safari (2011) argued that the input presented through topics and themes should have a high capacity to engage learners in a dialogue and help them discuss some points with their peers and teachers using the target language appropriately for communicative purposes. Similarly, they provided another principle through which they supported encouraging learners to take part in "in the cycle of reflection and action" via "dialogical problem posing practices" in order to generate and conduct a beneficial discussion composed of three simple steps (p.256). These phases of initiating a classroom discussion were explained as (1) deciding on the topic of the discussion, (2) establishing a connection between their own lives and the problem/s determined in the first stage, and (3) facing thought- provoking questions from the teacher whose aim was to lead students to address to the issue at hand from different perspectives such as socioeconomic, political, cultural, and other similar aspects for basically holding a meaningful discussion (2011). Furthermore, Tomlinson (2010a, 2010b) highlighted the very need for providing opportunities and occasions for learners to benefit from a meaningful and real communication in the target language through authentic activities such as letter writing, phone calling, convincing someone to do something, and some other kinds of classroom activities which were authentic. He also pondered that learners should be able to manage their learning independently and be knowledgeable about how to get more experience with the target language via some resources promising for self-learning with the help of materials used for communicative functions (Richards, 2005; Tomlinson 2010a). Likewise, the role of teacher as "co-learner and coordinator" and learners' as "decision-maker and subject of the act" with an emphasis on a learning environment as "in which all teach and all learn" were outlined in the study conducted by Rashidi and Safari (2011, p.257). They concluded

that a change in teaching methods would be a must since learners who were assigned more responsibility with their own learning process and teachers who were willing to be a guide for generating questions and sharing his/her linguistic knowledge with learners when needed would be able to achieve effective learning in the long run.

2.4.2 Text Book as a Major Course Material in ELT

Various research studies have been conducted in order to investigate the effectiveness of text books in ELT materials development because they have been major print material of many foreign language classrooms. They either referred to the advantages or disadvantages text books offered in relation to their contextual and pedagogical capacity to support an EFL teacher in instructional activities. Thus, in the succeeding paragraphs positive and negative perspectives on the use of course books will be investigated.

Firstly, the role of text books cannot be disregarded in TEYL in foreign contexts in spite of the presence of a wide range of teaching materials on the market since they provide relevant content, input, structures, paths for teaching and learning, and a ready-made assessing and evaluative framework for checking missing points in learning as teachers believe (Meganathan, n.d.). It was emphasized that course books were one of the major components of language teaching system (Solak, 2011). Also, Thurairaj and Roy (2012) pointed out that textbook as a course material attained a place in teaching English so widely that achievement would be utterly unconceivable without a use of appropriate course book. Moreover, Arıkan (2009) found that text books were the most integral material for teaching EFL in the current educational system of Turkey and student teachers surveyed in his study regarded they were high quality secondary school course books in spite of some errors in them. Similarly,

Kazazoğlu (2010) maintained that "course books were one of the most essential materials in language teaching with regard to their role in having an impact upon student motivation and attitude" (p.55).

Moreover, a study investigating how textbooks were utilized for literacy efforts in an urban primary school in Ghana was conducted by Opoku-Amankwa (2010). The author asserted that a great many advantages course books offered were being exploited in almost all countries no matter they were developed or developing. Also, Bahumaid (2008) emphasized that textbooks were the most preferred instructional material in EFL classrooms. He highlighted that "the textbook provides security for learners because they have a kind of road map of the course: they know what to expect and what is expected of them" (p. 424). Lastly, he alerted teachers in that textbooks could be beneficial to them as long as they realized the value of not being sticking to each and every component presented through them, but exerting a great deal of effort in order to make some changes in relation to specific needs and characteristics of their students.

On the other hand, Batdı and Özbek (2010) focused on the efficiency of English course books in teaching speaking skills in primary schools. Thus, they argued that teaching speaking skills effectively in the course of elementary education, which constituted one of the crucial processes in developing and improving speaking skills like other basic language skills as of writing, reading, and listening, could be achieved through a course book prepared thoroughly and presented with supplementary materials. They also provided a broad and clear-cut description of textbooks stating that "a textbook should comprise student-centered activities through pair and group works, role-playing, drama, dialogue, and games;

has supplementary and supporting materials; contain attractive and appropriate content; and it should be designed with visual elements" (p. 894).

The perceived teacher authority and influence in the selection and use of textbooks have also been examined in the studies conducted by Davies (2006), Meganathan (n.d.), Mısırlı (2013), Opoku-Amankwa (2010), and Indriyati and Sa'jaun (2009). For instance, textbooks appropriately presenting the target language, themes, and activities were emphasized in order to attract teachers' attention in the process of selection and adoption (Indriyati & Sa'jaun, 2009). Also, Meganathan (n.d.) proposed a similar view suggesting that teachers would not choose some textbooks as a main course material provided that students could not benefit and make the most of it in developing their reading skills and understanding the target components of English. The author also underlined a basic need for a committee consisted of researchers, teachers, writers, and publishers in order to develop efficient instructional tasks collaboratively addressing to specific student needs and characteristics. Besides, the idea of bringing them together into a resources bank through incorporating different skills and knowledge of these people into course book development process was put forward.

Secondly, the need for different kinds of teaching aids has arisen despite of how important role text books play in conducting foreign language classes. The reason for this is inappropriate and unsatisfying course books which students and teachers experience from all ages, English proficiency levels, cultures, and learning settings. Therefore, with the aim of getting to the root of problems with textbooks in teaching English as a foreign language in primary and elementary level schools, a wide range of studies were conducted.

One of the major problems with course books has arisen from textbook developers' failure to address to actual student needs and wants. Armstrong (1998) critiqued text book writers or committees in that they were spending a lot of time on making commercial materials pleasurably in order to appeal to large numbers of prospective customers from the biggest states in America. That is why the author argued that "textbooks tend to be very bland, with little joy or vitality within their pages… they have no personal voice that speaks directly to a student to inspire or stir a love of learning" (p. 38). Moreover, he evaluated textbooks as "genius-unfriendly" since the content of these materials suggested that "knowledge is 'information to be mastered,' not mysterious to be plumbed or exciting terrain to explore" (p.38).

Davies (2006) conducted teacher-developed specific questionnaires to obtain information on student needs and thus improve a course. The findings showed that the students were not pleased with general English textbooks for they contained inappropriate content and presented dead activities and tasks causing a mismatch between what was provided through these aids and actual needs of students. Lastly, Pardo and Téllez Téllez (2009) and Mısırlı (2013) highlighted the impossibility of finding a course book to satisfy the whole expectations of all students and teachers in many aspects such as proficiency levels of students, personal interests, desires, motivational factors, teacher preferences on methodology, exercises, activities and some other related factors.

Another cause for the deficiency of course books is methodologically-based as investigated in a number of studies. Arıkan (2009) stated that there were two main problems prospective English teachers encountered during their observations in secondary classrooms. First, the amount of information on the target culture and visual representations of relevant cultural elements were found to be insufficient,

which they argued because of Turkish textbook writers instead of native developers (Uçkun & Onat, 2008). Second, the student teachers considered the prevalent direct teaching method in secondary EFL classrooms as a failure of textbooks for they were aware of the benefit of inductive teaching on TEFL.

On the other hand, differently from Arıkan's (2009) findings, but in line with the conclusion drawn by Atay and Kurt (2006), Ahmad (2013) underlined that there were two types of course books depending on their real classroom functions, namely traditional textbooks and communicative textbooks . The author highlighted the value of encouraging communication in the target language through course books in classrooms where even almost every textbook was introduced as adopting a communicative approach in the course of their development. In order to sort out proper communicative textbooks from so called ones on the market, he presented three important features: "(1) they emphasize the communicative functions of language, not just the forms; (2) they try to reflect the students' needs and interests; and (3) they emphasize skills in using the language, not just the forms of language, and they are therefore activity-based" (p.1).

Moreover, Uçkun and Onat (2008) examined a sixth grade English course book used under the scrutiny of Turkish MONE. They found that most of the exercises were encouraging memorization of vocabulary items; 53.3% of the exercises were not serving to real-life use at all; they were explicitly presenting the target grammatical structures in reading and listening passages without paying attention to the nature of the tasks students were expected to abide by as they were working on them; reading activities were not leading students to complete tasks which would encourage them to participate actively; and the dialogues contained some mistakes in vocabulary choice and target structures.

On the other hand, it was so contradictory to find that teachers also could be the main cause for ineffective use of course books although they were frequently complaining about their deficiency. For instance, Bahumaid (2008) stated that text book use was positively viewed in that teachers and students could benefit from them in various ways. However, at the same time the author critiqued teachers for blindly using course book just how it was developed by its writer. In the investigation of English materials adaptation by thirty participant teacher trainees, Yan (2007) also focused on the problems regarding text books in English classes, but particularly pointed to possible teacher influence on adopting all the components provided through materials and not attempting to make necessary changes in accordance with specific needs. To clarify the problem in question, he used the metaphors like "servant" and "master" for the stance teachers would take in using course books and proposed that teachers should make use of textbooks controlling each and every aspect and intervening in when necessary, but not obeying to everything only because of feeling obligated to do so (Cunningsworth, 1984, p. 65), as cited in Yan (2007).

Furthermore, in his study, Meganathan (n.d.) argued that teachers were approaching textbook like a holy book which had to be strictly adhered to and maintained that "teachers as users of materials want to follow it religiously as the final thing. Moving beyond the textbook to design tasks and activities which children would feel nearer to their lives or from their lives would be one of the purposes of teacher facilitating learning" (p. 6). But then, the study conducted by Arıkan (2009) in order to investigate the use of EFL course books in secondary Turkish classrooms through a survey of fourth grade student teachers revealed different points regarding the inefficiency of course books as a result of improper teacher modifications. Thus,

the findings indicated that the participants considered the teachers to be the root of the problem. Also, the author found that although secondary English text books were thought to be good quality, they were the single material at teachers' disposal in classrooms. Consequently, it was reported that teachers were intervening in the parts of the course books "either using it extensively, sometimes by omitting the parts he or she wishes, or puts aside altogether to prepare the students for the university entrance exams" and thus restricting their scope in the use of these materials (p. 314).

The use of course books as major materials is considered to cause them to be applied inefficiently in EFL classes. It was pointed out that inappropriate text books to the accompaniment of listening CDs and workbooks provided to all students with various personal needs and individualities were being used as a main and sole course material for many foreign language classrooms (Daloğlu, 2004). Hence, the need for supplementary materials along with text books has been articulated in order to diminish the negative effect of attaching particular importance to the role of course books.

Kızıldağ (2009) conducted a study via making use of a semi-structured interview with teachers working at state schools in Turkey to investigate the problems these teachers experienced during teaching EFL. The author stated that inappropriate textbook was one of the three categories she formed about troubles in ELT after long interviews with the participant teachers. As a result, she suggested that textbooks were lacking supplementary materials. Also, she pointed out the discrepancies between the prerequisite conditions for ELT and the applicability of them in a foreign context like Turkey where TEFL could not be achieved satisfactorily because of few opportunities to expose learners to real-life situations. Moreover, she reported a statement from a participant underlying the impractical

goals and insufficient number of complementary materials to support teachers and learners besides course books.

Likewise, Arıkan (2009) pointed to the conclusions drawn by the participant prospective teachers as a result of classroom observations during practicum. He implied that the lack of supplementary materials served as both the cause and solution of the problem with course books in the observed EFL classrooms. He also argued that text books achieved dominance over secondary classrooms and thus they were exposed to a great number of changes by teachers, which the participant student teachers in the study considered to be detrimental to the attainment of goals and objectives successfully. Consequently, it can be said that incorporating various supplementary materials will diminish the overuse of course books and solve problems considerably.

On the contrary, Kazazoğlu found that 94.30 percent of teachers were integrating different additional teaching tools since they might consider that "textbooks were inefficient or they could increase student motivation, eliminate the monotonousness prevalent in classrooms, and present a variety of materials" (2010, p. 59). This signifies the high possibility of some teachers' appealing to the advantages of wide-ranged instructional aids in effective EFL practices.

2.4.3 EFL Teachers Choose to Make Their Own Instructional Materials

In this part of the literature review, teacher-made instructional materials will be examined much closer to shed light on some motives leading teachers to produce their own materials, useful guidelines in preparing effective materials, and the advantages and disadvantages of self-produced materials.

Teachers always need quality instructional materials appropriate for students' needs, characteristics, local culture, English proficiency levels, and for some other important factors to conduct effective ELT sessions (Bahumaid, 2008). There is no doubt that teachers will be able to find a way to incorporate suitable teaching tools into their classes as long as they aim to meet specific needs of students urgently or teach some particular components of the target language effectively. Plenty of possibilities can be searched after by teachers to bring materials into classroom settings. Some of them might be listed as follows: being so lucky to be granted by some non-profit local and foreign organizations, borrowing from an institution or a close colleague who loves sharing, looking for tools at discount or making a purchase with payments by installments within their budget, and developing their own materials.

Notwithstanding, the materials on the market are likely to be the first option for EFL teachers to consider because of easy access and time-saving feature. It can be sometimes extremely challenging for teachers to find out the most suitable material to meet specific needs of a particular group of learners. To illustrate, Thurairaj and Roy (2012) suggested that teachers in higher education were very willing to teach students at the beginning of their teaching profession. But then, quite a number of teachers utilizing many materials prepared within the faculty were turned out to be unsatisfied when they worked through these materials for adaptation (Wyatt, 2011). Therefore, it is conceivable that adaptations to the available teaching materials can occur as a must for teachers in order to make ready-made materials serve their educational purposes. Otherwise, they might choose to develop their own materials from scratch although there are numerous proper printed publications and various sources for ELT as argued by Vičič (2010).

In the study conducted by Howard and Major (2005), possible reasons for teachers' producing their own teaching tools were associated with the advantages. For this purpose, they studied four main advantages, namely "contextualization", "individual needs", "personalization", and "timeliness" in order to investigate why teachers might choose to create materials (p. 101-102). They underlined that "teacher-made materials avoid the 'one-size-fits-all' approach of commercial materials" (p. 102). Also, Mısırlı (2010) provided multiple causes for ELT materials adaptation from the most common to the most particular ones as "not enough grammatical input, not communicative enough, not appropriate level, not appealing to learning styles, too long/ too short, not balanced skills, sequence or grading, inappropriate methods, cultural content, not enough audio-visual back-up, and uninteresting topics" (p. 2-3). Moreover, Yan (2007) provided four main reasons for teacher trainees to adapt the textbook with the aim of an effective teaching and learning: "(1) to integrate traditional and communicative methods, (2) to cater for students' needs, (3) to integrate as multiple language skills as possible in a reading lesson, and (4) to meet their own preferences and needs" ("Trainees' underlying rationales and principles," para. 1).

In a similar way, Indriyati and Sa'jaun (2009) examined why teachers would prefer adapting materials and focused on "a mismatch with (a) their teaching environment, (b) their learners, (c) their own preference, (d) the course objectives, and (e) materials" (p. 12). Then, the authors suggested that teachers were building a bridge between the world outside and their classrooms in this way. In another study with a different purpose, Rotter (2004) found that few changes made to materials would be effective to increase the access of teacher-made materials for students with special needs.

On the other hand, Pardo and Téllez Téllez (2009) concentrated on what ELT materials development required from teachers. First, they underlined the role of teachers as designers of their own materials and stressed that they should be able to produce "meaningful, relevant, and motivating" tools (p.173). Second, they asserted that RRR (reflective, resourceful, and receptive) teachers would be able to meet the essential requirements of materials development such as the allocation of ample amount of time and consideration of many aspects regarding teaching and learning process. They provided an explanation of RRR on a broad spectrum of teacher qualities as prerequisites for professional teacher development:

> teachers who are able to see student as holistic unique individuals, fond of facilitating students' learning process, avoiding their frustration, willing to devote time to teach with laughter, keen on minimizing difference and maximizing similarities among students, ready to innovate in their teaching practice, willing to take and make teaching decisions, less eager to single out what should not have been done, and keen on praising students' attempts to perform task in different ways (p.174).

2.4.3.1 General Principles for Overall Physical Appearance

A number of studies which provided useful guidelines regarding physical features to produce self-made materials in addition to teacher factor mentioned above were carefully examined. Thus, some general principles were brought out in order to clarify what kind of teaching materials would carry both teachers and students to success in EFL in state secondary schools.

To begin with, attractiveness of teacher-produced materials has been studied by researchers in the literature (Ahmad, 2011; Howard & Major, 2005; Lin &

Brown, 1994). It is considered important to draw learners' attention onto teacher-made materials through an attractive appearance achieved with the help of a good organization of the framework, the use of different and large fonts, enough amounts of text, and highlighted significant language points. For instance, Howard and Major (2005) provided four main qualities of developing materials, namely "physical appearance, user-friendliness, durability, and ability to be reproduced" (p. 106). They pointed out that some factors such as the amount of the relevant text, the size of the letters, the harmony within the design of the materials, and similar aspects of physical appearance aimed for attractive tools were crucial to produce nice-looking quality materials. Lin and Brown (1994) also addressed to attractiveness in materials and covered some tips to render tools attractive including the use of colors separately for different parts of the target language, appropriate and various kinds of bold font, a well-organized design, and some easily-prepared highlighters. Besides, they subscribed to the idea that "shorter material is better assimilated, as it makes fewer demands on the student's concentration span" (p. 154). Likewise, it was argued for shorter comprehensible guideline with an example for the use of materials. Besides, he supported the previous studies' persistence in the attractiveness of overall material layout and suggested that attractive teacher-designed materials should be free from confusing items, have a coherent organization, make important components apparent through highlighting, underlying, and other ways for indicating salient features via the use of colors and some visual elements (Ur, 1996, p. 193), as cited in Ahmad (2011).

Furthermore, Westwood (2005) presented a list of principles for the adaptation of materials to guide teachers in making available print materials serve their specific purposes although he underlined the importance of designing new

materials as well. Hence, six principles of adaptation through content were offered: "(1) simplify vocabulary, (2) shorten sentence length and/or change sentence structure, (3) provide clear illustrations or diagrams, (4) highlight important terms, (5) improve the layout and format of the sheet; try larger font size, and (6) use bullet points or lists when preparing worksheets or notes" (p. 10-11). In other words, he underlined the importance of the choice of understandable vocabulary, short texts with simple grammatical structures, bold, large, and colored fonts, highlighted and extra information, and appropriately typed and spaced nice-looking paragraphs in the form of bullets and lists for readers to use easily.

However, Rotter (2004) maintained that paper tasks constituted most of the instructional hours and many of them were teacher-designed at three school districts in central New Jersey. He concluded that although the participant special education resource teachers agreed upon making some changes to teacher-produced paper materials in order to address to as many educationally disabled students as possible, they complained about ample amount of time and elaborate effort needed for adjustments and also they lacked necessary appropriate skills for designing good materials. Consequently, the author put forward three recommendations including sparing enough room for note-taking on the materials for pupils with special needs, meticulous decision on proper type and size of lettering, and increasing perceptual salience of the crucial information provided through materials by implementing highlighting techniques such as the use of bold face text, coloring, and underlying.

2.4.3.2 Advantages of Self-Produced ELT Materials

A large number of studies have been conducted about the benefits of teacher-made teaching tools for students and teachers. The relevant literature review

presented three main advantages. First, it was suggested that these materials would naturally accommodate particular student needs and characteristics. Second, it was argued that students would participate in classroom activities actively; their motivation for learning a foreign language would be strengthened; and they would involve in tasks staying focused on the roles and responsibilities. Third, the professional development of EFL teachers would be affected positively and teachers would feel more confident about their skills and strive to enrich classroom sessions with more educational opportunities to conduct effective classes.

2.4.3.2.1 A Match between Student Needs and ELT Materials

One of the most important benefits of achieving effective ELT material development is catering for varying student needs and characteristics. In other words, material developers should let the student voice be heard through the materials reflecting on their preferences, desires, interests, needs, expectations, local culture, individual learning styles, and age-related unique characteristics. For instance, Pardo and Téllez Téllez (2009) maintained that teachers were the main agents to cause a change in the perception of material development as being a means to introduce methods for teaching thanks to their consciousness of two emerging conditions. First, a lot of publications of methods and teaching materials appeared. Second, an understanding of the crucial role of adding "students' voices" via adapting materials to address to the learning styles students preferred and meet learners' future needs in accordance with the requirements of global world was built (p. 172). On the other hand, Meganathan (n.d.) pointed out that the mismatch between the teachers' needs and expectations and the students' caused uneasiness on the part of both teachers and learners. Also, it was emphasized that although teachers articulated a kind of

awareness of students as individual human beings, they displayed an obvious expression of disbelief in what students could achieve in relation to target language.

Among other factors such as "the curriculum and context, the resources and facilities, personal confidence and competence, copyright compliance, and time" to examine while developing materials, Howard and Major (2005) regarded learners and being knowledgeable about their needs, interests, previous experiences, and other crucial information uppermost (p.103-104). Likewise, Davies (2006) concluded that before starting with designing materials, developers would have to accept that their knowledge about students was most probably incomplete, so they should make every effort to learn more about them and allow them to express their decisions about materials, tasks, and content. Also, the author argued that the participant students wanted to make their voice be heard through some crucial decisions regarding the content and control of the course, and in parallel with this desire class-specific questionnaires were implemented. Moreover, Indriyati and Sa'jaun (2009) underlined the significance of teachers' familiarity with student characteristics in conducting materials development. Lastly, Vičič (2010) compared ready-made textbooks and tailor-made materials, which referred to teachers' producing their own materials, and suggested that teacher-made materials brought more flexibility to determine vocabulary, functions, and structures in accordance with particular needs.

2.4.3.2.2 Learner Interest, Motivation, Active Participation, and Engagement

Another advantage of teacher-created tools for a particular group is the power of this kind of materials in generating a great deal of student motivation and interest, and thus strongly encouraging learners to take part in classroom activities and concentrate on tasks for a long time to do those best. It is also important to note that

advantages of teacher-designed materials naturally complement each other and successful realization of the previous one can pave the way for the next. To put it simply, Daloğlu (2004) conducted an experimental study to guide English teachers in developing a materials bank cooperatively for common use at a private primary and secondary school in Ankara. She revealed that since student needs and interests were of first priority while designing self-made teaching tools, many teachers frequently reported this as the reason why the learners were highly interested in the course and participated greatly when compared to the previous profiles of those same students in English classes long before the study.

In parallel to this view, Dar (2012) contended that student motivation was highly important for the accomplishment of desired general educational goals in language learning. That is why she proposed that agents of education should put needs and interests of learners at the forefront and integrate them with the crucial components of materials development such as target and local cultures, themes, topics, methods, goals and objectives, and adopted educational perspectives. Consequently, she suggested that taking cognitive and language-related characteristics of different age groups into consideration while developing materials would lead to dynamic learning atmospheres and enhance students seek knowledge continuously during their whole life. On the other hand, she warned against low motivation on the part of both learners and teachers as a result of indifference to student interests via implementing uninteresting tasks. As a result, she put forward teachers' being materials designers "as being insiders would graphically and most candidly present the linguistic, psychological, and intellectual demands of learners at various levels" as one of the ways to solve this problem (p. 110).

Also, Indriyati and Sa'jaun (2009) supported the view that teachers' being knowledgeable about students, and thus their ability to get messages correctly would encourage learners to learn the target language. Vičič (2010), similarly, underlined that students would be motivated when good quality materials were produced specifically for their needs and particular subject matters. In other respects, Davies (2006, p. 9) put more emphasis on "personalization" which would be achieved through regarding student needs and interests as a threshold matter in designing instructional materials (Block, 1991, p. 102), as cited in Howard and Major (2005). Meeting on a common ground the authors resolved that personalization of the content and teaching would strengthen student motivation, interest, engagement, and contribution in the course.

2.4.3.2.3 Professional Development of EFL Teachers

Professional development of EFL teachers was commonly perceived as a benefit for teachers which would occur in consequence of teachers' making their own materials.

The very common point arrived in the studies is that thanks to taking an active part in materials development teachers are able to improve their professional skills, acquaint themselves with the new components of TEFL building on their existing knowledge, and thus successfully accomplish many objectives without much difficulty. Davies (2006) maintained that teacher-designed tools enhanced more knowledge and expertise on the part of teachers. He reflected back upon his previous experiences in teaching profession and concluded that making materials was the most significant contributor to his professional career because of the inclusiveness of its nature with regard to teaching and learning process. Similarly, Pardo and Téllez

Téllez (2009) stated that "it betters their knowledge, skills and creativity, raises their consciousness of teaching and learning procedures, and allows them to act as agents of permanent change" (p.184).

Moreover, Yan (2007) concentrated on how teacher trainees developed more confidence upon observing that their students embraced the textbook adaptations and approached the textbooks not as unchangeable holy books, but adaptable teaching tools which could be implemented in various ways. Besides, Daloğlu (2004) brought out more detailed findings about teacher professional development through teachers' designing their instructional materials and reported that teachers were able to improve the skills needed for materials development and their understanding of making good quality materials. Also, she underlined the fact that the participating teachers felt more conscious and informed about the teaching program for English and believed wholeheartedly in their ability to put the knowledge they gained through this program into practice in the classroom in order to benefit from it as soon as possible. Thus, the author concluded that "improved self-confidence as a teacher was reflected to the classroom as a perceived betterment of instructional quality and improved self-confidence as a learner resulted from the perception that they could take initiative in continuing to develop professionally" (2004, p. 688).

2.4.3.3 Disadvantages of Self-Produced ELT Materials

This part of the literature review covered two main disadvantages which would cause problems on the part of teachers striving hard to develop their teaching tools for practical use in the classroom. Firstly, the demanding nature of producing teacher-made instructional materials and the limited amount of time teachers would have for the preparation of ELT aids for their particular students were revealed.

Secondly, teachers' knowledge and experience were examined in addition to lack of interventions made through teacher training and institutional support in the course of teachers' growing as material developers of their classes.

2.4.3.3.1 Demanding Nature and Limited Time

Developing self-made materials for ELT is considered to be a tough job for teachers since it necessitates them to work hard in order to produce good quality and effective materials in the final. For instance, Yan (2007) found out that due to the lack of experience in teaching profession and materials adaptation, the participating teacher trainees had some difficulties to conduct classes by the stated objectives. Thus, the author stressed that "it was highly labour-intensive to make the outdated contents interesting and communicative" (p. 7). On the other hand, Pardo and Téllez Téllez (2009) argued that an ample amount of time had to be allocated by teachers to perform "constructing, deconstructing, and reconstructing" of the teaching practice through which they would be able to develop professionally (p. 173).

In a similar way, Howard and Major (2005) included the issue of limited time for preparing teacher-made materials into the part they spared for the disadvantages of producing such kinds of materials in their study. As a result, they underlined that time would always constitute an impediment to the process of teachers' designing their own tools no matter how wholeheartedly they could be for the benefits of these materials. Solak (2011) likewise argued that lots of time and cost should be allocated to enhance quality when designing self-made materials besides a remarkable amount of research in the study in which he compared teacher-produced tools with textbooks in terms of time and cost.

2.4.3.3.2 Professional & Technical Expertise and Lack of Institutional Support

Developing self-made materials demands a great deal of professional and technical expertise, knowledge, and collaboration with colleagues or other relevant people. Besides, it entails administrators of institutions to offer direct moral and material support to teachers who were engaged in the development of instructional materials. Such a support from administrators could be constant encouragement of creativity, productivity, and effectiveness, allocation of available resources and putting them at the disposal of teachers as material designers, accommodating teachers with inaccessible essential teaching requirements, and introducing them quality career development opportunities, as of in-service trainings, workshops, seminars, conferences, and certification programs in order to help them improve materials design skills.

To start with, Indriyati and Sa'jaun (2009) stressed that although teachers were considered to perform materials adaptions frequently in daily classroom practices, sufficient amount of training programs focusing on it were rarely provided. That is why the author addressed to the fact that teachers were left alone with "their own personal beliefs, experience and intuition" (p. 12). Also, it was maintained that few teachers could turn out to develop good quality materials, which could be most probably because of insufficient and unsatisfactory training courses on materials design in teacher education programs at universities in his opinion about the issue (Dudley-Evans & St. John, 1998, p. 173), as cited in Bahumaid (2008). Likewise, Rotter (2004) concluded that the participating teachers engaged in making their own materials for inclusive students did not know how to develop good materials in terms of physical appearance, for which the author suggested pre-service and in-service training to compensate for the most important techniques.

Moreover, Yan (2007) emphasized an institutional support in materials design and signaled for the need of mentality change of some school managers to make up-to-date changes to textbooks as well. The author pointed out that a supply of resources, means, and training facilities for teachers' refreshing their current knowledge and adding more to their professional career would be needed. Furthermore, she highlighted collaboration since "joint team efforts may provide teachers with opportunities to share experience and expertise, to exchange various skills, talents and points of view, to pool their perceptions and experience and to build teachers' resources, thus reducing the amount of individual work" (p. 10). Similarly, the role of cooperativeness among teachers in the process of making materials was suggested so that teachers could overcome the difficulty of preparing self-made tools through distributing various tasks among relevant people, taking turns with the aim of creating materials, and building up a materials bank for the common use of all the teaching staff (Block, 1991, p. 211-217), as cited in Howard and Major (2005).

Lastly, Daloğlu (2004) indicated that supportive approach adopted by an educational institution during the implementation of the in-service teacher development program she coordinated for materials development in her study affected the outcomes positively. For instance, the school administration lessened the burden of their busy teaching schedules and secretarial works of the materials development program were done by other people specially assigned to such simple, but time-consuming tasks. Also, the author underlined how collaboratively the teachers performed during the program and effectively communicated, which "created a learning community that fostered sharing and trust" (p. 687). As a result, she pointed out how successfully the training was conducted thanks to a great deal of

institutional support provided by the school administrators to the participating teachers before and after the program. Consequently, it was highlighted that the teachers were happy and they felt debted to return the favor by working for extra hours than actually expected from them in their regular teaching program.

2.5 STUDENT ACHIEVEMENT IN TEFL

2.5.1 Student Success and Failure in EFL

In this part of the literature review, firstly, attributions made by students and teachers with regard to success and failure in English are presented and then affective aspect of TEFL and determinants of EFL achievement and failure are provided.

Student and teacher perceptions, feelings, and needs should be carefully taken into consideration when considered reasons for unsuccessful experiences or in the same vein positive factors leading to accomplishing students and teachers. In most of the studies reviewed for the current study with regard to the attributions, teacher influence, role, and awareness were frequently highlighted.

The study conducted by Şahinkarakaş (2011), for instance, focused on how students' attributions of success and failure would affect their achievement in the final. The findings indicated "listening to the teacher" and "doing homework" as the most significant internal attributions for successful experiences while "not doing homework" and "not listening to the teacher" as the most significant internal attributions for failing situations (p. 883). She finally emphasized the major role of teachers in controlling the contributing causes of failure, helping students overcome undesired opinions and feelings, and realize intended successful outcomes. More clearly, it was underlined that it would be possible for teachers to draw students' attention on the importance of trying hard to achieve learning English since effort

was an unstable attribution. Moreover, she highlighted that greater teacher awareness of stable factors such as fear, embarrassment, and dislike and also appropriate degree of assistance in handling them were of utmost importance in student achievement. Lastly, she drew an analogy between teacher vs. baker and student vs. bread stating that "teachers shape children just as bakers shape dough. Whatever they teach is reflected by their students, and sensed by those around them, just as the aroma of bread spreads while it is cooking"(p. 884-885).

In a similar way, Yılmaz (2012) investigated Turkish EFL students' attributions for reading comprehension via student questionnaires and teacher perceptions regarding student achievement and failure in reading skill. He firstly pointed to some common opinions about achievement in reading such as applying reading strategies and prior cultural knowledge as a preparation for clear and easy comprehension of reading texts and exercises. The author also addressed to "lack of interest", an idea shared by both teachers and students as a cause for failure in reading (p. 827). Nonetheless, he found out very different attributions articulated by those parties with regard to accomplishment in reading as well. For instance, teachers concentrated on "effort" and "interest" while students were attaching importance to "feedback of teacher" and "positive mood" for achievement (p. 827). Like in the previous study, it was concluded with a great emphasis on teacher knowledge about the reasons from which various student attributions for unsuccessful attempts could stem in order to instill in students a positive understanding of the importance of exerting more effort by encouraging perceptions for a high degree of linguistic competence in this study.

Another study was conducted in a Malaysian setting to explore effects of achievement and various failure attributions which students from different

universities in Malaysia articulated on future student performances in close

relationship with motivation in learning a language (Thang, Gobel, Nor, & Suppiah,

2011). It was stressed that students were ascribing the causes of failure to "ability"

and "preparation" and regarding success as a result of " getting a good grade" and

"teacher influence" in Malaysian culture having the characteristics of Asian culture

(469-470).

Motivational factors and different kinds of causes leading to high or low EFL

achievement were also examined. For instance, S. Aydın (2013) investigated text

anxiety in young learners from different elementary schools through a background

questionnaire and the Test Anxiety Scale (TAS). The author offered some

suggestions for teachers to avoid negative effects of anxiety their students could

possibly experience before, during, and after a test. Thus, it was underlined that

students should be knowledgeable about the content and the procedures of tests and

motivated towards taking a test with the help from teachers to strengthen the beliefs

they could adopt regarding their abilities in EFL achievement. Besides, teachers were

expected to help students using some basic techniques such as "tensing, palming and

deep breathing" for soothing away the usual stress and its major symptoms caused as

a result of the very nature of being tested and evaluated (p.72).

Similarly, Çubukçu (2010) supported the view that students could be

motivated towards learning and exerting great efforts when teachers strived to create

an atmosphere meeting student needs and offering encouragement accompanied by

sufficient information about student progress in a highly constructive manner.

Likewise, teacher role in affecting student attitudes and enhancing eagerness, and

internal motivation towards learning English which were essential to gain

accomplishment in EFL were prioritized by Şahin (2009). The author provided a

description of an EFL teacher who should be teaching debonairly and facilitating effective communication between students and himself/herself in the classroom to be able to encourage them to develop communication skills as well.

On the other hand, Shen (2013) argued that students in China were unmotivated and passive because of the fact that they were expected to become very proficient at correct grammatical use of language instead of performing its communicative functions efficiently, which, as a result, promoted teacher-dominated practices and caused student failure in EFL. The idea that Chinese students were showing low levels of motivation in EFL learning was also supported in the study conducted by Yang, Zhang, and Wang (2009) who additionally argued for awareness-raising for the significance of learning English with the help of teachers to increase motivation among students and so enhance them to achieve success in EFL.

Also, Abedi and Gándara (2006) stressed that an apparent indifference students could display to learning would bring about underperformance both in learning activities and testing besides low self-confidence in EFL academic ability and achievement. Another study examining motivation in EFL was conducted by Moghaddam and Malekzadeh (2011) with the purpose of comparing high and low achievers in terms of their cognitive and affective characteristics considered instrumental to achievement. They found that successful students set meaningful personal goals enhancing effective learning and leading them to achieve and chose to express their feelings, which helped them get more feedback from teachers unlike less-proficient peers who were externally motivated.

Lastly, Bernaus and Gardner (2008) emphasized the use of teacher motivation strategies and examined how they could be understood and if students would

appreciate them as motivating or effective. They concluded that teachers should be aware of the fact that student motivation, achievement in EFL, and evaluation could be affected by various factors either related to classroom characteristics or individual affective qualities of students, their feelings and opinions about people involved in the learning process or just the target language itself, and some other internal or external factors behind learning a foreign language.

Apart from affective attitudes and motivational intensity of foreign language learners, some additional factors could determine success and failure in students' EFL experiences. Hence, first of all, the importance of sufficient culture teaching has been repeatedly underlined as being one of the indispensable prerequisites for successful and effective EFL activities. For instance, Shen (2013) stated that culture focus and recognition of cultural differences in EFL in China was often ignored, which could cause ineffective teaching and superficial or wrong interpretation of foreign cultural assets by students. Consequently, the author called for cultural awareness-raising by teachers to help students acquire background information about target culture. Thus, students would understand important linguistic aspects of the language through being knowledgeable about specific cultural characteristics and differences. Şahin (2009) also stressed the importance of teachers' having professional competency in integrating target cultural elements appropriately with language teaching in order to create an atmosphere in which students would be able to welcome differences and show willingness to eliminate possible communication barriers. Likewise, he suggested that teachers should learn about nonverbal body language, gestures, and facial expressions and teach them to the students taking account of gross misunderstandings of such cultural traits causing cultural conflict. On the other hand, Abedi and Gándara (2006) addressed to the same issue in their

study to draw attention to the value of first language and culture accompanying students through their experience with foreign language instead of establishing superiority of the latter over the first since students would feel more encouraged to learn the target language in this way.

Another factor influential in EFL achievement and failure is students' low level of English proficiency and its adverse effect on test performance. Fairbairn (2007), for instance, suggested that beginner level students could face lots of difficulties in accommodating themselves to test format imposed from either teachers through self-developed assessment or other decision-makers via large scale testing implemented all around the country. The author provided some practical recommendations to remove complex linguistic obstacles. Hence, four main language-related strategies were offered: "(1) Use simple grammar and sentence structures, (2) use active voice rather than passive, (3) use common vocabulary wherever possible, and (4) include visual support" ("Language," para. 3).

On the other hand, Fairbairn (2007) argued for teaching students how to take an English exam effectively and answer various types of questions without misunderstandings. That is why she opposed to the view that such an attempt could imply falsifying test scores and be regarded unethical turning out them to someone's advantage; rather, she brought together a number of strategies offered by various researchers as listed "(a) match/ item formats with the desired knowledge, skills, and abilities, (b) align testing with instructional practice, (c) teach students how to negotiate different item/ test formats, (d) ensure that students know the 'rules of the testing game', (e) allow students to experience the testing conditions, and (f) teach specific test-taking techniques" ("Test/ Question Format and Test-Taking Strategies," para. 4).

Moreover, Abedi and Gándara (2006) dwelled on linguistic difficulties students with lower EFL proficiency could face both in learning the language and during assessment processes. That is to say that various factors were affecting language learning, but language specific barriers were more influential in determining student performance. Thus, they stressed that high expectations of attainment from students in learning activities and testing might not be met unless students were given enough time to demonstrate desired linguistic knowledge and skills which were mostly mastered through a long period of time and continuously trying hard to grasp instructions and answer questions correctly and also good quality assessment tools were developed in accordance with students' skills and abilities.

Besides linguistic factors in EFL achievement, the method teachers or other people involved in instructional activities would adopt during classroom practices to teach EFL has been regarded instrumental in ending with either achievement or failure at the end of a teaching program. In other words, the choice of two main methods by teachers, namely grammatical/ traditional way of teaching and communicative language method has been studied principally by researchers. The common conclusion is that instead of mere focus on linguistic aspects of language through teacher-dominated classroom activities, communicative competence of students via task/activity based activities thanks to which students are provided with opportunities for active participation should be promoted.

On the other hand, it is important to stress that traditional method of teaching English is mostly associated with student failure while communicative teaching and learning is considered to bring more EFL achievement. For instance, Malik, Hussain, Shah, and Ali (2011) found that 62 percent of teachers and 65 percent of students who participated in their study attributed failure causes to conventional method of

teaching. Şahin (2009) also asserted that most of the failure cases in language learning efforts of students were grammatically-based. Thus, he opposed to overwhelming reliance and expectation on perfect knowledge and use of grammatical rules, but rather attached a particular importance to focus on assessment of student performance in communicative functions of language and various skills in relation to essential prerequisites for effective and improved communication. In a similar way, Shen (2013) underlined some adverse effects of teacher-centered classrooms such as giving linguistic rules the highest priority and grammatically-oriented assessment implementations. On the other hand, he focused on the positive aspects of students' acquiring a high degree of communicative competence with the help of task-based learning, which would help them benefit from linguistic knowledge and skills in different social contexts in order to realize meaningful communications.

2.5.2 Need for Assessment and Evaluation

There are three integral aspects of teaching and learning process, namely EFL instructional practices, assessment, and evaluation. They all effectually complement one another in that their common aim is to enhance a high student achievement with the partnership and cooperation of teachers, students, parents, administrators, and other external stakeholders in secondary schools. This idea was supported by Jabbarifar (2009) who suggested that one of the most significant purposes of assessment and evaluation was to facilitate achievement of students. Winfrey (2006) also provided five main targets with assessment as "(1) identification and placement to determine eligibility for support services, (2) monitoring progress of English language proficiency and academic achievement, (3) accountability for English language proficiency and academic achievement, (4) reclassification within or

transition from support services, and (5) program evaluation to ascertain effectiveness of support services" (p. 9). On the other hand, Jabbarifar (2009) summarized the purposes of assessment and evaluation as providing feedback on the effectiveness of teaching activities and student progress in the learning process besides contributing to teachers' professional development as a result of reflecting on the outcomes of their instructional practices in classrooms. Similarly, Shaaban (2005) underlined the aim of assessment as providing feedback on students' abilities, curriculum, teaching tools, and methods. The author also concentrated on the "diagnostic" aspect of assessment symbolizing it as a "diagnostic tool" since it could detect the emerging problems and give accurate information on the essential components of teaching and learning process ("Alternatives in assessment," para. 3). Lastly, Boud and Falchikov (2006) stressed reinforcing learning and providing a certification as two main goals of assessment with an emphasis on formative and summative assessments, respectively.

2.5.3 Types of Assessment and Evaluation in TEFL

A great number of teachers persistently apply available traditional methods because of their time-saving and user-friendly features in EFL assessment and evaluation. However, the very emerging need is to align various kinds of assessment and evaluation methods with the goals and objectives of instruction successfully.

The present review of literature reveals some alternative types of assessment and evaluation such as self-assessment, teacher feedback, peer and teacher evaluation, and portfolio assessment. It also provides how they affect teaching and learning and thus student achievement in the final. Atta-Alla (2013) stressed that enough number of applied alternative assessment methods through which students

could make their choices and meaningful conclusions regarding learning would promote TEFL to address to specific needs, learning ways, and knowledge levels of English. Also, TEFL programs implemented with the help of alternative assessment methods were regarded as "likely to instill in students lifelong skills related to critical thinking that build a basis for future learning, and enable them to evaluate what they learn both in and outside of the language class." (p. 13).

To start with, a clear distinction between "assessment for learning" referring to formative assessment and "assessment of learning" pointing to summative assessment was examined by Arı (2009) and Naeini (2011). For instance, Arı (2009) elaborating on this difference stated that:

> While assessment of learning is designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence, assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning (p. 203).

In other words, Arı defined assessment for learning as a means for contributing to learning efforts of students like it could be done through usual instructional activities to attain specific objectives within a given time as described in an English teaching program (2009). On the other hand, the author underlined the fact that assessment of learning was mainly conducted to check if the desired qualifications were acquired by learners successfully in the final as a result of a planned learning and teaching period or not. A similar differentiation was induced by Naeini (2011) who concluded that the main focus was learning and development and students' role in shaping these desired outcomes of educational assessment under the guidance of teachers. Therefore, self-assessment as an alternative assessment method was promoted by the

author with an emphasis on students' controlling learning process and critiquing their personal efforts in the first place unlike traditional assessment methods such as written exams which prioritize teacher feedback ahead of student-centered evaluations. It was lastly pointed out that self-assessment turned out to be so influential in unexpectedly enhancing success in other language skills as of speaking although the primary aim was to help students evaluate their writing skills and this method of assessment enabled students to provide an overall picture of their learning efforts.

There are also some other studies which examined self-assessment, peer and teacher evaluation in contrast with traditional testing methods. These studies specifically proclaim the overwhelming superiority of alternative learning activities and assessment methods over traditional standard testing. For instance, in the light of perceptions of ELT students regarding learning activities and evaluation strategies studied in ELT methodology courses in higher teacher education programs, Kesal and Aksu (2006) indicated that written exams were frequently applied method of traditional testing and in the second place students were evaluated on written and oral tasks together. On the other hand, the authors underlined that peer evaluation was the least used while self and teacher assessment were benefitted a lot more.

With the same purpose, Birjandi and Tamjid (2012) found that the experimental group of students taught in a class for which self-, peer, and teacher assessment procedures were applied performed better in writing. Therefore, they suggested that self- and peer assessment should be supported by teacher assessment in order to enhance high student achievement in EFL classes. Additionally, the author put forward that these types of assessment could promote students' metacognition and thus help them ruminate about the tasks they were doing and learn

more effectively by developing personal strategies and taking the initiative in their learning process. Also, they could encourage students to look from a critical and analytical perspective as they were dealing with the mistakes in their works. Besides, teachers were no more absolute accountable agents, but rather students as active participants learning to take on shared responsibilities for any learning task so that successful learning could be realized.

On the other hand, portfolio assessment was studied as a complementary type of assessment EFL teachers could choose to undertake in order to assess and evaluate various selected works students would do during an academic year demonstrating their competencies in learning English. For instance, Cameron (2003) regarded assessing children highly effective through their portfolios consisted of a wide range of studies, a collection of small-scale assessment results, and self-assessment reports. For this reason, he maintained that it could provide a teacher with background information about newcomers or to what extent intended outcomes could be observed in these students coming from primary schools. However, the author critiqued the dominated written form of portfolios at primary level language classrooms in the USA and offered that oral language skills assessments should also be included along with written portfolios with the use of CD-ROM portfolios.

Similarly, Efthymiou (2012) examined portfolio assessment of speaking skills of young learners through using *Junior Portfolio* booklet and various assessment sheets of oral skills. The author presented portfolio assessment which would contribute to the metacognitive development of students who individually could learn more than expected and hold them responsible for their learning in a peaceful atmosphere as an alternative to traditional testing. It was found that students were willing to work hard on oral portfolios compared to traditional assessment methods

and all students including low achievers benefitted from it for they actively participated in the development of their own portfolios. Contrary to the nature of portfolio assessment which would require implementers to allocate ample amount of time and strive to ensure a reliable assessment in the final, the author seemed to take a firm stand on replacing standard large-scale testing with portfolios in primary schools and underlined the importance of trained and skillful teachers for a successful execution as well.

However, Dönder, Elaldı, and Özkaya (2012) examined the ideas of instructors with regard to alternative assessment methods and the extent to which they would apply these measurement methods into their classes at university level. They found that the instructors were sufficiently knowledgeable about the nature of diversified complementary measures and persuaded that it would be beneficial and effective for their classes. That notwithstanding, they were reported to be mostly incorporating traditional assessment methods and the rate of portfolio use in their classes was found to be quite low. Thus, reasons such as crowded classes, limited teaching time, reluctance of students, lack of in-service training, students' unfamiliarity, and teachers' insisting on traditional testing were encountered for the lecturers' not applying alternative assessment methods at a satisfying level.

2.5.4 Teacher Role in EFL Assessment and Evaluation

The importance of teacher role in the implementation of various assessment and evaluation methods was extensively studied. Three main themes were found in the present literature review. First, teacher knowledge and competency in applying various alternative assessment methods in classroom settings were considered of the utmost importance in deciding to use them or not. Second, teachers were expected to

participate actively in developing assessment tools and use them for measurement and evaluation purposes in order to gain the maximum benefit for student achievement. Lastly, a need for further professional teacher training was highlighted.

To begin with, the degree to which EFL teachers know about important features of various alternative assessment types and possess the necessary skills to implement them successfully was addressed. While there were some negative perceptions of teachers as lacking in both knowledge and abilities required for effective implementation of measurement methods in classrooms, there was still an opposing view which suggested that teachers were well informed of multiple assessments including portfolio assessment and classroom observation and sufficiently knowledgeable about them. Chan (2008), for instance, positively argued that no gap appeared between the participant teachers' ideas on the apparent benefits of multiple assessments and their practice with different measurement methods in their classrooms. Also, the author found out how well those teachers conceived the nature, characteristics, and purposes of this type of assessments according to the questionnaire implemented on their beliefs and practices. The majority of the participating teachers in the study favored any kind of alternative assessment methods and a large percentage of the participants articulated that portfolios were playing a significant role as a much-needed and tremendous boost in student self-assessment. Nevertheless, portfolio assessment turned out to be less preferred and thus less practiced method because of its very time-consuming feature.

Similarly, Muñoz, Palacio, and Escobar (2012) found an apparent mismatch between the sixty-two participant teachers' beliefs about assessment and their practices. Put it differently, the participants expressed that they embraced formative assessment for academic improvement and control of classroom practices to catch

missing points and make up for them although summative assessment with traditional methods was found to be the main preference in practice so they were unable to benefit from the results in order to enhance learning.

In the study conducted by Wach (2012), it was firstly emphasized that teachers assumed two main demanding roles, namely teaching and assessing. Also, the roles university instructors and school teachers were taking on and their assessment practices were compared. It was found that both groups of teachers were informed of various functions different assessment methods would perform, which was obvious in their teaching as well. Nevertheless, it was reported that the university instructors were more freely able to apply a variety of assessment types in their teaching in accordance with changing conditions. It was also asserted that this was possibly because students with higher language proficiency might require teachers at university level to handle different learning needs and challenging situations through a wide range of assessment and evaluation methods. Lastly, the author underlined that both groups of teachers paid greater emphasis on summative assessment and especially focused on grammar and vocabulary; instead, teacher consciousness about different alternative assessment methods giving formative assessment greater prominence was needed.

Active teacher involvement in the development of assessment tools and implementation process was another point highlighted in the relevant literature. In this regard, Sarıçoban (2011) pointed out that there should be a match between the taught items of curriculum in classroom and testing. In other words, it is important to create a meaning in the minds of students in order to ensure further learning through testing. Accordingly, Saad, Sardareh, and Ambarwati (2013) argued that testing should be developed for learning besides its primary function as assessing taught and

learnt items. The authors also referred to the importance of teachers' active role in assessment and reported that teacher agency was minimized and they were not assigned sufficiently in preparing tests. They highlighted that this caused the participating teachers to start thinking that they were not knowledgeable and experienced enough, for which they were not asked to express their opinions.

Furthermore, Harlen (2005) studied formative and summative assessment practices of teachers stressing the fact that they were greatly applying the latter, which on the other hand could have some negative effects on the first. That is why in order to achieve effective formative assessment and reliable summative assessment at the same time, teachers' active participation, which would encourage teachers to embrace enthusiastically all aspects of assessment and comprehend things regarding the process, was needed. The author also maintained that "this leads to the position that synergy between formative and summative assessment requires that systems should be designed with these two purposes in mind and should include arrangements for using evidence for both purposes" (p.74).

The reasons behind lack of teacher knowledge and low competency in assessment and evaluation methods were associated with an urgent need for professional teacher training during undergraduate education, pre-service and in-service development programs, and through other kinds of means. Muñoz et al. (2012), for instance, emphasized the importance of efficient training in raising teachers' awareness and encouraging critical and careful thoughts about related issues besides providing an interactive environment where teachers could meet to discuss and share practical experiences. In the same vein, Sarıçoban (2011) critically examined test development of some teachers working at a state high school in terms of three aspects, namely "(a) test construction: designing, structuring, developing, (b)

administering, and (c) assessing the foreign language tests to see if we are still at the same point (traditional)" (p. 400). He concluded that a great number of teachers were not graduated from the departments of ELT; rather, they studied in Linguistics, English Language and Literature, Translation and Interpretations, and other similar undergraduate programs. Consequently, he urged upon training teachers to help them gain and improve needed testing qualifications through special courses in their workplaces.

Conversely, Güven and Çakır (2012) investigated self-efficacy beliefs of three groups of English teachers graduated from ELT, English/ American Language and Literature, and various subject programs conducted in English as a language of instruction, but not trained them as prospective teachers. The authors found that those teachers in group 1 had significantly higher self-efficacy beliefs than the teachers in group 3 and similarly the teachers in group 2 proved to believe in their capabilities greater than the ones in group 3, but no significant difference between the group 1 and 2 was revealed. They asserted that graduates of English/ American Language and Literature took relevant courses as a preparation for teaching profession. Also, it was underlined that the programs teachers were instructed in would determine the degree of teachers' self-efficacy beliefs in teaching profession. After all, they inferred that ELT programs would enhance its graduates to have the most extensive relevant experience via pre-service teacher training programs coordinated by higher education institutions during decided academic terms and strengthen their thoughts about being individually sufficient.

2.6 CONCLUSION

In this chapter, firstly, three main topics were examined to provide a sound theoretical base to the current study. Naom Chomsky and Universal Grammar (UG) were introduced. Then, Stephen Krashen and Five Hypotheses through the Natural Approach and some external factors such as input, teacher role, setting, and expectations regarding language production were provided. Next, Lev Vygotsky and Socio-Cultural Theory and Zone of Proximal Development (ZPD) were addressed. Secondly, young foreign language learners with a particular focus on their characteristics, the matter of early start in language learning, and the factors encouraging them to learn a foreign language were explored. Thirdly, teacher-made materials were reviewed in the light of meaningful input, local context, and communicative competence. Also, course books as the most benefitted material in classrooms were presented. Then, the issues around teachers' developing their own materials were introduced. Finally, student achievement in TEFL was reviewed. With this aim, first, success and failure perceptions of students and teachers were presented. Second, the reasons for assessing and evaluating were explored. Third, different kinds of assessment and evaluation were presented. Lastly, the role of EFL teachers in conducting assessment and evaluation procedures was examined.

3. METHODOLOGY

3.1 INTRODUCTION

The present study aimed to investigate whether there was a significant difference between students' achievement scores as a result of receiving visual instruction through teacher-made visual materials and verbal instruction via no visual aids prepared by the participating EFL teacher. For this purpose, the study answered the following question: (1) Is there a significant difference in the mean EFL achievement scores of the experimental group instructed with visual teaching style via teacher-made visual materials and the control group instructed with verbal teaching style via no teacher-made visual materials? This chapter presented the participants, data collection instruments, data collection procedure, and data analysis procedure.

The possibility of success in English with the intervention of teacher-made visual materials prepared taking course requirements and students' unique needs and characteristics into consideration has generated a wide interest in the researcher because of her educational background as an EFL teacher at a state secondary school in Turkey. She believes that teachers who spend a considerable time and effort to produce their own visual instructional materials and actively engage in teaching and learning process are more able to make a significant difference in their professional careers.

The researcher, the EFL teacher of both experimental and control groups, adopted visual and verbal teaching style to investigate the effect of teacher-made visual materials on student EFL achievement. With this purpose in mind, she provided visual teaching in the experimental group with the visual materials she

herself prepared while she conducted verbal teaching through presentations and course book in the control group.

There were seven units to be covered during the fall semester of 2012-2013 academic year. The intervention via teacher-made visual materials was only made in the experimental group's EFL sessions so these units were studied with the help of the visual materials the researcher produced in accordance with the target structures, themes, topics, and other aspects included in the course book. She sufficiently made use of self-produced visual aids besides the course book and work book at various stages of the classes in the experimental group. For instance, firstly, she introduced a unit with a main focus on presenting the new language and vocabulary at presentation stage. Second, she guided students to explore grammatical structures in context provided through posters and practice in the target language with the help of questions and answers, and meaningful and fun dialogues at practice stage. Also, she motivated students to write their own sentences or mini dialogues to facilitate meaningful communication in a more enjoyable and effective way not much focusing on structural mistakes of the learners at production stage.

On the other hand, the researcher taught the same structures, topics, and themes to the control group without visual materials she designed. In an attempt to clarify the role of teacher-made visual materials in EFL achievement and prevent the possible effects of some factors other than the visual material, the researcher as being the only participating teacher in the study taught English to both groups exerting the same energy and paying strict attention to attain the stated goals and objectives in both teaching styles in the groups.

When the literature about teaching materials was reviewed, it was found that many studies were conducted around teaching aids and general principles for teaching English to young learners. The study conducted by Howard and Major (2005) emphasized the advantages and disadvantages of teachers' designing their own materials, factors affecting materials production, and guidelines for effective teaching materials development. They concluded that even if there were some restrictions before teachers as material designers of their classes, creating tools for teaching would make a difference for students who could come with various learning styles to classrooms. On the other hand, in an effort to investigate the role of visual materials in teaching English to 8th grade students, Abebe and Davidson (2012) argued that teachers rarely incorporated visuals into their instruction and conducted lessons with a course book lacking an adequate number of visuals to help learners understand vocabulary. However, they revealed that both teachers and students assessed visual materials as important aids to facilitate learning English words. Also, Karakaş and Karaca (2011) underlined the importance of careful and correct implementation of visuals in teaching materials and training of illustration creators in producing and applying them. Similarly, Deneme et al. (2011) investigated foreign culture teaching for Turkish students addressing to the role of visual aids such as films, televisions, drama, media, newspapers, magazines, computers, and other tools. In addition to the focus of many research on teaching materials, McCloskey (2002), in her speech at TESOL Symposium in San Diego, highlighted seven activity-based and communicative instructional principles for teaching young learners of English. She suggested that teachers of YLs of English could consider children's cognitive development and create learning experiences by putting what was known about them into practice to help them learn in "happy, healthy, richly multilingual ways" for

effective teaching (p. 9). Finally, the role of language teaching materials in teaching young learners was examined by Bardakçı (2011). The participants were 5th grade primary school students who were pre-tested and post-tested and the relevant data were analyzed by using t-test. As a result of teaching the experimental group via language teaching materials and the control group by using traditional teaching methods, achievement scores of the experimental group were found to be higher. Thus, he concluded that effective use of teaching materials in teaching grammar and vocabulary would have a positive effect on student achievement.

The present study possesses one null hypothesis:

1. There is no statistically significant difference in the mean EFL achievement scores of the experimental group instructed with visual teaching style via teacher-made visual materials and the control group instructed with verbal teaching style via no teacher-made visual materials.

I theorize that if fewer teacher-made visual materials are used, then achievement will be low and if more teacher-made visual materials are used, then achievement will be high.

To prove this hypothesis, data for quantitative analysis were obtained from the pre-test, the post-test, and seven regular unit pop-quizzes. The instruments to measure student achievement were prepared by the researcher in the light of the stated goals and objectives for TEFL to 5th graders as YLs in state secondary schools in the first half of 2012-2013 academic year. The pre-test was administered before teaching seven units and the participants were informed that this would not yield an official exam score evaluating their performance regarding the current term, but it would show how much learning would occur as a result of their hard work in these

units. On the other hand, the post-test was administered after teaching the whole

units through two different teaching methods, namely visual and verbal. Also, seven

regular unit pop-quizzes were conducted to examine the effect of the intervention

made via teacher-made visual teaching materials on participants' EFL development

over the course of the study. After the administration of the tests, statistical analysis

of the quantitative data was conducted using descriptive group statistics and

independent samples t-test. The student gain scores of the two groups were compared

according to the application and non-application of teacher-made visual materials.

3.2 PARTICIPANTS

The participants of this study were fifty 5th grade students and one EFL

teacher, whose mother tongue is Turkish.

Participants were 11-year-old young learners who are from a lower

socioeconomic status when compared to nearby schools, even in the same district.

For instance, parents cannot afford to provide their children with extra English

classes outside school or additional language learning resources such as story books,

dictionaries, enjoyable flashcards, posters, interactive technological tools, or going

abroad to take a course during semester vacations and summer holidays. Some of

them are also ignorant of the importance of learning a foreign language for children

today.

The participating students first started studying English at fourth grade in the

previous year and this was their second year experience. Four compulsory

instructional hours were officially allocated in addition to a two-hour elective course

through which revisions of learnt subjects were conducted together with a great

amount of exercises. The participants were divided into experimental and control

groups. There were 24 participants in the experimental group and 26 participants in the control group.

The 5th grade students were selected for the study because they were studying EFL at the first grade of the secondary education within the whole cycle of Turkish Education System and particularly almost at the beginning of their EFL learning process, which could eliminate possible intervention and effect of some factors such as unpleasant previous learning experience, incomplete subject matters, lack of self-confidence, and inefficacy of some previous EFL teachers. The groups were relatively homogenous in terms of students with similarly high, medium and low levels of achievement. It should also be noted that the students were not previously informed of their participation in an academic study with their performance; instead, they were only expected to fulfill the tasks central to the teaching program and actively participate in the activities with the help of the teacher-made visual materials.

The EFL teacher was the only participant teacher who conducted classes in both groups in accordance with her regular teaching schedule in the morning. The English teacher is also the researcher of the present study and she has been teaching English to the participating students since they first met English language at 4th grade in the previous year. She has been teaching EFL professionally for five years at the secondary school where the present study took place. This experience helped her be knowledgeable about their characteristics and learning needs, thus provided her with a clear direction in producing the visual materials and the way to present them in the study. Finally, she was the sole person who arranged the entire plans to conduct the study successfully in a real classroom setting.

3.3 DATA COLLECTION INSTRUMENTS

To collect quantitative data, pre-test, post-test, and seven regular unit pop-quizzes were prepared by the researcher. The pre-test was administered before the intervention with teacher-made visual materials was made in classroom activities of the experimental group. It was aimed to determine background knowledge and present performance of the participants. On the other hand, the post-test was executed to measure learning and final achievement after the instruction with and without teacher-created visual teaching aids in the experimental and the control groups, respectively. Seven regular unit pop-quizzes were conducted at the end of each unit to demonstrate language development of the participants.

These tests included the entire content of the seven units in the main course book according to which EFL sessions including the target vocabulary, structures, themes, and topics were planned. They were consisted of 28 items which covered various question types such as matching vocabulary items with their visual equivalences, completing dialogues with given statements and questions, and choosing correct options for structural information gaps. Also, the participants were asked to complete isolate phrases together with relevant pictures, fill out an ID card with basic personal information, find out missing words in a speech, and place seven geographical regions in Turkey into their correct locations on the blank map. Besides, they were required to match given cities and directions according to their location on the map, put questions into their correct structural order, complete tables with information gaps through scrambled cues, and choose and categorize items asked among others. Moreover, they were expected to decide on T/F statements and write up correct versions of false statements, provide answers to yes/no questions and

complete basic wh- questions with missing key words/ phrases in dialogues, and locate correct conjunctions into the blanks in a speech presented within a context.

Scoring of the tests was out of 100 points; each part was graded differently in accordance with difficulty level of the items and number of sub-items they included. Test duration was 80 minutes equal to two separate 40-minute classes. A detailed teacher explanation of the items was provided to the participants for clarification purposes before the tests were executed.

The researcher also administered seven pop-quizzes prepared for each regular unit. They were prepared by the researcher during the study depending on the needs of the participants before terminating a unit and continuing with the following one. They were graded out of 100 points and each of them took the participants 15-20 minutes including teacher clarification on the items.

3.4 DATA COLLECTION PROCEDURE

The intervention of teacher-made visual materials in EFL classes in the current study was launched in October 2012 and terminated in January 2013 in accordance with the time schedule offered in the national curriculum for 5th graders learning EFL at state secondary schools during 2012-2013 education year. Total EFL teaching was 75 hours; 4 hours of compulsory classes per week together with a two-hour elective class. Compulsory classes were conducted to teach regular subjects while elective classes were managed to revise learnt subjects. Elective classes were conducted in group works to encourage students to participate actively and facilitate collaboration among all the participants in doing difficult tasks so that all students regardless of their level of achievement could gain the maximum benefit.

Prior to the administration of the pre-test, an official permission was firstly obtained from Istanbul Provincial Directorate for National Education. Then, the school administration was informed of the arrangements. Also, parents were asked to fill out a parent consent form at a parent-teacher meeting held before the study was implemented.

Quantitative research method was adopted in order to collect data on the effect of teacher-made visual materials on student achievement. Thus, experimental and control groups were formed. The researcher was teaching three 5th grade classes at the time of the present study and two of them were randomly assigned as either experimental or control group. The entire population of the students was included in the present study.

The pre-test and the post-test were administered to assure that the participants did not learn the target subjects in advance of the study and assess the learning outcomes of the groups as a result of verbal and visual teaching sessions, respectively. The participants took the tests within the determined duration of 80 minutes. The participating teacher provided a detailed explanation of the items before the implementations of the tests. They were graded by the teacher carefully and a grade sheet was formed for analysis. The participants were not informed of their pre-test achievement scores so as not to cause them to be demotivated; however, post-test grades were announced.

Also, the participants took seven regular unit pop-quizzes. The teacher administered 15-20 minute-pop-quizzes after each unit was studied to compare differences and changes occurring in both groups' EFL learning development throughout the study and offer opportunities for subject revision before post-test

application. These tests were graded by the teacher cautiously and a grade sheet was prepared for analysis purposes. The participants were all made knowledgeable about their scores for each pop-quiz to facilitate learning through compensating for missing points in the covered subjects. On the other hand, absent participants did not take relevant pop-quizzes and they were not provided with any make-up quizzes because they were informed of the primary importance of their regular attendance in EFL sessions at the onset of the study.

3.5 DATA ANALYSIS PROCEDURE

Quantitative research method was implemented to answer the research question of the study. Thus, the present data analysis was done in the form of quantitative data analysis. Initially, student achievement scores were analyzed in order to reveal if there was any statistically significant difference between the mean EFL achievement scores of the experimental group taught with a visual teaching style via teacher-made visual materials and the control group receiving verbal teaching with no visual teacher-developed tools. Then, regular unit pop-quizzes scores were analyzed to compare and contrast EFL learning development of the two groups in the course of the current study.

Before conducting the analysis of the available quantitative data, all measurements were standardized so that each variable would have a mean of 0 and a standard deviation of 1. Statistical analysis of the quantitative data was performed through SPSS statistical package with its appropriate statistics. The quantitative data collected through pre-test, post-test, and seven regular unit pop-quizzes were analyzed with descriptive statistics including the number, mean, standard deviation, and standard error mean of the groups. For the purpose of analyzing the quantitative

data, independent samples *t* test was used. It was launched to compare the mean scores of the two groups and control equality of variances before implementing pre-test and post-test by using Levene's Test. The null hypothesis is that there is no statistically significant difference in the mean EFL achievement scores of the groups. That is why a two-tailed test was necessary to reveal any effect of the intervention made via teacher-made visual teaching tools, "either to enhance or inhibit performance" (Spatz, 2005, p. 204). The standardized significance level was used as a < .05 in order that the null hypothesis of the study could be rejected.

4. RESULTS

4.1 DESCRIPTIVE STATISTICS AND INDEPENDENT SAMPLES T-TEST ANALYSIS FINDINGS OF THE PRE-TEST

The pre-test including the seven units was prepared by the participant teacher. Both groups were pre-tested before the intervention with teacher-made visual materials was made in EFL sessions in the experimental group. The pre-test scores were presented to demonstrate if the variances were equal or not in the groups and determine the participant students' level of prior EFL knowledge.

Table 4.1. provided the descriptive statistics of the pre-test in the groups. It revealed that there were 24 participants in the experimental group (M= 31.33, SD= 10.553) and 26 participants in the control group (M= 32.69, SD= 10.657).

Table 4.1

Descriptive Statistics of the Pre-test Scores for EFL Achievement

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRE	1	24	31,33	10,553	2,154
	2	26	32,69	10,657	2,090

Note. Descriptive findings of the experimental group (M= 31.33, SD= 10.553) and the control group (M= 32.69, SD= 10.657).

An independent *t* test was calculated to compare the mean scores of the groups. As displayed in Table 4.2., no significant difference was found in the pre-test administered to both groups before the intervention with teacher-made visual materials; t (48) = .480, p = .633 (two-tailed). The mean of the experimental group was not significantly different from the mean of the control group on the pre-test.

The independent *t* test pointed to the equality of means, so the non-significant result of the pre-test indicated equivalent means for the present study. These results also suggested that it was appropriate to conduct the study with the present participants thanks to the homogeneity achieved in the groups' background EFL knowledge at the onset of the study.

Table 4.2

Independent Samples T-test for EFL Achievement Pre-test Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PRE	Equal variances assumed	,347	,559	,480	48	,633	1,440	2,999	-4,591	7,471
	Equal variances not assumed			,480	46,788	,633	1,440	2,999	-4,595	7,475

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = .480, p = .633 (two-tailed).

4.2 DESCRIPTIVE STATISTICS AND INDEPENDENT SAMPLES T-TEST ANALYSIS FINDINGS OF THE POST-TEST

The post-test was designed by the participating teacher. It addressed to the goals and objectives of the seven units in the first academic term in 2012-2013. It was executed immediately after all EFL sessions were conducted via teacher-made visual materials in the experimental group and without any visual teaching tools prepared by the teacher in the control group. The post-test mean scores of the groups were provided for comparison purposes to find out any difference between their EFL achievement scores. Descriptive statistics findings of the post-test were displayed through the number of the participants in each group, the mean scores, and the values for standard deviation and standard error mean (Table 4.3). It indicated that there

were 24 participants in the experimental group (M= 56.62, SD= 25.303) while there

were 26 participants in the control group (M= 54.81, SD= 24.186) to be post-tested

after the classes were over. Thus, the descriptive statistics results implied that the

quantitative data on the post-test EFL achievement scores of both groups were not

faultily gathered and analyzed following the post-test execution to the groups.

Table 4.3

Descriptive Statistics of the Post-test Scores for EFL Achievement

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POST	1	24	56,62	25,303	5,165
	2	26	54,81	24,186	4,743

Note. Descriptive findings of the experimental group (M= 56.62, SD= 25.303) and the control group (M= 54.81, SD= 24.186).

The mean of the experimental group (M= 56.62, SD= 25.303) to the mean of

the control group (M= 54.81, SD= 24.186) was compared through an independent

samples *t* test after EFL sessions were conducted with the visual teaching aids

designed by the participating teacher for the experimental group and without any

teacher-made visual materials for the control group (Table 4.4). There was no

significant difference in the mean scores of the groups; t (48) = .259, p= .797 (two-

tailed). It was concluded that the mean of the experimental group was not

significantly higher than the mean of the control group. Specifically, our results

implied that EFL achievement does not increase when an intervention with the

teacher-developed visual aids was made into the secondary EFL classrooms for 11-

year-old 5th grade young learners who started studying English as 3-hour compulsory

lesson in 4th grade and continued taking 4-hour compulsory lesson in addition to 2-

hour elective lesson in 5th grade with the guidance of a teacher whose mother tongue was Turkish.

Table 4.4

Independent Samples T-test for EFL Achievement Post-test Scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POST	Equal variances assumed	,180	,673	,260	48	,796	1,817	7,000	-12,256	15,891
	Equal variances not assumed			,259	47,241	,797	1,817	7,013	-12,288	15,923

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = .259, p= .797 (two-tailed).

4.3 DESCRIPTIVE STATISTICS AND INDEPENDENT SAMPLES T-TEST ANALYSIS FINDINGS OF THE REGULAR UNIT POP-QUIZZES

4.3.1 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 1

The descriptive statistics findings of the regular unit pop-quiz 1 were displayed (Table 4.5). There were 24 participants in the experimental group and 26 participants in the control group. They were tested with the first quiz upon the completion of the unit 1. They were taught with teacher-made visual materials in the experimental group and without visual teacher-designed instructional materials in the control group. It presented the mean scores and standard deviation of the experimental group (M= 48.2500, SD= 33.79381) and the control group (M= 52.3077, SD= 19.70740). These findings revealed that the control group performed close to the experimental group.

Table 4.5

Descriptive Statistics of the Regular Unit Pop-quiz 1

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 1	1	24	48,2500	33,79381	6,89813
	2	26	52,3077	19,70740	3,86494

Note. Descriptive findings of the experimental group (M= 48.2500, SD= 33.79381) and the control group (M= 52.3077, SD= 19.70740).

When t-test for equality of means was analyzed, Table 4.6. displayed that the significant value for the pop-quiz 1 was .611 (two-tailed). Through this, we may suggest that there was no significant difference between the means of the experimental group (M= 48.2500, SD= 33.79381) who was taught EFL with teacher-made visual materials and the means of the control group (M= 52.3077, SD= 19.70740) who was taught without any teacher-designed tools; t (48) = -.513, p = .611 (two-tailed). The direction of the finding was towards minus due to the fact that the mean score of the control group was found to be higher than the mean score of the experimental group, which was contrary to the expectations. The mean score of the experimental group was not significantly different from the mean score of the control group in the pop-quiz 1 after EFL classes were conducted via teacher-designed visual teaching materials in the first and no use of any visual aid prepared by the teacher in the latter.

Table 4.6

Independent Samples T-test for the Regular Unit Pop-Quiz 1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 1	Equal variances assumed	12,853	,001	-,524	48	,603	-4,05769	7,74959	-19,63929	11,52390
	Equal variances not assumed			-,513	36,406	,611	-4,05769	7,90708	-20,08779	11,97241

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = -.513, p = .611 (two-tailed).

4.3.2 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 2

The participating students in the two groups took the second pop-quiz after the unit 2 was covered through the stated goals and objectives, but it was administered at an unannounced date. At the end of the study, Table 4.7. indicated the results of descriptive statistics. It presented that there were 24 participants in the experimental group (M= 53.5417, SD= 30.90234) and 26 participants in the control group (M= 52.7692, SD= 28.87671). These results displayed that both groups achieved close EFL mean scores in the second pop-quiz despite the fact that the participants in the experimental group were taught with the visual aids the participating teacher specially designed according to the goals and objectives of the unit in question while the participants in the control group were instructed with no teacher-made visual tools, but taught via verbal style with a main emphasis on course book.

Table 4.7

Descriptive Statistics of the Regular Unit Pop-quiz 2

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 2	1	24	53,5417	30,90234	6,30791
	2	26	52,7692	28,87671	5,66319

Note. Descriptive findings of the experimental group (M= 53.5417, SD= 30.90234) and the control group (M= 52.7692, SD= 28.87671).

An independent samples *t* test was administered to compare the mean score of the experimental group (M= 53.5417, SD= 30.90234) to the mean score of the control group (M= 52.7692, SD= 28.87671) on the second pop-quiz. Table 4.8. indicated that the significant value was found to be .928 (two-tailed). Owing to the fact that this value was higher than 0.05, there was no significant difference; t (48) = 0.91, p= .928 (two-tailed). The mean of the experimental group was not statistically different from the mean of the control group on the second pop-quiz. These results suggested that the intervention made through teacher-made visual materials had no effect on EFL achievement mean scores of the groups in the second pop-quiz.

Table 4.8

Independent Samples T-test for the Regular Unit Pop-Quiz 2

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 2	Equal variances assumed	,334	,566	,091	48	,928	,77244	8,45372	-16,22490	17,76977
	Equal variances not assumed			,091	46,955	,928	,77244	8,47712	-16,28176	17,82663

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = 0.91, p= .928 (two-tailed).

4.3.3 Descriptive Statistics and Independent Samples T-test Analysis for

Regular Unit Pop-quiz 3

Upon the completion of the unit 3, the participants of the groups were tested

via the third pop-quiz. Table 4.9. displayed the descriptive statistics findings of the

pop-quiz for the third unit. It provided the mean scores and standard deviation values

of the experimental group (M= 51.8333, SD= 26.37961) and the control group (M=

49.0769, SD= 25.56705). There were 24 students in the experimental group and 26

students in the control group. The mean scores were found to be relatively close in

the pop-quiz for unit 3.

Table 4.9

Descriptive Statistics of the Regular Unit Pop-quiz 3

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 3	1	24	51,8333	26,37961	5,38472
	2	26	49,0769	25,56705	5,01411

Note. Descriptive findings of the experimental group (M= 51.8333, SD= 26.37961) and the control group (M= 49.0769, SD= 25.56705).

To compare the EFL mean scores in the third pop-quiz belonging to the

experimental group (M= 51.8333, SD= 26.37961) and the control group (M=

49.0769, SD= 25.56705) as presented in Table 4.9., an independent *t* test was

administered. Table 4.10. indicated that the significant value was .710 (two-tailed).

There was no significant difference in the mean EFL scores achieved by the

experimental group and the control group; t (48)= .375, p= .710 (two-tailed). These

findings implied that the mean of the experimental group was not significantly higher

than the control group in third pop-quiz.

Table 4.10

Independent Samples T-test for the Regular Unit Pop-Quiz 3

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 3	Equal variances assumed	,018	,895	,375	48	,709	2,75641	7,34836	-12,01845	17,53127
	Equal variances not assumed			,375	47,395	,710	2,75641	7,35775	-12,04221	17,55503

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = .375, p= .710 (two-tailed).

4.3.4 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 4

The findings of the descriptive statistics regarding the fourth pop-quiz were presented (Table 4.11). The experimental group consisted of 24 participating students while the control group was formed from 26 participating students. The mean scores and values for standard deviation of the experimental group (M= 54.9583, SD= 23.41772) and the control group (M= 55.6923, SD= 28.04250) were displayed. These findings revealed that the control group performed better than the experimental group.

Table 4.11

Descriptive Statistics of the Regular Unit Pop-quiz 4

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 4	1	24	54,9583	23,41772	4,78012
	2	26	55,6923	28,04250	5,49959

Note. Descriptive findings of the experimental group (M= 54.9583, SD= 23.41772) and the control group (M= 55.6923, SD= 28.04250).

An independent samples *t* test was calculated to compare the mean score of the experimental group (M= 54.9583, SD= 23.41772) to the mean score of the control group (M= 55.6923, SD= 28.04250) on the fourth pop-quiz. No significant difference was found; t (48) = -.101, p= .920 (two-tailed). Due to the fact that the control group achieved higher mean score than the experimental group, the direction of the findings was towards minus (Table 4.12). A negative *t* value indicated the direction of the difference in sample means. It was concluded that there was no significant difference between the experimental group and the control group.

Table 4.12

Independent Samples T-test for the Regular Unit Pop-Quiz 4

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 4	Equal variances assumed	1,083	,303	-,100	48	,921	-,73397	7,33987	-15,49177	14,02382
	Equal variances not assumed			-,101	47,546	,920	-,73397	7,28663	-15,38834	13,92040

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = -.101, p= .920 (two-tailed).

4.3.5 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 5

The findings of the descriptive statistics belonging to the fifth pop-quiz were displayed (Table 4.13). It was found that there were 24 participants in the experimental group (M= 64.8750, SD= 21.38734) and 26 participants in the control group (M= 62.6154, SD= 20.49210). These findings revealed close mean scores and standard deviation values of the groups despite the fact that two different teaching

models, specifically visual style via teacher-made tools and verbal style via

presentation mainly through course book were utilized in the experimental and

control groups, respectively.

Table 4.13

Descriptive Statistics of the Regular Unit Pop-quiz 5

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 5	1	24	64,8750	21,38734	4,36567
	2	26	62,6154	20,49210	4,01883

Note. Descriptive findings of the experimental group (M= 64.8750, SD= 21.38734) and the control group (M= 62.6154, SD= 20.49210).

As displayed in Table 4.14., an independent sample *t* test comparing the mean

scores of the experimental group and the control group found no significant

difference between the means of the two groups; t (48) = .381, p= .705 (two-tailed).

The mean of the experimental group (M= 64.8750, SD= 21.38734) was not

significantly higher than the mean of the control group (M= 62.6154, SD=

20.49210).

Table 4.14

Independent Samples T-test for the Regular Unit Pop-Quiz 5

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 5	Equal variances assumed	,097	,757	,381	48	,705	2,25962	5,92347	-9,65031	14,16954
	Equal variances not assumed			,381	47,269	,705	2,25962	5,93381	-9,67588	14,19511

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = .381, p= .705 (two-tailed).

4.3.6 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 6

The descriptive statistics findings of the sixth pop-quiz were presented (Table 4.15). The experimental group consisted of 24 participants while there were 26 participants in the control group. The mean scores and values of standard deviation of the experimental group (M= 48.7917, SD= 26.70284) and the control group (M= 47.2692, SD= 23.09382) were displayed. These results showed that both groups were performing close EFL achievement scores in the sixth pop-quiz.

Table 4.15

Descriptive Statistics of the Regular Unit Pop-quiz 6

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 6	1	24	48,7917	26,70284	5,45069
	2	26	47,2692	23,09382	4,52907

Note. Descriptive findings of the experimental group (M= 48.7917, SD= 26.70284) and the control group (M= 47.2692, SD= 23.09382).

As indicated in Table 4.16., the mean scores of the sixth pop-quiz did not differ significantly despite the intervention made with teacher-designed visual instructional tools according to an independent sample *t* test; t (48) = 215, p= .831 (two-tailed). The participants in the experimental group (M= 48.7917, SD= 26.70284) did not score significantly higher than the participants in the control group (M= 47.2692, SD= 23.09382).

Table 4.16

Independent Samples T-test for the Regular Unit Pop-Quiz 6

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 6	Equal variances assumed	1,368	,248	,216	48	,830	1,52244	7,04518	-12,64284	15,68772
	Equal variances not assumed			,215	45,687	,831	1,52244	7,08679	-12,74516	15,79004

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = 215, p= .831 (two-tailed).

4.3.7 Descriptive Statistics and Independent Samples T-test Analysis for Regular Unit Pop-quiz 7

As shown in Table 4.17. via descriptive statistics findings of the seventh pop-quiz, the number of the participants, their mean scores, and values for standard deviation and standard error mean were presented. There were 24 participating students in the experimental group (M= 56.7500, SD= 34.25131) and 26 participating students in the control group (M= 54.5769, SD= 27.20614). In other words, close EFL achievement mean scores were achieved by the groups in the pop-quiz for unit 7 regardless of the two different teaching methods applied in the experimental and the control group in the present study by the participating teacher in order to examine the effect of the teacher-made visual materials on EFL achievement.

Table 4.17

Descriptive Statistics of the Regular Unit Pop-quiz 7

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
QUIZ 7	1	24	56,7500	34,25131	6,99152
	2	26	54,5769	27,20614	5,33556

Note. Descriptive findings of the experimental group (M= 56.7500, SD= 34.25131) and the control group (M= 54.5769, SD= 27.20614).

Using an alpha level of .05, an independent samples *t* test was launched to evaluate whether the participants in the experimental group and the control group differed significantly on the last pop-quiz (Table 4.18). The significant value was .806 (two-tailed) when the data results associated with the "Equal variances not assumed" were considered. Due to the fact that this value was higher than 0.05, no statistical difference was found between the mean score of the experimental group and the mean score of the control group; t (48) = .247, p= .806 (two-tailed). An examination of the group means indicated that the participants in the experimental group (M= 56.7500, SD= 34.25131) did not perform significantly higher than the participants in the control group (M= 54.5769, SD= 27.20614).

Table 4.18

Independent Samples T-test for the Regular Unit Pop-Quiz 7

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
QUIZ 7	Equal variances assumed	2,395	,128	,249	48	,804	2,17308	8,71395	-15,34749	19,69365
	Equal variances not assumed			,247	43,894	,806	2,17308	8,79486	-15,55301	19,89916

Note. The standardized significance level was used as a < .05. No statistically significant difference was found, t (48) = .247, p= .806 (two-tailed).

4.4 ACHIEVEMENT TESTS SCORES OF THE GROUPS

Table 4.19. indicates EFL achievement mean scores of the experimental and the control group in pre-test, post-test, and quizzes 1-7. The mean scores revealed similar performances by the groups throughout the study regardless of the teaching style adopted by the participating teacher and use or non-use of teacher-made materials.

Table 4.19

Mean Scores of the Groups in Achievement Tests

ACHIEVEMENT TESTS	EXPERIMENTAL GROUP	CONTROL GROUP
PRE-TEST	31,33	32,69
QUIZ 1	48,25	52,30
QUIZ 2	53,54	54,88
QUIZ 3	51,83	49,07
QUIZ 4	54,95	55,69
QUIZ 5	64,87	62,61
QUIZ 6	48,79	47,26
QUIZ 7	56,75	54,57
POST-TEST	56,62	54,80

Note. It shows the mean scores of the experimental and control groups in all the tests administered in the study.

Figure 4.1. represented language development of the two groups in the study. It showed that both groups were performing so closely in all tests administered to evaluate their learning as a result of EFL sessions conducted via teacher-made materials in the experimental group and through verbal presentation with the main course book in the control group. Firstly, pre-test and post- test scores belonging to each group demonstrated that the participants achieved learning the targeted items through the classes conducted via visual and verbal teaching style. Secondly, pop-quizzes the participants took upon completion of each unit indicated that almost similar points were learnt and missed by the students. Finally, these findings imply

that the effect of teacher-produced visual aids on student achievement is not so significant, but teacher factor might provide an explanation for close performances since there was only one participating teacher who taught the groups in the present study.
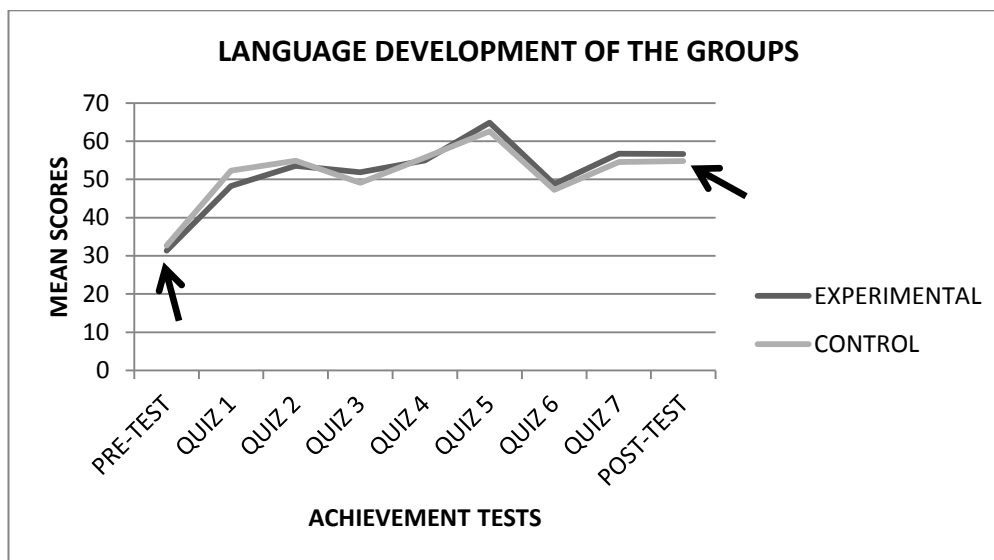
Figure 4.1. Language development of the groups. This figure illustrates the mean
　　　　　scores of the groups using line graph to display language development.

4.5 SUMMARY

This chapter covered the findings regarding the effect of the teacher-designed visual instructional tools on EFL achievement. EFL achievement scores of the participants were explored through pre-test, post-test, and seven regular unit pop-quizzes.

Descriptive statistics and independent samples *t* test were consulted for the quantitative data results. It was concluded that there was no significant difference between the mean scores of the groups on the pre-test; t (48) = .480, p = .633 (two-tailed). This finding revealed that the participants' level of prior EFL knowledge was

equal in advance of the intervention made with teacher-made visual materials into EFL sessions. The mean score of the experimental group (M= 56.62, SD= 25.303) who received the visual teaching tools developed by the participating teacher was not significantly different from the mean of the control group (M= 54.81, SD= 24.186) who was provided with only verbal presentations and main course book on the post-test; t (48) = .259, p = .797 (two-tailed).

The analysis of the quizzes through descriptive statistics and independent samples *t* test also revealed non-significant results. The findings implied that foreign language development of both groups was similar regardless of the two teaching methods, namely visual teaching style via teacher-made visual materials in the experimental group and verbal teaching style via presentations with main course book in the control group.

5. CONCLUSION

The current chapter presents the final points regarding the completion of the study in question. It includes four main parts. First, a brief summary of the study is presented in the light of important points highlighted throughout this thesis research. Second, a more detailed discussion of the findings is initiated. Third, implications for policy and practice regarding TEFL are considered. Lastly, recommendations for further research are formulated.

5.1 SUMMARY

TEYL in state secondary schools has been integral to the Turkish Education System since 1997 when compulsory EFL classes were initiated for 4th and 5th grades at primary level in elementary state schools in those years. Presently there are many issues around TEYL such as student and teacher motivational factors, teaching competencies and teachers' native-like fluency in all language skills of English, sufficient classroom hours, starting age of EFL learners, and similar topics.

Moreover, English language teaching materials constitutes an important aspect of TEYL in different modalities including printed, visual, audio, and audio-visual. For this purpose, a great number of ELT tools addressed to all learners in the world have appeared on the market regardless of individual needs, characteristics, and cultural traits of learners.

However, it is possible to meet some EFL teachers in the world who are not satisfied with the mainstream EFL materials and thus initiate materials development process during their professional career. When the relevant literature was reviewed, it

was found that most of the studies investigated the effect of instructional aids from a general perspective; on the other hand, limited number of studies examined tools designed by teachers considering the exact needs and characteristics of students. Besides, these studies about teachers' developing their teaching tools were not experimental. That is why in order to fill this gap the present study aimed to investigate the effect of teacher-made visual materials on EFL student achievement.

In parallel with this purpose, a quantitative experimental study was designed and two groups, namely experimental and control groups were formed. The participants were fifty 5th grade students studying EFL with the guidance from a non-native English teacher at a state secondary school. Pre-test, post-test, and regular unit pop-quizzes were employed as the data collection instruments. The participants were pre-tested at the onset of the study. No significant difference was found between the groups. This implied that the two groups were homogenous in terms of background EFL knowledge and experience, which was required for the conducting of sound research. Upon the administration of the pre-test, an intervention via visual materials prepared by the participant teacher was made in the experimental group while no teacher-designed visual aids were used in the control group. The study was conducted during the first half of 2012-2013 academic year through regular EFL classes and it covered the seven units of the main course book. At the end of each unit the participants were administered to pop-quizzes for revision and diagnostic purposes. As soon as the study was completed, all participants were post-tested. Independent samples *t* test was conducted to compare the mean scores of the groups in pre-test, post-test, and regular unit pop-quizzes. It was concluded that there was no statistically significant difference between the mean scores of the groups. The results

of the pre-test, post-test, and regular unit pop-quizzes were presented in detail via tables and figures displaying statistical findings.

5.2 DISCUSSION

This part of the last chapter in the present study presents a discussion on the findings resulting from the intervention made via teacher-made visual materials into EFL sessions at a state secondary school in Istanbul. The research question and related findings in the present study are addressed under four main topics, namely English acquisition theories by some theorists such as Naom Chomsky, Stephen Krashen, and Lev Vygotsky, young foreign language learners, teacher-made materials, and student achievement TEFL.

5.2.1 Noam Chomsky, Stephen Krashen, and Lev Vygotsky

To start with, Naom Chomsky suggested Universal Grammar for the first language argued that children had an innate mechanism facilitating higher-order statements with only vocabulary items. With this purpose, in this present study, young EFL learners mainly worked on words and phrases in order to express themselves in the activities such as making simple dialogues, talking about pictures, question and answer tasks, and other communicational exercises in the classroom. As emphasized by Ellidokuzoğlu (1997) in terms of rich input, the intervention made via teacher-made visual materials in the experimental group provided them with both pictures and necessary information about the target language items which were made salient through underlying, bolding, and highlighting. On the other hand, no visual aid prepared by the participant teacher was employed into the control group's sessions as in the same way for the experimental group. Nevertheless, similar

methods for attracting student attention on the target items were utilized since teaching quality was maintained in order to help students learn effectively.

Secondly, the Natural Approach with the essential components of Stephen Krashen's five hypotheses for second language acquisition has some theoretical and practical implications for the current study. The three characteristics it possesses make Krashen's ideas relevant to the present study's scope. First, it differs from Chomsky's theory for it directly deals with second/foreign language learning and acquisition. Krashen put forward five hypotheses, among which "the Input Hypothesis" and "the Affective Filter Hypothesis" were the most applicable to the present study (Krashen, 1982). It should be emphasized that an ample amount of input in the target language was provided to both groups regardless of their presence in either experimental or control group and the affective characteristics and needs of all the participants were considered equally in order not to contribute to the superiority of one group, especially the experimental in this case, to the other. Second, although we studied with 5th grade students as young learners of English language, they are already 11-year-old. If there was a period mostly referred to the times before puberty, critical to learning English, then it is not possible for us to be sure about the language achievement of learners at this age very close to puberty. Contrary to this view, Krashen argued that adults could learn any language, but they would have quite difficulty in learning the sound system of a second language (Kıymazarslan, 1995). Thus, we can expect our participants to learn some grammatical rules of English language which will help them monitor their errors. Third, Krashen's five hypotheses are quite understandable and applicable for EFL teachers to implement in classroom practices and observations (Wu, 2010). As a result, some factors related to students' learning a second language such as providing

an ample amount of comprehensible input a little beyond their capacity, accepting errors as a natural outcome, and paying great attention to student feelings and readiness for production by welcoming a "silent period" in earlier stages were considered by the participating teacher.

Lev Vygotsky, on the other hand, underlined the importance of interaction via the principles in his socio-cultural theory such as social interaction, the More Knowledgeable Other, scaffolding, and the Zone of Proximal Development. It might be suggested that there was a big difference between the two groups because of integration of teacher-made visual materials into classroom activities. In other words, the sessions in the control group were conducted through verbal presentations with main course book, which limited student-teacher and student-student interactions. Also, instructional help inherent in these principles was not much provided to the participants in the control group although this was at maximum in the experimental group EFL sessions thanks to the communicative activities through the visual materials designed by the teacher (Kızıldağ, 2009). Vygotsky's Zone of Proximal Development principle was summarized as:

> Vygotsky saw the child as first doing things in a social context, with other people and language helping in various ways, and gradually shifting away from reliance on others to independent action and thinking. This shift from thinking aloud and talking through what is being done, to thinking inside the head, is called internalization (Cameron, 2001, p. 7).

Moreover, McKenzie and Lozano (2008) addressed to equity problem and underlined that some teachers were "including" some students and "excluding" some students because of engaging in problematic behaviors, showing less intelligence and

even needing special education, and lack of parenting skills and support. In the present study, the participants in the groups were homogenous in that they had a similar EFL background and experience, socioeconomic status; there were both knowledgeable and ignorant parents; there were almost equal numbers of students with different levels of academic achievement in both groups; and there were both students well-behaving and students causing discipline problems. The visual teaching style adopted in the present study prevented equity problems facilitating more equity among the students in the classroom activities than verbal style alone although both teaching styles were implemented by the same teacher with the same equity perception in the two groups. The main reason might be communicative function of the teacher-developed visual tools in encouraging all students to participate actively. Besides, the participants in the experimental group were provided more opportunities to respond to questions, express their opinions, and take part in activities because teacher-made visual materials were serving as facilitating them to understand target themes, topics, and the basic grammatical structures. Similarly, Shintani (2011) found that input-based instruction presented various ways for learning through encouraging more students to involve in an interaction when compared to production-based instruction.

On the other hand, verbal teaching style adopted in the control group brought the teacher into the forefront and thus restricted student participation to a great extent in the classroom tasks. It might be argued that some students, especially low-performing ones were "excluded" from the sessions since verbal teaching style via presentations with course book did not offer enough chances for them to be a part of the activities which were mainly conducted by the teacher standing in front of the board. Despite of the fact that teacher-prepared visual aids facilitated a positive

classroom atmosphere in which the participants in the experimental group were motivated to participate and verbal presentations caused not much desire in the participants of the control group towards the target items, both groups performed close scores in all achievement tests. This might be attributed to the amount of input and clear instruction (Shintani, 2011). Both groups were taught through as much input in the target language as possible regardless of the adopted teaching styles by the participant teacher. The mere distinction between the groups' instruction was the use of teacher-made visuals enriched with written information; other than that quality teaching was provided to both groups in the study.

5.2.2 Young Foreign Language Learners

A great deal of consideration should be devoted to the characteristics and needs of YLs, and some crucial issues around their learning to be able to bring them up for a discussion. Young learners are unique with regard to their special characteristics and needs in an EFL classroom. The participants in the two groups had mostly positive attitudes towards learning a foreign language with the participant teacher since they were studying English with the same teacher in the previous year as well when they were first introduced English course. Hence, the teacher was knowledgeable about the individual student competencies, skills, interests, and background information. She incorporated this crucial knowledge about the students into her sessions in both groups successfully. She was acting only as a guide for them in the process and offering opportunities for more student autonomy. As a result, the participants in the experimental group benefitted from the sessions more because of the responsibility and authority they took over during the activities conducted through teacher-designed visual materials. Besides, they were even encouraged to correct mistakes they could catch on the materials.

On the contrary, the same situation was much more different in the control group's sessions because of the intensive teacher control over student learning resulting from the adopted verbal teaching style via presentations and main course book in order to meet stated goals and objectives in the regular teaching program. The participant teacher was conveying information on the target items verbally to the students sitting on their desks in an adult-like listener position during the sessions unlike the students in the other group who were occupied with their own learning in various positions such as standing in front of the class, working on the board, notice board, doing tasks in pair and group works, which encouraged active involvement of all students in the classroom activities. Similarly, with regard to high teacher control Lamb (2011) argued that "this identity is seen as fragile when teacher control is increased in response to the external pressure of examinations, and there are indications of loss of motivation" (p. 68).

Motivating young learners towards EFL classes necessitates building up confidence in the minds of students who will then be able to experience positive feelings while learning a totally foreign language. With this aim, instructions for the activities were clarified and the participants were informed of the steps in completing the tasks in the two groups; however, what was missing in the control group was the demanding duties the students would undertake in comparison to the experimental group frequently challenged with various stimulating and meaningful communicative tasks conducted with fun both for the students and the teacher during sessions. McDonough (2007) supported this effort as one of the ways for motivating students and stressed that "perhaps the most difficult aspect is not doing anything to de-motivate them" (p. 370). It was concluded that the teachers were attributing the quality of the lessons as good or bad to the degree of student motivation while the

students were pointing to teacher roles, which had a great effect on their perceptual experiences, and what was taught in a lesson in relation to real life situations. When all these items were considered together, it can be suggested that they are interrelated in one way or another in increasing motivation.

On the other hand, there are some studies which supported learners' being introduced to foreign languages earlier to get better results (Caner et al. 2010; Dicks, 2009; Johnstone, 2002) and some others whose findings did not yield any positive perspective (Bettoni-Techio, 2008; Marinova-Todd et al. 2000; Navés et al., 2003; Singleton, 2005). Notwithstanding, conducting EFL sessions with the 11-year-old 5th grade participant students since the previous year contributed to the effectiveness of the classes in many ways in this present study although their start with the foreign language might not be regarded so early. Thus, it was concluded that EFL learning experience should be observed in the long run in order to evaluate achievement thoroughly. It should also be noted that providing learners with good quality visual materials through fun and real-life communicative activities in EFL classes would result in positive student perspective towards learning a foreign language and successful teacher efforts as in the case of our study.

5.2.3 Teacher-made Materials

ELT materials have been examined extensively in general at different levels via mainly descriptive studies in the relevant literature. However, visual aids teachers produce for their individual classes considering the needs and characteristics of their students have not been explored much through experimental studies. Kablan, Topan, and Erkan (2013) carried out a meta-analysis study through which they examined the results of 57 studies to investigate "the effectiveness level of material use in

classroom instruction" (p. 1629). They found that only 3 (5.3%) studies were conducted to explore materials use in English when compared to 16 studies in Science and Technology, 11 studies in Sciences, 8 studies in Social Sciences, 7 studies in Social Studies and Maths. That is why in order to fill the gap in the literature it was aimed to investigate the effect of teacher-made visual materials on achievement of 5th grade students studying EFL with a non-native English teacher in a state secondary school in Istanbul.

In the present study, the teacher chose to develop her own ELT visual materials because of the scarcity of ready-made teaching tools with different types provided to teachers working with young EFL learners in secondary state schools by Turkish MONE. Also, there was a mismatch between the actual student needs and the course book provided for free to all students in Turkey or other kinds of materials on the market aimed to address to all people.

An intervention with visual aids prepared by the participant English teacher was made into the sessions in the experimental group. These materials were consisted of colored flashcards, posters, maps, and various vocabulary cards with relevant pictures, expression cards for dialogues and activities, and PPT presentations serving for communicative functions. The materials were designed in accordance with both visual and verbal representations of the target themes, topics, and structures stated in the curriculum for teaching English to 5th grades. In other words, pictures and words were used together on the materials in order to help learners contextualize the targeted elements easily and appropriately by connecting meanings with the relating pictures (Chukueggu, 2011; Dolati & Richards, 2012; Ertürk & Üstündağ, 2007; Karakaş & Karaca, 2011). With regard to this, Wright (1989) suggested that "After all, verbal language is only a part of the way we usually

get meaning from contexts. Things we see play an enormous part in affecting us and giving us information" (p. 2). The author also emphasized the role of pictures in encouraging learners, conveying meaning in a context, providing a source to return back when needed again in later stages, contributing to the conduct of activities in harmony.

Some basic principles were also considered in creating the visual materials. For instance, Rashidi and Safari (2011) provided eleven principles in parallel with the characteristics of our materials under five main categories, namely "(1) Program Factors, (2) Content Factors, (3) Pedagogical Factors, (4) Teacher Factors, and (5) Learner Factors" (p. 253-257). In a similar way, the importance of attractiveness in materials was underlined and some suggestions for improving physical quality such as "paper of different colors for different language areas, or for different levels, bold lettering and varying typefaces, when available, careful layout, and simple hand-done highlighting devices, e.g." were presented (Ertürk & Üstündağ, 2007; Fahim & Vaezi, 2011; Karakaş & Karaca, 2011; Lin & Brown, 1994, p. 154; Westwood, 2005).

All these principles should be internalized with the help of professional materials development programs launched by some agents in the educational world. Nonetheless, many novice EFL teachers can achieve designing their own visual materials appropriate for their individual learners and classes depending on materials development courses they took during their undergraduate studies. It should not be that much difficult to prepare simple but effective aids for small scale groups in state secondary schools thanks to the fact that teachers could reflect their purposes and efforts clearly through the materials to the learners (Wright, 1989).

Lastly, in comparison with the sessions and the participants in the control group for which text book was utilized as sole instructional material in a rather traditional way to teach targeted items, there were a number of contributions of teacher-developed visual materials in the experimental group regardless of similar achievement scores by the two groups. First, classroom procedures were carefully followed by the students because they became familiar to regular classroom rules for achieving a successful English lesson in the previous year and thus they were all clear about the expectations from them both during sessions and at home. Second, the participants working with the visual materials and the teacher who guided them through their learning in the present study were very motivated in the sessions and had great fun. Third, they were more active because of the visual teaching style adopted via teacher-made materials encouraging them to involve physically in the lessons. Then, they were leading the sessions more successfully while working on the materials and tasks individually, in pairs, and in group works. Besides, there were fewer classroom management problems in the experimental group on the part of the teacher.

Consequently, it can be concluded that teacher-made materials can promote a positive environment, and make teaching easier and more enjoyable, without diminishing the academic achievement of students.

5.2.4 Student Achievement in TEFL

The two teaching styles, namely visual teaching in the experimental group through the visual aids prepared by the teacher and verbal teaching in the control group through presentations with the main course book yielded successful outcomes. This also implied that the scores achieved as a result of visual teaching style

integrating communicative functions of the target language did not differ significantly from the scores obtained by means of verbal teaching style employed in a more traditional way. Besides, the findings of the regular unit pop-quizzes presented similar language development of the two groups through seven units covered in the sessions of the study, which stressed the effectiveness of conventional teaching by presenting verbal information as much as visual teaching in a state secondary EFL classroom setting.

There are some studies supporting the success of traditional teaching (Fahim & Vaezi, 2011; Gömleksiz & Yetkiner, 2012) while M. N. Gömleksiz and Elaldı (2011) were stressing that traditional teaching in EFL was the main reason for unsuccessful efforts and experiences of EFL learners in Turkey despite studying for many years through compulsory education in state institutions. Also, Karakaş and Karaca (2011) recommended an evaluation of traditional materials, methods, and techniques regarding visual characteristics they should have in teaching EFL. Contrary to the findings of the present study, Bardakçı (2011) found a significant difference between the mean scores of the experimental group taught with various teaching materials and activities and the mean scores of the control group instructed via traditional teaching. Nevertheless, in parallel with the current study, Fahim and Vaezi (2011) revealed that the group provided with an instruction via visual/textual input performed similar to the two groups taught through conventional teaching with an explicit information transfer.

The factors contributing to these findings should also be considered in the light of the themes investigated in the relevant literature review in chapter 2, which will provide a thorough discussion of achievement for the scope of the present study. Thus, student success and failure in EFL, need for assessment and evaluation, types

of assessment and evaluation in TEFL, and teacher role in EFL assessment and evaluation will be addressed in accordance with the findings gathered via pre-test, seven regular unit pop-quizzes, and post-test administered throughout the study.

To start with, student and teacher perceptions regarding the classes might have an effect on the achievement. For instance, as mentioned earlier visual materials were so motivating and attractive that the students participated actively having greater fun and the teacher were satisfied with the group not causing discipline problems while working on the materials and tasks. In the same vein, Kır (2012) investigated student and teacher perceptions regarding a good or bad class and found that "Classroom Management" and "Having Enjoyable Lessons" were addressed commonly by both students and teachers in the study. Moreover, İnal, Evin, and Saracaloğlu (2003) pointed out that affective factors should be considered carefully since student anxiety would be diminished and thus positive attitudes towards learning a foreign language would enhance academic achievement as well.

Second, the performances of young EFL learners are also expected to be evaluated in small-scales in classrooms in Turkey for both formative and summative purposes like evaluation of older learners who are much more knowledgeable about how to complete a written exam or a task assigned in the target language by English teachers. This is done in order to determine if the stated goals and objectives are realized successfully through EFL classes by learners or not at the end of a teaching and learning process. The problem is with low level of English proficiency since students can face difficulties in completing tests which require a great deal of linguistic knowledge to comprehend exam items before starting to answer them (Abedi & Gándara, 2006; Fairbairn, 2007). In the present study, in order to prevent this factor from intervening in student achievement detailed clarifications on each

item in the tests were provided to all the participants all at once, but not through individual help just before administering them. Nevertheless, it was probable that some low performing students were confused and even could not attempt to ask for more help in understanding the linguistically complex questions through their low level proficiency. The similar mean scores of the two groups might also be resulted from employing written exams such as pre-test, post-test, and pop-quizzes which are dominating assessment tools in EFL classrooms. In other words, when considered the contributions of the communicative instruction enriched with an ample amount of input in the target language and relevant pictures contrary to the traditional teaching and its drawbacks in the control group, actual EFL performances of the experimental group could have proved relatively high through implementing a variety of assessment tools such as self-assessment, teacher feedback, peer and teacher evaluation, and portfolio assessment. In other words, a detailed report on student performance might explain best, not just a single tool on which some intervening factors such as student anxiety, unclear instructions for exam questions, insufficient time for performing high, teacher attitudes towards achieving and failing students, and other similar points can have an influence.

Lastly, teacher factor and role in assessment of achievement should also be discussed to provide a clear explanation for the complicated assessment and evaluation process of young learners' EFL performance. Kablan et al. (2013) concluded that a number of independent variables might affect the independent variable in an experimental study because of its nature. For instance, they suggested that when the participants were aware of their presence in an experimental study, they might exert extra effort and attention in the activities, which would change the direction of the results. The authors also argued that this was a case with the

experimental group who were more positively affected through the study conducted together with a control group. Besides, they emphasized that the participant teacher or the researcher might be under the same influence as well. That is why in order to avoid such a situation the participants of the current study were not informed of their involvement in an experimental study. Also, the participant teacher, the researcher of the study at the same time, paid greater attention in teaching the two groups to help them achieve the goals and objectives of English lesson stated for the seven units in the first academic term because she was implementing the study in the compulsory teaching program within her regular schedule for the groups. As a result, the findings of the present study showed that the experimental group did not differ significantly from the control group; which eliminated possible influence of extra factors on the achievement of 5th grade young learners. Another reason for close EFL achievement scores from the participants of the two groups might be attributed to the presence of a single participating teacher who taught EFL to both groups throughout the seven units in the study. However, the only difference between the groups was the intervention made via teacher-made visual materials; apart from this the teacher fulfilled her responsibilities alike in both groups. Some of these responsibilities were good teaching, preparation for classes, motivating students, attracting student attention, considering affective factors, following regular classroom procedures, involving students, administering regular exams, and allocating 4 hours for teaching targeted themes, topics, and structures and 2 elective teaching hours for language practices in group works.

To conclude, because there was no statistically significant difference found between the experimental and control group as a result of the intervention made via teacher-made visual materials into EFL sessions in a state secondary school there is

not enough evidence to reject the null hypothesis formulated in the light of the research question of the present study. Nevertheless, positive student and teacher reflections about the sessions in the experimental group suggested that the participants in the experimental group achieved learning English higher than the participants in the control group regardless of similar achievement scores by the two groups.

5.3 IMPLICATIONS FOR POLICY AND PRACTICE

Implications for policy and practice in ELT are presented in the light of the findings the present study yielded. First, implications for policy are provided:

- Future changes in curriculum for TEYL should be planned and scrutinized carefully together with teachers of YLs.

- EFL teachers working at state secondary schools with YLs should be provided with quality visual materials developed by professionals in materials design in order to help teachers save time and devote their energy and skills to conducting quality teaching.

- Professional development of EFL teachers in designing their own materials along with training on alternative assessment methods and tools should be enhanced via career development programs in cooperation with experts in different associations at national and international levels.

Second, implications for practice in EFL classrooms are presented for teachers of YLs both in Turkey and all over the world:

- Teachers should be very knowledgeable about their students' needs and characteristics and thus create a match between their classes and individual needs.

- Teachers will have to devote a plenty of time, energy, effort, and research to preparing instructional aids, but they will find that YLs of English will comprehend and conduct even the most complicated tasks with ease just with a simple teacher guide.

- Teachers should be aware of the fact that communicative teaching with teacher-made visual materials personalized according to specific needs and characteristics of learners will instill positive attitudes and perspectives on the part of both students and teachers towards EFL classes, which is not achieved so easily with traditional verbal teaching.

- Teachers should also be innovative in terms of their teaching style. In other words, they should not stick to only one style and continue with it for years until retirement; rather, they should always be in search for an effective style or adopt an eclectic approach implementing various methods under changing conditions.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of the current study contributed to the relevant literature about the effect of teacher-designed visual tools on student achievement in ELT. This part of the chapter gives researchers food for thought regarding their future studies in the light of the results the present study provided. Thus, a number of recommendations for further research are presented:

- The scope of this study can be broadened by involving private schools because of visible differences between state and private schools in terms of instructional hours, materials, teacher quality, knowledgeable parents, opportunities provided to students both within schools and outside, and other chances of learning and teaching.

- Qualitative research method might yield more detailed information about unique experiences of young learners of EFL so it can be employed to enrich the findings of a quantitative research method like employed in the present study.

- Experiences of more than one participating teacher can be explored in order to eliminate teacher influence on the results.

- The findings of the present study should be supported through a number studies conducted at different levels in other districts and cities in order to compensate for limited number of studies about teacher-made visual materials in ELT in the relevant literature.

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APPENDIX 1

Photos of the Teacher-made Materials

ISLAND PENINSULA

- There are some *islands* in the Marmara Sea.
- Bozcaada and Gökçeada are beautiful *islands*.
- Kıbrıs is an *island* country.
- We spent a week on the Greek *island* of Kos.

SEA

- You can swim in the Marmara *Sea*.
- The Mediterranean *Sea* is in the south.
- In the north there is the Black *Sea*.
- There are lots of ships in the Aegean *Sea*.
- We swim fast in the *sea* in summer.
- I like watching a *sea* in the evenings.

RIVER

- The Seyhan *River* is in Adana.
- The Kızılırmak *River* is a long river in Turkey.
- There is a *river* in the city.
- There are lots of fish in the *river*.
- We swim in the Çoruh *River*.

MARKET STREET

CAFE · PARK · FIRE STATION · HOSPITAL · POLICE STATION · BANK

SUPERMARKET · INTERNET CAFE · COMPUTER SHOP · CINEMA · RESTAURANT · BUS STOP · MUSEUM · LIBRARY · SCHOOL · HERE

The Marmara Region · The Black Sea Region · The Aegean Region · The Eastern Anatolia Region · The Central Anatolia Region · The Mediterranean Region · The Southeastern Anatolia Region

There is a museum. · There is a bank. · There is a cinema. · There is a supermarket. · There is a bus stop. · There is a library. · There is a police station. · There is an internet café. · There is a park.

Clean the board. · Look at the board, please · Close the window · Don't shout. · Don't touch it him. · Give me · Don't walk. · Stop and wait. · Don't sleep · the class. · down.

APPENDIX 2

Photos of the Activities
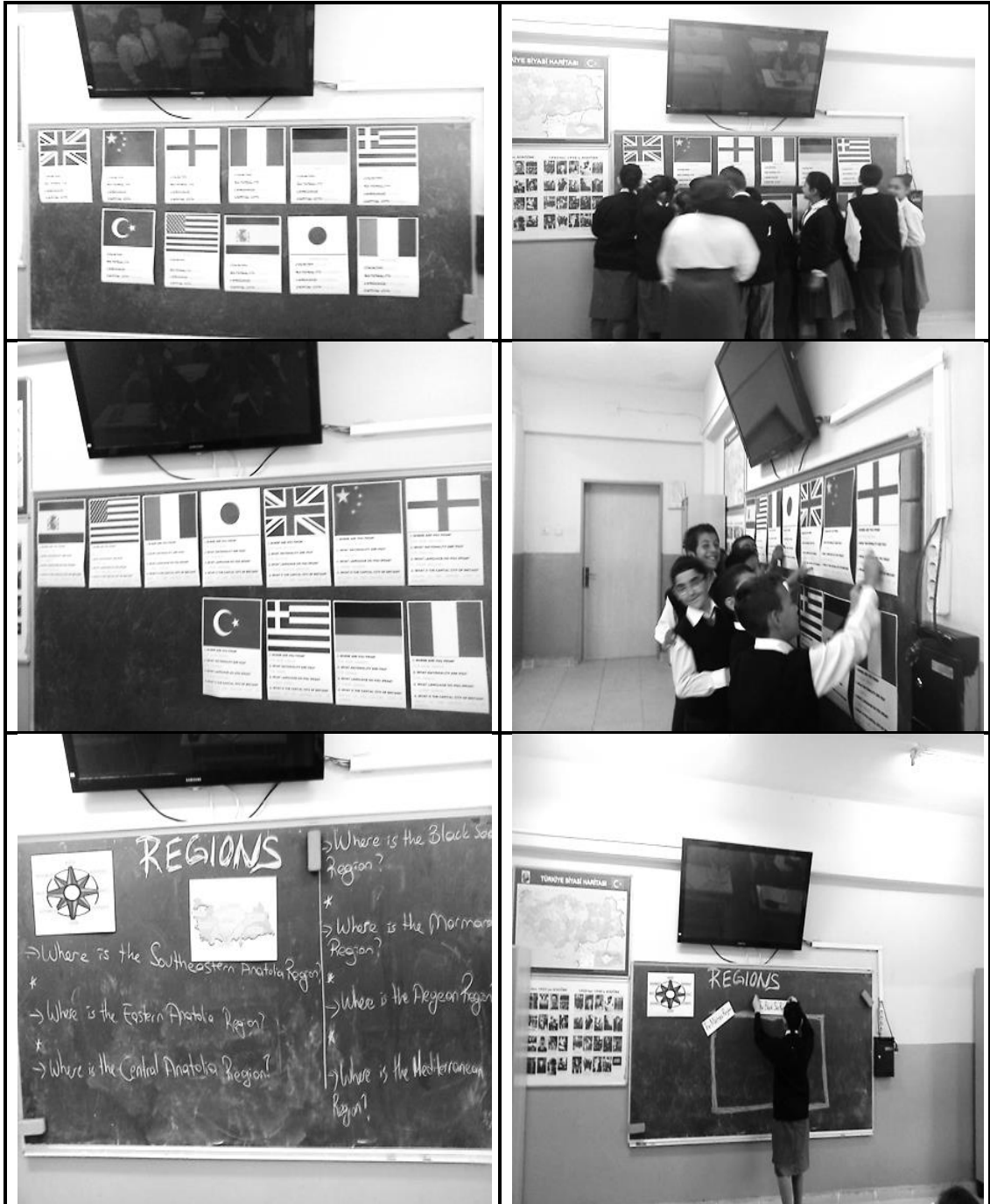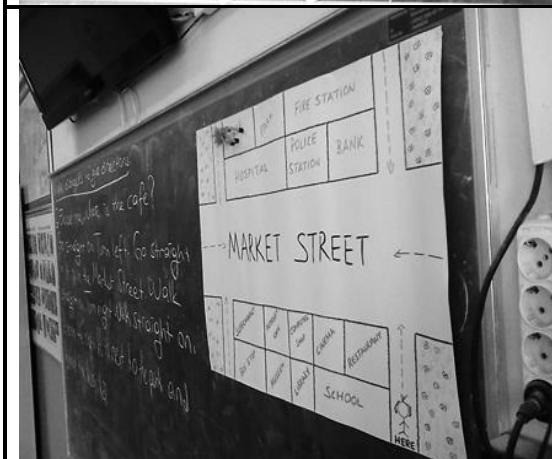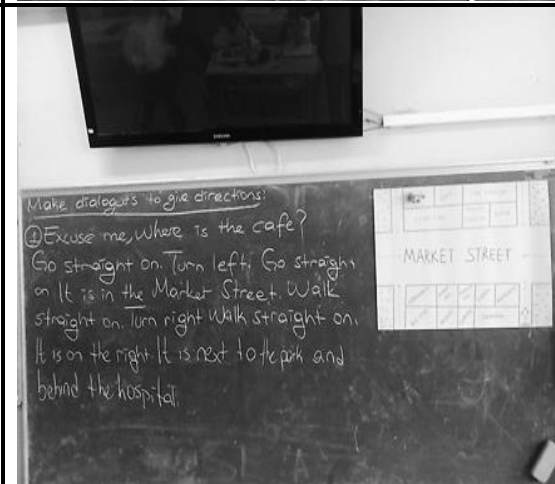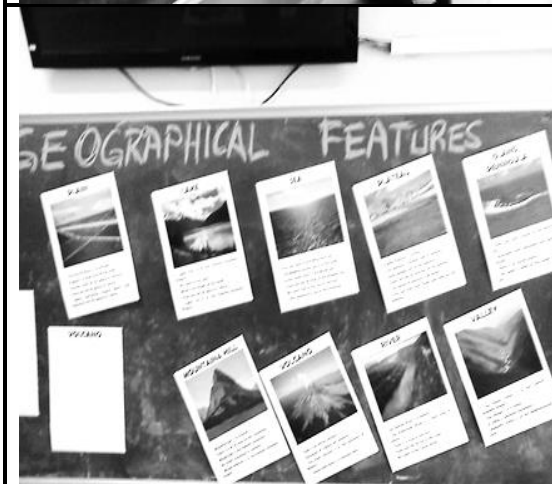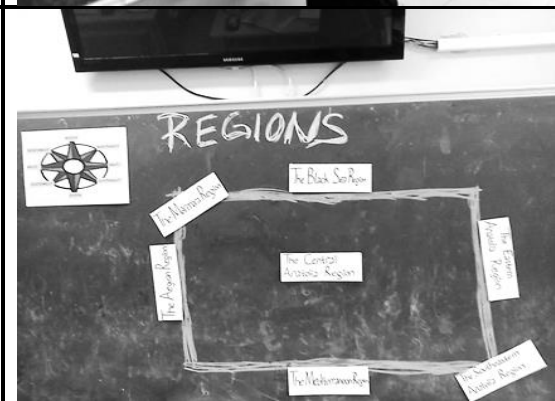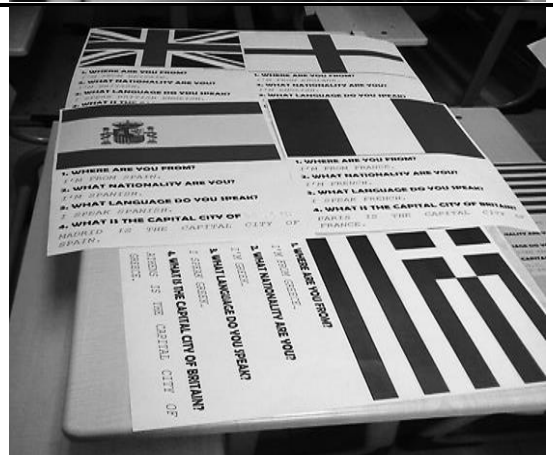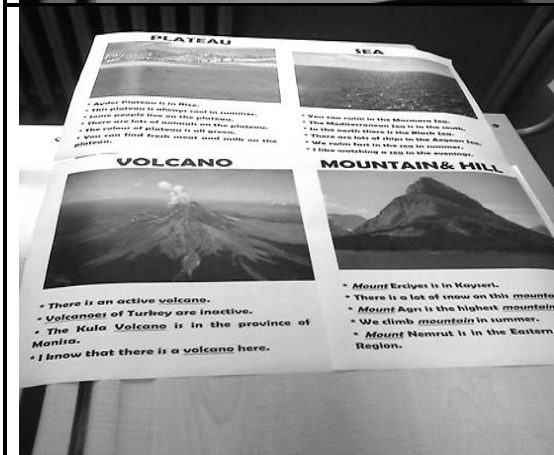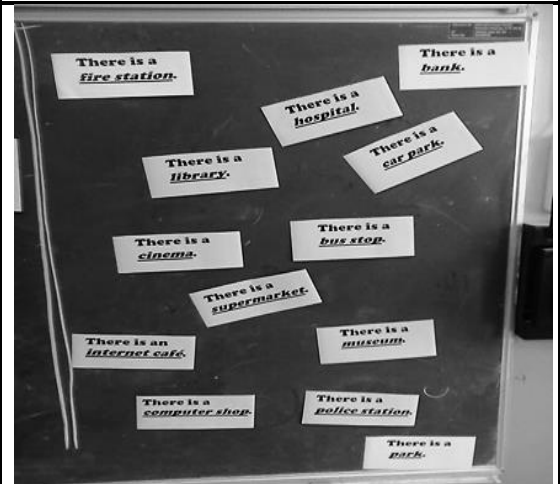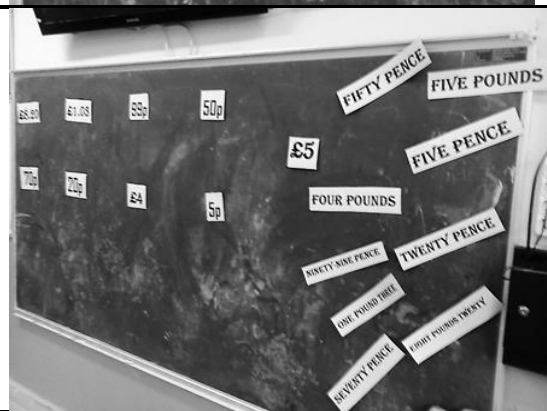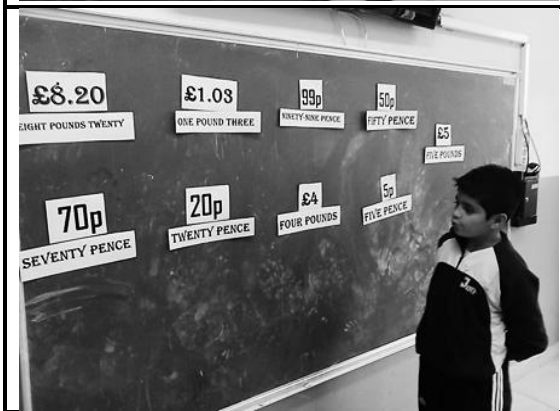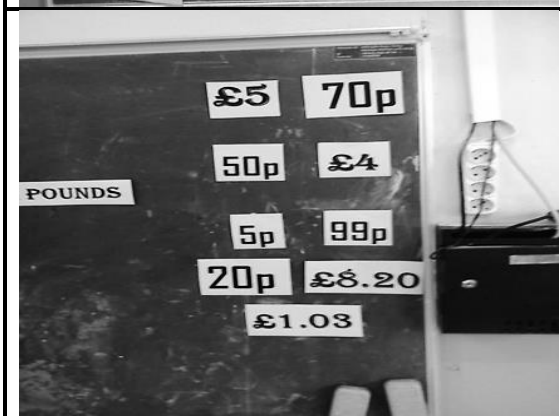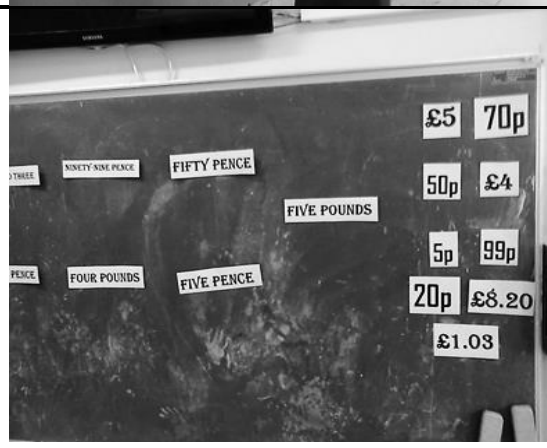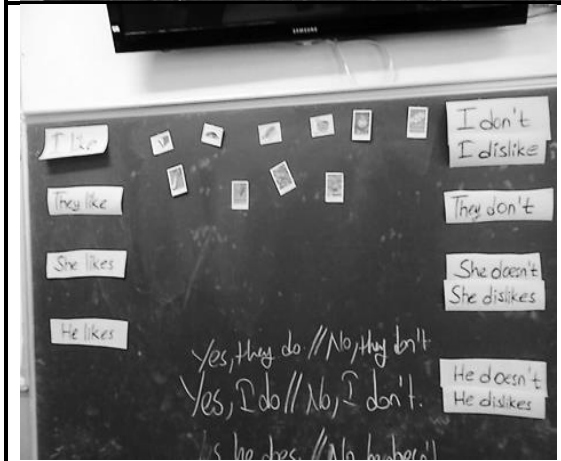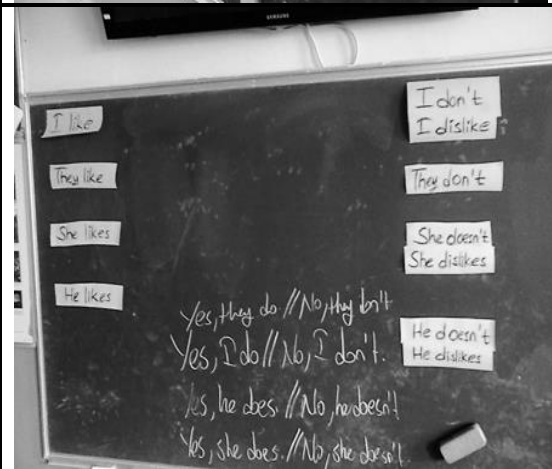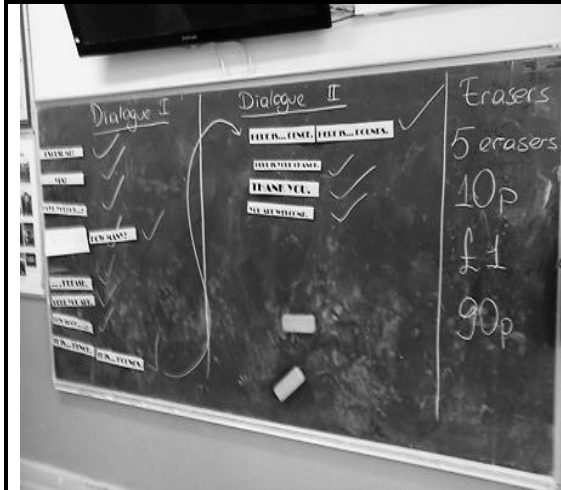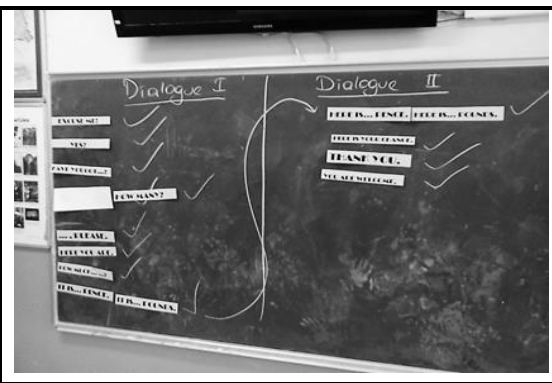
APPENDIX 3

Pre-test and Post-test

Dr. IFFET ONUR PRIMARY SCHOOL
2012- 2013 EDUCATION YEAR FIRST TERM
5th GRADES ENGLISH COURSE PRE-TEST UNITS 1-7
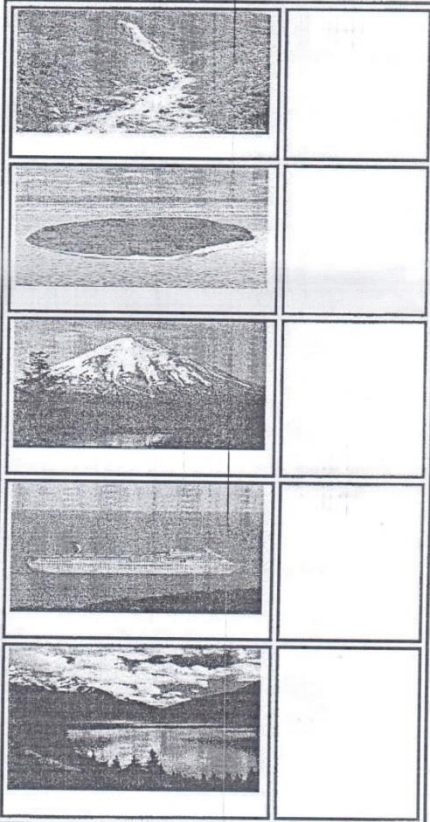
Name& Surname: Date: October 5, 2012
Number& Class: Duration: 80 mins.

1. Match the countries with their flags.
(5x1= 5 pts)

TURKEY	ENGLAND	AMERICA
GREECE	JAPAN	BRITAIN
FRANCE	CHINA	GERMANY
SPAIN	ITALY	

a) _____

b) _____

c) _____

d) _____

e) _____

2. Fill in the dialogue with the correct sentences below. (5x1= 5 pts)

*Nice to meet you, too.

*What's your name?

*What nationality are you?

*Where are you from?

*Hello!

S: Hello!
D: _____.
S: I'm Selin. _____?
D: My name is David.
S: I'm from Turkey. _____?
D: I'm from England.
S: I'm Turkish. _____?
D: I'm English.
S: Nice to meet you.
D: _____.

3. Choose the correct option. (5x1= 5 pts)

a) He is from _____ (Spain/Spanish).

b) She is _____ (Italy/Italian).

c) They're _____ (Greece/Greek).

d) I'm from _____ (Germany/German).

e) We're _____ (France/French).

4. Write the missing word below. (1x1= 1 pt)

_____ Japanese

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5th GRADES ENGLISH COURSE PRE-TEST UNITS 1-7

Name& Surname:
Number& Class:

Date: October 5, 2012
Duration: 80 mins.

5. Fill in the ID card below for yourself.
(6x1= 6 pts)

NAME:	
SURNAME:	
AGE:	
CITY:	
COUNTRY:	
NATIONALITY:	

6. Fill in the blank with the missing word.
(1x1= 1 pt)

My name is Mary.

M- A- R- Y

Please _____ your name.
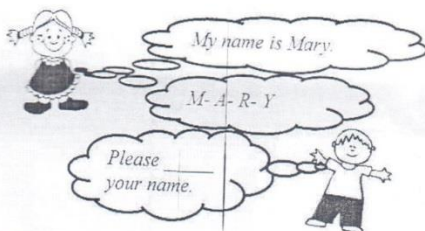
7. Choose the correct phrase and write.
(1x2= 2 pts)

a) That's right   b) That's wrong
c) Hello   d) You're welcome

A- B- C- D- E- F That's the English Alphabet.
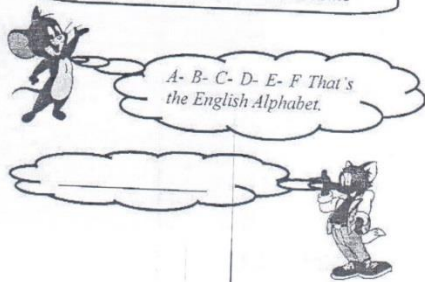
8. Match regions with the correct numbers shown on the map. (7x1= 7 pts)

a. The Eastern Anatolia Region	
b. The Black Sea Region	
c. The Mediterranean Region	
d. The Southeastern Anatolia Region	
e. The Marmara Region	
f. The Central Anatolia Region	
g. The Aegean Region	

9. Write the directions of the cities according to their location in Turkey.
(5x1= 5 pts)

NW N NE
W   E
SW S SE

North   East
         middle
South   West
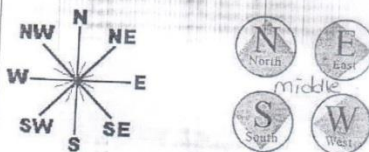
A) Konya is in the _____ of Turkey.
B) Antalya is in the _____ of Turkey.
C) Aydın is in the _____ of Turkey.
D) Bitlis is in the _____ of Turkey.
E) Samsun is in the _____ of Turkey.

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5ᵗʰ GRADES ENGLISH COURSE PRE-TEST UNITS 1-7

Name& Surname:
Number& Class:

Date: October 5, 2012
Duration: 80 mins.

10. Match the pictures with the correct "geographical features" and write them next to the pictures. (5x1= 5 pts)

mountain	river	lake
island	valley	sea
plain	plateau	

11. Choose the correct phrase. (2x1= 2 pts)

a) on the left
b) on the right

DAVID   JULIA

a) David is _____.
b) Julia is _____.

12. Put the words into the correct order. (1x2= 2 pts)

Yes, there are.

Are there a lot of people in Turkey?

They are friendly.

are- people- the- what- like?
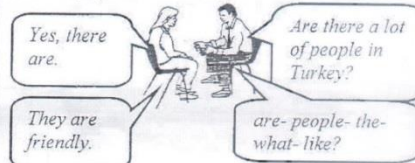
The question: _____.

13. Circle the correct word and write the missing word. (1x1= 1 pt)

Country- Capital City- Region-Town

A: What is the _____ of Turkey?

B: Ankara is the _____ of Turkey.

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2012- 2013 EDUCATION YEAR FIRST TERM
5ᵗʰ GRADES ENGLISH COURSE PRE-TEST UNITS 1-7

Name& Surname:
Number& Class:

Date: October 5, 2012
Duration: 80 mins.

14. Write the capital cities of the countries given below. (8x1= 8 pts)

CAPITAL CITIES		
COUNTRY	WRONG	CORRECT
SPAIN	DAMDIR	
GREECE	NEHTSA	
GERMANY	LNIRBE	
ENGLAND	DNOLNO	
FRANCE	IRSAP	
JAPAN	OYKOT	
AMERICA	ONTINGWSAH	

15. Fill in the blank with the correct preposition. (1x1= 1 pt)

between-   behind-

next to-   in front of

"The boy is _____ the box."

16. Complete the sentences with the missing words. (2x2= 4 pts)

Turn _____.   Turn _____.

17. Complete the dialogue with the correct sentence below. (1x2= 2 pts)

*Excuse me, where is the library?
*There is a library.
*Excuse me, there is a library.
*Are there libraries?

A: _____?

B: Turn right. Go straight on. It's opposite to the hospital.

18. Complete the classroom rules with the correct words from the box. (5x1= 5pts)

put---- clean---- don't---- give----
don't

a) _____ me your book, please.

b) _____ run in the classroom.

c) _____ the board, please.

d) _____ talk, please

e) _____ your books in your bags.

19. Fill in the dialogue with the correct phrases. (2x2= 4 pts)

A: Are you hot?

B: Yes, I am. Please _____ the window.

A: OK.

B: Thank you very much.

A: _____.
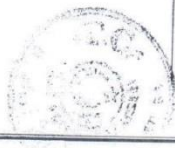
Dr. IFFET ONUR PRIMARY SCHOOL
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5ᵗʰ GRADES ENGLISH COURSE PRE-TEST UNITS 1-7

Name& Surname:
Number& Class:

Date: October 5, 2012
Duration: 80 mins.

20. Write the stationery items into the empty box below. (7x1= 7 pts)

Pen
Grapes
Pencils
Jacket
Notebook
T-shirt
Ruler
Balloon
Books
Erasers
Peanuts
Crayons

_____
_____
_____
_____
_____
_____
_____

21. Complete the dialogue with the correct phrase. (2x2= 4 pts)

A: *Excuse me, have you got pencil cases?*
B: *Yes, we have. _____?*
A: *Three, please. _____ are they?*
B: *They are 15 pounds.*

22. Write true (T) or false (F) and correct the false sentences. (4x1= 4 pts)

a) ---------- *Elephants can't walk on their hands.*

b) --------- *Dogs can fly.*

c) ---------- *Monkeys can walk on their hands.*

d) ---------- *Dogs can swim very well.*

23. Complete the dialogue. (2x2= 4 pts)

A: *Can a bird fly?*

B: *Yes, _____.*

A: *Can a turtle run fast?*

B: *No, _____.*

24. Complete the sentence below. (1x1= 1 pt)

"I can play all the games and do gymnastics, but I _____ do karate."

25. Complete the speech. (1x2= 2 pts)

I don't like hamburger or potato salad but I _____ tomato soup and chicken.

26. Complete the speech. (2x2= 4 pts)

Do you like cauliflower?

No, _____.

Yes, _____.

Do you like spinach?

27. Complete the speech. (1x2= 2 pts)

I like apples very much.

What is your _____ fruit?

28. Choose the correct one and complete the speech. (1x1= 1 pt)

BREAKFAST- LUNCH- DINNER

What do you like for _____?

I like omelette, cheese, bread, and tea.

APPENDIX 4

Regular Unit Pop-quizzes

Dr. IFFET ONUR PRIMARY SCHOOL 2012- 2013 EDUCATION YEAR FIRST TERM

5th GRADES ENGLISH COURSE QUIZ I UNIT 1

Name& Class: Grade:

1. Write the names of the countries whose flags are below. (4x 6= 24 pts)

a) **GREECE**   b) **TURKEY**   c) **JAPAN**   d) **SPAIN**

2. Match the sentences in the first column with the ones in the second column. (5x6= 30 pts)

_____ 1) Nice to meet you.	a) Hi!
_____ 2) What's your name?	b) I'm French.
_____ 3) What nationality are you?	c) Nice to meet you, too.
_____ 4) Where are you from?	d) I'm from France.
_____ 5) Hello!	e) My name is David.

3. Fill in the blanks with countries or nationalities. (4x6= 24 pts)

CHINA- CHINESE/ ITALY- ITALIAN/ FRANCE- FRENCH/ ENGLAND- ENGLISH

a) **My friends are from _____.** (red- yellow)

b) **Our grandparents are _____.** (blue- white- red)

c) **I'm from _____.** (white- red)

d) **Julia is _____.** (green- white- red)

4. Complete the dialogue with the correct phrase. (1x10= 10 pts)

A: Hello, I'm Ayşe.   **B:** Hello, I'm Hasan.

A: Please, _____ your name.   **B:** H- A- S- A- N.

5. Match the words below with the ones in the box. (2x6= 12 pts)   That's right /////// That's wrong

a) TRUE =

b) FALSE =

170

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5th GRADES ENGLISH COURSE QUIZ II UNIT II

Name& Class: Grade:

1. Write the names of the regions and put the letters in the correct places on the map.

(7x4= 28 pts)
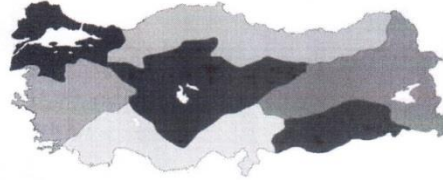
THE	ANATOLIA	AEGEAN	REGION
REGION	THE	REGION	ANATOLIA
MEDITERRANEAN		CENTRAL	
REGION	THE	REGION	THE
THE		REGION	BLACK
MARMARA		THE	SEA
THE	SOUTHEASTERN	EASTERN	
REGION		ANATOLIA	

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

N NW NE W E SW SE S
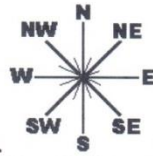
2. Write 'T' for true and 'F' for wrong sentences according to the directions of the cities in Turkey. Please, correct the wrong sentences and rewrite them. (5x5= 25 pts)

SENTENCES	T/F	REWRITE THE SENTECES
a) Bitlis is in the west of Turkey.		
b) Aydın is in the east of Turkey.		
c) Antalya is in the south of Turkey.		
d) Samsun is in the north of Turkey.		
e) Konya is in the middle of Turkey.		

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5th GRADES ENGLISH COURSE QUIZ III UNIT III

Name& Class: Grade:

1. Complete the chart with correct examples. (4x3=12pts)

COUNTRY	
CAPITAL CITY	
REGION	
TOWN	

ANKARA   ÇANKAYA

TURKEY

THE CENTRAL ANATOLIA REGION

2. Complete the chart with the correct capitals and countries. (5x3=15pts)

ATHENS	LONDON	PARIS	BERLIN	MADRID

FRANCE	SPAIN	GREECE	GERMANY	ENGLAND

3. Fill in the blanks with the correct words. (1x2=2pts)

A: *What is the _____ of America?*

B: *Washington, D.C. is the _____ of America.*

4. Complete the statements. (3x4=12pts)

a) Turn _____   b) Turn _____   c) Go _____

5. Match the pictures with the correct prepositions of place. (5x3=15pts)

on	behind	in	next to	in front of

a) _____   b) _____   c) _____   d) _____   e) _____

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5th GRADES ENGLISH COURSE QUIZ IV UNIT IV

Name& Class: Grade:

1. Match the phrases to make up correct classroom instructions. (8x4=32pts)

a) *Come to* _____ .	put
b) _____ *shout.*	don't
c) *Don't* _____ *in the classroom.*	go to
d) _____ *your desk.*	give
e) _____ *your books in your bags.*	the board
f) _____ *me your book, please.*	talk
g) *Don't* _____ *, please.*	clean
h) _____ *the board, please.*	run

2. Complete the dialogue with the statements given in the box. (3x3=9pts)

thank you	here you are	you're welcome

A: *Give me a notebook, please.*

B: _____ .

A: _____ .

B: _____ .

3. Match the questions with their answers below. (4x4=16pts)

a) *How many students are there in your class?*	* **Yes, there is one.**
b) *Have you got Computer lesson?*	* **There are 28 students.**
c) *Is there a library in your school?*	* **I like the canteen and the gym.**
d) *What is your favourite place at school?*	* **No, we haven't.**

Dr. IFFET ONUR PRIMARY SCHOOL 2012- 2013 EDUCATION YEAR FIRST TERM

5th GRADES ENGLISH COURSE QUIZ V UNIT V

Name& Class: Grade:

1. Write the stationery objects into the right column. (11x3=33pts)+1

JACKET	BOOK	STATIONERY OBJECTS
PEN	CRAYONS	a-
PENCIL CASE	BALOONS	b-
TROUSERS	RULER	c-
		d-
SHARPENER	GRAPES	e-
T-SHIRT	ERASER	f-
BREAD	RUBBER	g-
APPLES	BALL	h-
PENCILS	NOTEBOOK	I-
		j-
		k-

2. Complete the dialogue. (9x3=27pts)

*how much   *how many   *you are welcome   * thanks   *here you are

*here is your change   *yes?   *excuse me   * have you got

A: _____

B: _____

A: _____ notebooks?

B: *Yes, we have.* _____ ?

A: *Two, please.*

B: _____ .

A: _____ are they?

B: *They are £5. 50.*

A: Here is your £6.

B: _____ . *It is 50 pence.*

A: _____ .

B: _____ .

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5th GRADES ENGLISH COURSE QUIZ VI UNIT VI

Name& Class: Grade:

1. Complete the sentences with the words given below. (5x3=15pts)

* can	* can't	* and	*but	* or

a) *He can run but he _____ swim very well.*

b) *She can't sing songs but she _____ dance very well.*

c) *I can play football _____ run very fast.*

d) *They can't ski _____ skate very well.*

e) *My mother can cook very well _____ she can't ride a bicycle.*

_____

2. Put the words into the correct order. (5x5=25pts)

a) *can't / monkeys/ dance hip hop/ very well.(-) _____* .

b) *dogs/ fly / can't.(-)_____* .

c) *do karate / Barbara and Clara/ can/ judo/ and.(+)_____* .

d) *Mr. Skill/ basketball/ play/ can/ very well.(+)_____* .

e) *can't/ I / on/ stand/ head/ my. (-)_____* .

_____

3. Complete the questions with the verbs given below. (5x3=15pts)

*talk	*run fast	* stand on their hands	*jump up	* swim

a) *Can monkeys _____ ?*	*No, they can't.*
b) *Can dogs _____ ?*	*Yes, they can*
c) *Can birds _____ ?*	*No, they can't.*
d) *Can horses _____ ?*	*Yes, they can.*
e) *Can rabbits _____ ?*	*No, they can't.*

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5th GRADES ENGLISH COURSE QUIZ VII UNIT VII

Name& Class: Grade:

1. Complete the statements with the items given below. (5x4=20pts)

* soup	* delicious	* and	*but	* or

a) *I like hamburgers very much _____ I don't like sandwiches.*

b) *They don't like carrots _____ onions.*

c) *I like tomato _____ and salad very much.*

d) *We like chicken _____ rice.*

e) *I like fish very much. It is very _____ .*

2. Complete the dialogues with the items below. (4x5=20pts)

* breakfast	* they do	* I don't.	* favourite

a) A: Do you like leek? **B:** No, _____ .	**b) A:** Do they like lettuce, carrots and green salad? **B:** Yes, _____ .
c) A: What is your _____ fruit? **B:** It is apple.	**d) A:** What do you like for _____ ? **B:** I like cheese, egg, olives, butter, and honey.

3. Put the words into the correct order to make meaningful sentences. (10x3=30pts)
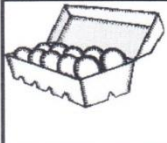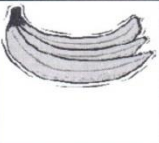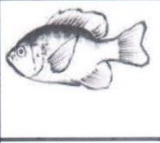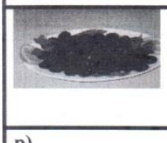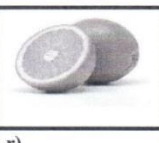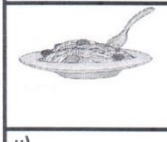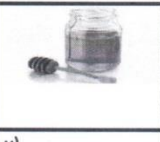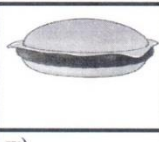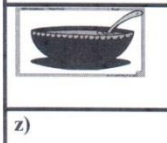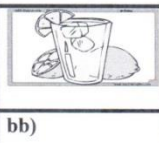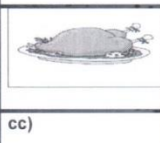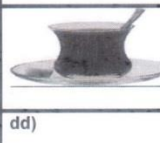
a) don't / I / lemonade/ like. (-) _____ .

b) They / like/ do/ oranges. (?) _____ .

c) like / cake/ pizza/ and/ I. (+)_____ .

d) You / do/ milk/ honey/ and/ like. (?)_____ .
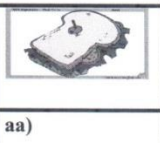
e) dislike/ pears/ they. (-)_____ .

f) I/ onion/ dislike. (-)_____ .

g) don't/ I/ like/ lettuce/ carrots/ or. (-)_____ .

h) you/ do/bananas/ like. (?)_____ .

ı) like/ chocolate ice-cream/chips/ and / they. (+)_____ .

j) I/ hamburgers/like/ and/ Ayran. (+)_____ .

Dr. IFFET ONUR PRIMARY SCHOOL 2012- 2013 EDUCATION YEAR FIRST TERM

5th GRADES ENGLISH COURSE QUIZ VII UNIT VII

Name& Class: Grade:

4. Match the pictures with the items given in the box. (30x1=30pts)

coffee- water-cheese-pear-hamburger-sandwich-egg-bread-tomato-olive-salad-soup-cake-orange juice-carrot-jam-spaghetti-chicken-banana-ice cream-meat-orange-pizza-tea-grape-fish-onion coke-honey-lemonade

a)	b)	c)	d)	e)
f)	g)	h)	i)	j)
k)	l)	m)	n)	o)
p)	q)	r)	s)	t)
u)	v)	w)	x)	w)
z)	aa)	bb)	cc)	dd)

APPENDIX 5

Permission Form for the Parents

YÜKSEK LİSANS TEZ ARAŞTIRMASI İÇİN EBEVEYN ONAY FORMU

Araştırmayı Destekleyen Kurumlar: Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü

Küçükçekmece İlçe Milli Eğitim Müdürlüğü

Dr. İffet Onur Ortaokulu Müdürlüğü

Yüksek Lisans Tez Başlığı: Deneysel Bir Çalışma: Öğretmen Yapımı Görsel Materyallerle İstanbul Küçükçekmece'de MEB' e Bağlı Bir Ortaokulda İngilizceyi Yabancı Dil Olarak Öğrenen 5. Sınıf Öğrencilerinin Akademik Başarısı Arasındaki İlişkinin İncelenmesi

Yüksek Lisans Program Koordinatörü: Yard. Doç. Dr. Ayşen KÖSE, Eğitim Bilimleri

Tez Danışmanı: Yard. Doc. Dr. Ricardo Viviano Lozano, Eğitim Bilimleri

Tez Öğrencisi: Emel KARAKUŞ, Eğitim Planlaması ve Liderlik Yüksek Lisans Programı

Adres Şirinevler Mah. Evren Sk. Girgin Turna Apt. No: 4/25 Bahçelievler/ İSTANBUL

E-posta: emel18200@yahoo.com

Tel: 0 507 500 31 41

Sayın veli,

Yeditepe Üniversitesi Eğitim Planlaması ve Liderlik Bölümü yüksek lisans öğrencisi Emel KARAKUŞ "Deneysel Bir Çalışma: Öğretmen Yapımı Görsel Materyaller ile İstanbul Küçükçekmece'de MEB' e Bağlı Bir Ortaokulda İngilizceyi Yabancı Dil Olarak Öğrenen 5. Sınıf Öğrencilerinin Akademik Başarısı Arasındaki İlişkinin İncelenmesi" başlığı ile yüksek lisans tez araştırma yürütmektedir. Bu çalışmanın amacı öğretmen yapımı görsel materyaller ile öğrencilerin başarısı arasındaki ilişkiyi incelemektir. Bu amaçla araştırmacının bir sınıfı deney ve bir sınıfı da kontrol grubu olarak araştırmada kullanılacaktır. Deney grubunda öğretmen yapımı görsel materyallerle ders anlatımı gerçekleştirilirken kontrol grubunda farklı yöntem ve tekniklerle öğretim gerçekleştirilecektir. Söz konusu çalışma ilk 7 üniteyi içine alan 2012-2013 eğitim-öğretim yılının 1.döneminde gerçekleşecektir. Okul müdürü kurumda bu çalışmanın yapılmasına izin verdi. Bu araştırmada bize yardımcı olmanız için siz velilerimizin çok değerli çocuklarını da projenize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp kapalı bir zarf içinde bize ulaştırınız.

Bu araştırmaya çocuğunuzun katılmasını kabul ettiğiniz takdirde öğrencilerimiz bir tane ön test ve bir tane de son test olmak üzere toplam 2 genel sınava gireceklerdir. Ayrıca, her ünitenin sonunda ünite değerlendirmelerine katılacaklardır.

Katılımcı çocuklara, velilere/ vasilere, öğretmenlere ve okul müdürüne bu çalışmaya katıldıklarını belgeleyen bir teşekkür belgesi verilecektir. Araştırmada ulaşılan sonuçlar tüm paydaşlarla paylaşılacaktır.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Toplanan bilgiler çocukların kimliği belirtilmeden çeşitli eğitimlerde veya bilimsel nitelikte sunumlarda kullanılabilir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu araştırmada çocuklarımızı ve onların performanslarını karşılaştırmadığımızı vurgulamak istiyoruz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Yeditepe Üniversitesi Eğitim Planlaması ve Liderlik Bölümü Program Koordinatörü Öğretim Üyesi Yard. Doç. Dr. Ayşen KÖSE ve tez danışmanı Öğretim Üyesi Yard. Doç. Dr. Ricardo Viviano Lozano ile temasa geçiniz (Adres: Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Planlaması ve Liderlik Yüksek Lisans Programı, Kayışdağı, İstanbul).

Eğer bu araştırma projesine çocuğunuzun katılmasını kabul ediyorsanız, lütfen bu formu imzalayıp kapalı bir zarf içerisinde bize geri yollayın.

Ben, öğrenciniz _____ _____ velisi/vasisi olarak yukarıdaki metni okudum ve çocuğumun katılımı istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmadan istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan çocuğumun çıkarılmasını isteyebileceğimi ve böyle bir durumda herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın çocuğumun katılmasını kabul ediyorum.

Formun bir örneğini aldım.

Katılımcının Velisinin/Vasisinin Adı-Soyadı:

İmzası:

Adresi (varsa Telefon No, Faks No):

Tarih (Gün/Ay/Yıl):

Araştırmacının Adı-Soyadı:

İmzası:

Tarih (Gün/Ay/Yıl):

APPENDIX 6

Official Permissions

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-605.01/ 17050   08/02/2013
Konu : Anket (Emel KARAKUŞ)

VALİLİK MAKAMINA

İlgi : a) Emel KARAKUŞ'un 15.10.2012 günlü dilekçesi.
     b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 07.03.2012 tarihli ve
       3616 sayılı ve 2012/13 No'lu Genelgesi.
     c) Milli Eğitim Komisyonunun 06.02.2013 tarihli tutanağı.

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Emel KARAKUŞ'un "Ortaokul 5. Sınıf Öğrencilerinin İngilizce Dersi Akademik Başarılarının Karşılaştırılarak İncelenmesi" konulu araştırma çalışmasını İlimiz Küçükçekmece İlçesi Dr. İffet Onur Ortaokulunda İngilizce dersi test sorularını uygulama isteği hakkındaki ilgi (a) yazı ve ekleri müdürlüğümüzce incelenmiştir.

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Emel KARAKUŞ'un söz konusu talebi; bilimsel amaç dışında kullanılmaması, Eğitim ve Öğretimi aksatmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızda da uygun görüldüğü takdirde Olurlarınıza arz ederim.

Dr. Muammer YILDIZ
Millî Eğitim Müdürü

O L U R
.. /02/2013

Harun KAYA
Vali a.
Vali Yardımcısı

NOT: Verilecek cevapta tarih, numara ve dosya numarasının yazılması rica olunur.
STRATEJİ GELİŞTİRME BÖLÜMÜ E-Posta
ADRES: İl Milli Eğitim Müdürlüğü D Blok Bab-ı Ali Cad. Nr.13 Cağaloğlu
Telefon: Snt.212 455 04 00 Dahili: 239

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-605.01- 17561   11/02/2013
Konu : Emel KARAKUŞ
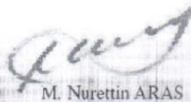
KÜÇÜKÇEKMECE İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İlgi : a) Emel KARAKUŞ'un 15.10.2012 günlü dilekçesi.
b) İst. Valilik Makamının 08.02.2013 tarihli ve 17050 sayılı onayı.

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans Öğrencisi Emel KARAKUŞ'un "Ortaokul 5. Sınıf Öğrencilerinin İngilizce Dersi Akademik Başarılarının Karşılaştırılarak İncelenmesi" konulu tezine ilişkin anket çalışması istemi hakkında ilgi (a) yazınız ilgi (b) Valiliğimiz Onayı ile uygun görülmüştür.

Bilgilerinizi ve ilgi (b) Valilik Onayı doğrultusunda gerekli duyurunun araştırmacı anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini arz ederim.

M. Nurettin ARAS
Müdür a.
Şube Müdürü

EKLER:
Ek-1 Valilik Onayı.
2 Anket Soruları.

NOT: Verilecek cevapta tarih, numara ve dosya numarasının yazılması rica olunur.
STRATEJİ GELİŞTİRME BÖLÜMÜ E-Posta: sgb34@meb.gov.tr.
ADRES: İl Millî Eğitim Müdürlüğü D Blok Bab-ı Ali Cad. No:13 Cağaloğlu
Telefon: Snt.212 455 04 00 Dahili: 239

5070 Sayılı Kanuna Göre MEHMET NURETTİN ARAS tarafından Elektronik Olarak İmzalanmıştır.http://istanbul.meb.; tr/evraksorgu/ adresinden kontrol edebilirsiniz.

T.C.
KÜÇÜKÇEKMECE KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 96054738-605-01- 3464   15/02/2013
Konu: Anket (Emel KARAKUŞ)

DR.İFFET ONUR ORTAOKULU MÜDÜRLÜĞÜNE

İlgi: a) İl Milli Eğitim Müdürlüğünün 11.02.2013 tarihli ve 17561 sayılı yazısı.
     b) Valilik Makamının 08.02.2013 tarihli 17050 sayılı Onayı.

    Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Planlaması ve Liderlik Yüksek Lisans öğrencisi Emel KARAKUŞ'un " Okulunuz 5.Sınıf Öğrencilerine yönelik İngilizce Dersi Akademik Başarılarının karşılaştırılarak incelenmesi " konulu tezine ilişkin ilgi (a) yazı ve ilgi (b) Valilik Onayı ekte gönderilmiştir.

    Bilgilerinizi ve söz konusu anketin uygulaması ve sonucundan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini rica ederim.

Tunay KOÇAK
Müdür a.
Şube Müdürü

EKLER:

EK 1: İlgi (a) Yazı.
EK 2: İlgi (b) Onay.
EK 3: Anket (5 Sayfa)

VITA

Name: Emel Karakuş

Email Address: emel18200@yahoo.com , emel18200@gmail.com

Address: 4 Evren Street, Apt. 25, İstanbul, Bahçelievler 34188

Education: M.Ed., Educational Economy and Planning

                               Yeditepe University, Istanbul, Turkey, 2011-2014

                               High Honor Student

                               B.A., English Language Teaching

                               METU, Ankara, Turkey, 2004-2008

                               High Honor Student

                               High School, Foreign Language Department

                               Nevzat Ayaz Anatolian Teacher Training High School, Çankırı,
                               Turkey, 2000-2004

                               Top Student within the School Regarding the University
                               Entrance Examination in 2004

Experience: EFL Teacher for Grades 5 and 6

                               Kocasinan Primary School, Istanbul, Turkey, 2008-2009 (for 7
                               months)

                               EFL Teacher for Grades 4-8

                               Dr. İffet Onur Primary School, Istanbul, Turkey, 2009-2013
                               (for 4 years and 3 months)

                               EFL Teacher for Grades 7 and 8

                               Söğütlüçeşme Secondary School, Istanbul, Turkey, 2013-
                               Present