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CRITICAL EVALUATION OF ENGLISH LANGUAGE TEXTBOOKS USED IN
TURKISH PRIMARY SCHOOLS

MA THESIS

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE,

Devrim ÖZBEK'e ait "Critical Evaluation of English Language Textbooks Used in Turkish Primary Schools" adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ABSTRACT

The purpose of this thesis is to determine the acceptability of the course book that is used at primary school the fourth and the fifth graders of Turkish primary schools. To this end, the learning characters of the students at this level are described. Then, the suitability of the course book that is used in schools at the present time in foreign language teaching is stated according to the students' learning psychology and how it develops the communication skills of the students. Also, it is based on the comments the students and the teachers made, it proposes suggestions to the solutions of the problems in this area.

The study was conducted through survey research methodology. The data was obtained by questionnaires that are filled by the primary school students at the fourth and fifth grade level and their English teachers in seven schools in Biga, Çanakkale. These are the state primary schools which started the teaching of English in the 4th grade in primary levels in the 1997-1998 school year due to the 1997 Act of Turkish Ministry of National Education. To this end, seven questionnaires were filled by the teachers of English and 343 questionnaires were filled by the students. (156 5th Grade Students; 187 4th Grade Students) Apart from that, an interview that includes 29 questions was conducted with the teachers of English.

The data were analysed using the SPSS 12.0 for Windows and Excel statistic programs. The frequencies, the percentages were calculated. Its significance was taken as 0.5.

In the light of the research findings, it could be stated that there are serious problems with the course books that are used at primary school grades 4 and 5 in Turkey. The course book should be written by specialists both from the universities and the Ministry of education, taking into consideration the learning characteristics of young learners at primary level.

ÖZET

Bu çalışmanın amacı ilköğretim okulları 4. ve 5. sınıflarında okutulan İngilizce ders kitaplarının ; öğrencilerin İngilizce öğrenim düzeylerine uygunluğunu saptamaktır. Bu çalışmanın amacı, ilköğretim 4. ve 5. sınıflarında öğrenim gören öğrencilerin öğrenme karakterlerini belirleyerek, mevcut okullarda okutulan ders kitaplarının öğrencilerin iletişim becerilerini ne derecede geliştirdiğini ve dil öğretiminde kullanılan söz konusu kitapların çocukların öğrenme psikolojilerine uygunluğunu saptayıp öğrenci ve öğretmenlerin görüşlerini alarak temel sorunların çözümüne yönelik çözüm önerilerde bulunmaktır.

Bu çalışmada araştırma yöntemi kullanılmıştır. Veriler Çanakkale ili, Biga ilçesinde bulunan 7 okuldaki, 4. ve 5. sınıfta okuyan öğrencilere ve onların öğretmenlerine verilen anketlerin cevaplanmasıyla elde edilmiştir. Bu okullar Türk Milli Eğitim Bakanlığının 1997'de aldığı kararla, 1997-1998 öğretim yılında, 4.sınıfta İngilizce eğitimi vermeye başlayan devlet okullarıdır. Çalışmayı gerçekleştirmek amacıyla, İngilizce Öğretmenleri tarafından 7 adet anket, öğrenciler tarafından 343 adet anket doldurulmuştur. (156'sı 5.sınıf öğrencisi;187'si 4.sınıf öğrencisi) Bunun yanı sıra, İngilizce öğretmenleriyle 29 sorudan oluşan 1 mülakat yapılmıştır.

Verilerin analizinde, SPSS 12.0 for Windows ve Excel istatistiksel programlar kullanılmış ve frekanslar, yüzdeler hesaplanmıştır. Anlamlılık düzeyi 0.5 olarak alınmıştır.

Bu araştırma sonuçlarından yola çıkarak; Türkiye' de eğitim veren ilköğretim okullarının, 4. ve 5. sınıflarında kullanılan ders kitaplarında ciddi sorunların olduğu söylenebilir. Ders kitapları, ilköğretim okullarındaki öğrencilerin öğrenme karakterleri göz önünde tutularak, Milli Eğitim Bakanlığı ve üniversitelerde görev yapan alan uzmanları tarafından yazılmalıdır.

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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

Language is a basic component of communication. In this century when men take globalisation seriously, the idea of creating a smaller world compels men to use a common language in relations. So English becomes the most widely-known second language in the world.

The Ministry of Education in Turkey decided to start the teaching of English in the fourth grade in primary schools in the 1997-1998 school year (in order to teach English).

Firstly, teachers should answer what must be done while teaching English. In the first step, they should take into consideration pupils' general characteristics and language development. The second step is to choose an appropriate method. Lastly, the third one is the choice of appropriate sources.

Textbooks play a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools - all over the world. Some teachers are free to choose the textbooks while the vast majority of teachers have textbooks suggested for them in the case of the teaching of English.

Textbooks produced or approved by a governing body, such as Ministry of Education, may purport to adhere to curriculum guidelines, but in reality not fulfil the objectives they set themselves. As Fullan (1991, p.70) states:

“an approved textbook may easily become the curriculum in the classroom, yet fail to incorporate significant features of the policy or goals that it is supposed to address. Reliance on

the textbook may distract attention from behaviours and educational beliefs crucial to the achievement of desired outcomes.”

1.1. Statement of the Problem

The Ministry of National Education in Turkey decided to start the teaching of English in the 4th Grade in the 1997-1998 academic year. So, this study aims to find out how the English course books were written for use in Elementary at the fourth and fifth graders and if these textbooks are suitable or not in teaching a foreign language in the light of pupils' learning styles, learning psychology and what the pupils and teachers think about it and their suggestions. In short, it's the critical evaluation of English Language Textbooks in Turkish Primary Schools.

1.2. The Subjects of the Research

Seven English teachers, who have been working in the state Primary schools which started to teach English in the 1997-1998 teaching year due to the 1997 Act of Turkish Ministry of National Education in Biga, Çanakkale and totally 387 pupils who have been educated in the fourth and fifth grades in these schools, participated in this research.

1.3. Purposes of the Study

The purpose of this research is to state the suitability of the textbook that is used at the fourth and fifth graders. To this end:

- I. The learning characters of the pupils at this level are defined.
- II. Then the suitability of the textbook that is used at the present time in foreign language teaching is evaluated according to the pupils' learning psychology and how it develops the communication skills of the pupils.
- III. By the comments of the pupils and teachers, the research tries to give solutions to the basic problems in this area.

1.4. Background of the study

Teaching of a foreign language helps an important role in individual's improvement to himself in the future both in socio-economic and technological ways.

Therefore, Foreign Language Education starts in very early ages in many developed countries. For example, in the period of primary education, teaching a foreign language starts at the first class in Greece and the Netherlands, at the third class in Italy and Germany, at the fifth class in Denmark, at the sixth class in England and Spain, at the seventh class in France, (MEB Dış İlişkiler Genel Müdürlüğü, 1996:5-35; MEB A.P.K. Kurulu Başkanlığı, 1999:1-29).

Towards the end of the century, however, a brand new era began in Turkey. The concern in rising educational standards resulted in the 1997 Act of Turkish Ministry of National Education to define a reform in Education by increasing compulsory primary education from five to eight years. Thus, the renewal of the centrally designed National Education Curriculum took place. With this changeover to the 8th year system, the New National Curriculum identified the teaching of English as a foreign language a compulsory subject to be taken at the beginning of the 4th year until the end of the 8th year and the 4th and 5th Grade English Programs were published in the official bulletin in October, 1997, (see Appendix I).

Although some studies were carried out, on the use of textbooks used for the grades 6, 7, 8 in the primary school, there have not been any studies done in the primary school concerning the adequacies and appropriateness of the textbooks used in this area.

Both lack of textbooks and qualified English Teachers cause serious problems. Beside these problems, another handicap is not having the enough resources on how English should be taught. English teaching is like any activity, internally coherent, rational and comprehensible. So, as in every branch of education, teaching a foreign language should be studied carefully in scientific field.

For the improvement of the present state, firstly teachers should answer what must be done while teaching English. The second step is to choose an appropriate method. Lastly, the most important not the least, the third one is the choice of appropriate sources.

1.5. Research Questions

In this study, the following points about the existing textbooks that are used in the primary school grades of 4 and 5 have aimed to be determined.

The textbook was questioned according to the following aspects:

1. What are the perceptions of pupils and teachers at the primary schools about English textbooks?

- a) Are there any video-activities take place in the text book?
- b) Are there any listening skills take place in the text book?
- c) Are there any reading skills take place in the text book?
- d) Are there any speaking skills take place in the text book?
- e) Are there any writing skills take place in the text book?
- f) Are there any learning skills take place in the text book?
- g) Are there any periodic review tests take place in the text book?
- h) Are the wide ranges of materials provided by the text book?
- i) Are the extra materials provided by the text book?
- j) Are the existing textbooks in use appropriate to the student's mental development by the English teachers who are graduates of ELT Departments?

2. Do the English Teachers who graduated from different departments have difficulties in deciding whether the existing textbooks are appropriate or not in

terms of the student's mental development as they are not specialized in this area?

1.6. Limitations

Seven State Primary Schools were chosen for this study. These schools are situated in Biga, Çanakkale. They are dependent on the Ministry of National Education. These schools were chosen because after an extensive data search from the National Education Office in Biga, it was found out that they were the first schools who started to teach a foreign language at primary levels in the 1997-1998 school year due to the act of Turkish Ministry of National Education

1.7. Methodology:

In this research study, survey research methodology was used. Since the aim of the research was to determine the suitability of the existing textbook according to the learning levels of the pupils by administering questionnaires to the teachers and the pupils, the survey research methodology was thought to be the most appropriate. Therefore, the study was conducted through the survey method.

CHAPTER TWO LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents the critical literature survey carried out within this scope.

2.1. Language Teaching and Learning

Language learning/teaching process is a highly complex set of events in which many elements coexist and interact. Strevens (1978: 181) reduces the complexity of language learning/teaching to four main headings

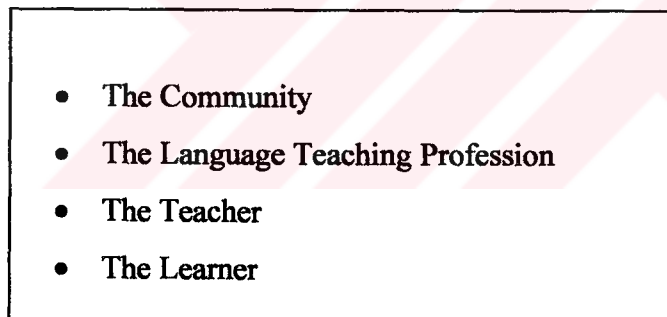
- 
- The Community
 - The Language Teaching Profession
 - The Teacher
 - The Learner

Figure 1: The Four Basic Components of Language Learning/Teaching

By these headings, Strevens demonstrates that the organized learning and teaching of languages is essentially social in character. The great majority of teachers are paid by the community, trained with the support of the community. In short, language teaching is an integral part of a community's total education provision.

By teaching profession he relates this component to other disciplines which contribute to the language teaching profession-i.e., linguistics, psychology, educational theory, social theory, scientific method, educational technology, etc. Language teaching can be defined as "the activities which are intended to bring about language learning" (Stern, 1983: 21). Language teaching should be interpreted more widely than instructing a language class. For Stern,- there are many things that fall under the concept of teaching -i.e., formal instruction, self-study, the use of media, the supporting activities, such as the preparation of teaching materials, the training of teachers, etc. But he also stresses the fact that language teaching always includes concepts of language learning as well. Therefore, for Stern good language teaching should meet the certain conditions and needs of learners in the best possible way. To sum up, he interprets language teaching widely so as to include all activities intended to bring about language learning.

He also takes the learner as an important component of language and teaching process and stresses the importance of seeing every learner of a foreign language as an individual, with his or her own profile of characteristics that mark him or her as different from all other learners.

Yet Larsen-freeman and Long (1991) see the central processes of the language teaching learning in a triangle (see the Figure 2)

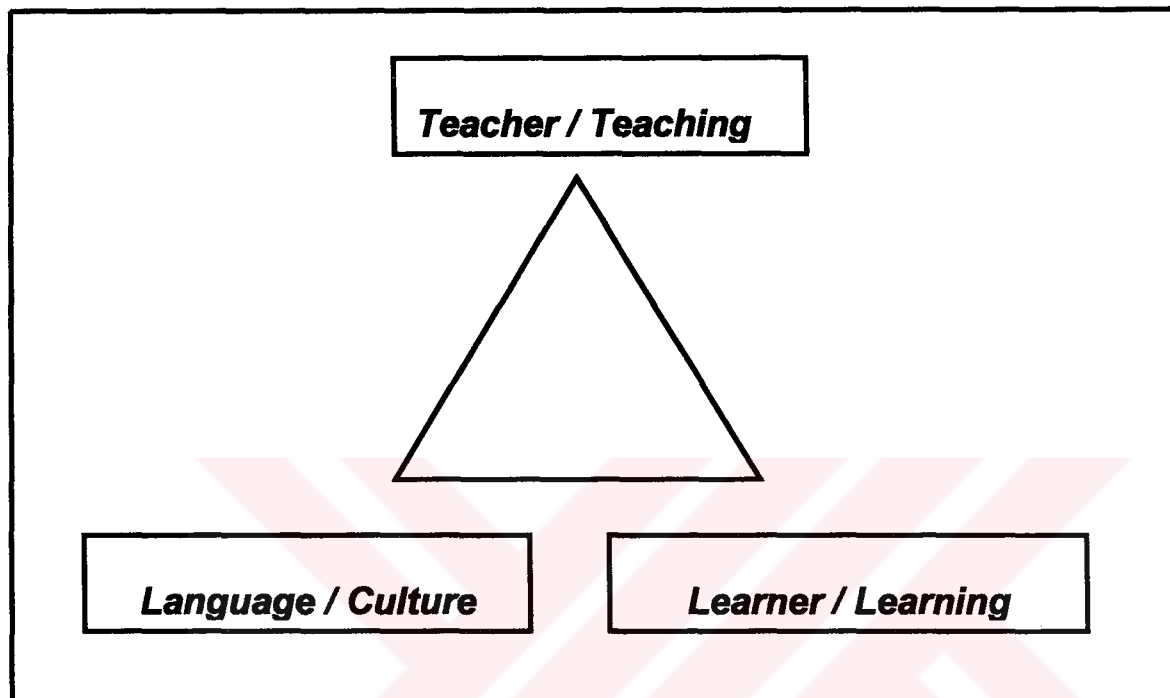


Figure 2: The Content of Language Teaching Field

(Larsen-Freeman and Long , 1991)

According to Larsen-Freeman and Long, 'language teachers' decisions about the teaching process should be informed by knowledge of the subject matter they are teaching (i.e., the teaching, learning and culture) and by knowledge of the unique group of learners with whom they are working and of the language learning process" (1991:3).

In his article ""Early Modern Language Learning" Girard (1997: 7-14) identifies seven conditions for success in foreign language learning and teaching:

- Well-trained teachers
- Established provision of pedagogical support (i.e. in-service training)
- Adequate timetabling

- Suitable teaching materials
- Continuity throughout
- Liaison between primary and secondary school
- Integrated control and evaluation

The points he draws attention to are significant in that no one can deny the importance of the teacher factor in teaching foreign languages.

Keeping professionals in touch with the latest innovations in the fields is another must that Girard (1997) emphasizes. If all the other factors, i.e. the scheduling of the language program, the materials and handling the job as a continuing endeavour, are united with the ones above the learning outcomes will surely be favourable.

2.2. The Young Learners and Their Learning Characteristics

Through the years children spend in primary schools, they grow intellectually, physically, emotionally, and socially. Philips (1993: 3) explains this process as follows:

"They go through a series of stages, progressively acquiring skills that are thought necessary by the society they live in. Many of the skills are independent, and if one has not been sufficiently developed, the acquisition of another may be impeded" (Philips, 1993: 3).

Intellectually, children are constantly experiencing, reasoning, questioning and making sense of their experiences (Kyte, 1958: 37-55). They are growing and this growth is continuous and gradual. "On the physical side, children need to develop balance, spatial awareness, and fine control of certain muscles... Socially, children need to develop a series of characteristics to enable them to fit into the society they live in, to share and co-operate, and to be assertive without being aggressive" (Philips, 1993:5). Andrew Pollard, in his book *The Social World of the Primary School* (1985; 10), sees children's social development inseparable from

school learning and states that "children's learning is set in a context of social relations which structure the field in which the child acts... [From this perspective learning can be seen] as an interpersonal accomplishment, the product of the endeavour of the child with other actors, their teachers and peers at school, their parents and siblings at home".

In General, Orlich et al. (1998:21) list the traits that children in the elementary grades tend to exhibit in the following way:

Young Learners;

- Strong need for peer identification
- Functioning at the concrete operations stage
- Can think logically
- Rational process development
- Understanding of processes
- Understanding of symbols
- Quantitative skills of development
- Can memorize
- Development of self-esteem

Since "young children are still at the stage of acquiring the basic skills of literacy, numeracy, and oracy and may appear to interpret and understand their world in different ways from adults" (Kyte, 1958: 38), that is why primary teachers need to know about her students' abilities and capacities and how they learn so as to better understand them and thus help them learn.

2.3. Understanding Individual Child

To better understand pupils, we should have knowledge about students' abilities and capacities to learn and how they learn in general.

"Children who are learning English are also in the process of organizing their

world; that is, they are forming and refining concepts and ideas as they continue to encounter new experiences and information" (Cameron, 1994:28-39). Therefore, one of the key factors to take into account while teaching young learners is to keep in mind that the formal education for most children is very difficult as their thinking develops from being embedded in particular context to become capable of more abstraction (Pollard, 1998). In this picture the teacher, as the main supplier and organizer of the language input, is challenged to consider the learning theories on how children think and learn so that s/he could consider any learning situation from the child's point of view. To be able to do this, however one should return psychology and what it offers in terms of theories of mental child development and how these theories apply to instructional strategies.

However, before going into details in theories of mental development, it is often argued that the 'needs' of any learner regardless of their age should be seen as the starting point for teaching and learning. Therefore, it may be valuable to articulate briefly how these basic 'needs' of every child are identified. Maslow (1954) identified three classes of needs: 1) Primary needs- for food, sleep, shelter etc., 2) Emotional needs- for love, security etc. 3) Social needs- for acceptance by peers and etc. These are quite similar to those suggested by Kellmer-Pringle (1974), who identified four basic types of needs for children: 1) The need for love and security, 2) The need for new experiences, 3) The need for praise and recognition, 4) The need for responsibility.

2.4. Children and Learning

Here it will be useful to discuss the factors affecting pupils' learning process.

The classroom as a setting where learning takes place is made of many elements. Some educationists (Proctor and et al., 995: 9) see these elements in three groups:

Physical context, e.g.: space, facilities, layout, textbooks

Psychological context, e.g.: individual differences in how children learn

Social context, e.g.: friendship, parental support

All these elements interact and influence learning outcomes. For instance, the physical context can be very important in influencing how well children and teachers accomplish what they set out to do. The social context, which also includes aspects of social interaction between children and teacher and amongst children and the quality of *it*, affects the teaching/learning processes. Griggs and Dunn (1996) also report that students' cultural and background experiences influence how they respond to and benefit from instruction. Differences in background, socio-economic status, culture and parental support all influence children's learning.

Such elements, as indicated above, form the 'context for learning'. They are important in influencing the quality of learning outcomes and the sense of satisfaction felt by partners in the classroom system –the children and the adults who work in the classroom together.

In this classroom context, one of the psychological aspects is the effect of individual differences in children. The classroom research and observations as well as the direct experience of many teachers show that children can show very different individual differences. Some will work very slowly and carefully and be concerned to be correct before they commit themselves, while some others would rather dash at the work, hardly giving themselves time to think at all.

Such differences between children are important in the sense that they do have an effect on the learning progress of the individual and therefore the teacher must include these differences in consideration of context for learning when planning content and delivery.

No two people think alike, and it is safe to say that no two people learn in exactly the same way either. One of the most prevailing ways that teachers respond to this diversity is grouping (Slavin, 1992). At the elementary level, grouping means dividing classes into subgroups on the basis of students' skills and abilities. But

pupils differ in other more subtle ways than skills and ability. For language classes as well as other subject areas it is beneficial to consider some factors that may have a positive or negative effect on student learning.

2.4.1. The Parameters of Learner Differences

Among themselves learners vary according to various parameters - age, intelligence, aptitude, motivation brain hemisphericity, learning styles and strategies. For some researchers, yet, these are only some aspects of a whole range of individual differences in students. For example, Entwistle (1981: 247) lists the following "student characteristics"; Previous knowledge, intellectual skills, types and levels of motivation, interests, level of anxiety, preferred learning style, expectation about what is to be learned. Some other researchers in the psychology of second language learning, yet, have also investigated a number of learner characteristics or 'variables' which have implications for the language classroom and also influence planning decisions and the specification of goals. A number of researchers (for example, Skehan 1989, McDonough 1986) suggest such key learner variables as personality, motivation, attitude, aptitude, preferred learning styles, and intelligence. These key characteristics indicate how they might affect planning and they also form part of the language teachers' frame of reference.

2.4.2. Learning Styles and Strategies

2.4.2.1. Learning Styles

From the moment child is born, learning begins as an involuntary activity. However, this does not mean that it always continues as an involuntary, passive process. On the contrary, it is an active process of translating new knowledge, insights, and skills into behaviour. There are three main domains of learning. Reece and Walker (1997: 17-18) summarize them in the following way:

Cognitive; includes those learning behaviours which require thought processes'. It is related to facts, theories, concepts and problem solving.

Affective; related to the demonstration of attitudes, feelings, values, and beliefs towards other people, ideas or things.

Psychomotor; relates to the measurement of the student's manual skill performances. It refers to new skills and new ways of making and doing things.

All individuals have preferences for ways to learn, they do not learn the same way. And understanding how they learn is a central insight for teachers, because it certainly determines the design, development and delivery of learning. This is a complex subject, but there are some fundamental distinctions to be made.

Nunan, (1998:168) maintains that one's learning style will result from personality variables including psychological and cognitive make-up, socio-cultural background and educational experience. In spite of this explanation, however, when the learning style theories considered it could be found out that a coherent taxonomy of learning style types has not been developed yet. For example, Gorham (1986) defines learning styles in three categories: a)cognitive-personality, b) information-processing and c)instructional preferences, while Saddler-Smith (1997) offers four broad categories under the following (overlapping) headings: a) cognitive-personality elements, b) information-processing style, c) approaches to studying, d) instructional preferences.

This collection of ideas about learning styles can go on forever, making it even more difficult to compare research findings and suggestions for pedagogy.

Cullingford (1995) puts two pairs of alternatives at the heart of understanding different learning styles. The first is the distinction between a *holistic* and an *analytical* approach and the second between *verbal* and *imagistic* style. This type of distinction was first made by Gordon Pask (1976). The distinction is based on, first, whether the children see the overall problem and then look at the details, thus,

holistic or they piece each bit together bit by bit, thus analytic. Second, whether the children think more easily in words, verbal or images, imagistic. Cullingford points out that all children fit somewhere on these distinctions.

At the same time Entwistle and Ramsden (1982) explain that there are also differences in children's intentions. Some children show a difference between deep or *surface* learning; either trying to go to the root of the problem, therefore seeking to understand the meaning of it, or hoping that the solution will be clear and obvious, so trying to complete the task requirements. Yet, Entwistle(1987:67) says that ' it would be...wrong to give the impression that students can be categorized as **deep** or **surface**, telling that they show differences from task to task and from teacher to teacher.

Another distinction could be made between those children who are far better at understanding concrete tasks and the ones who prefer abstract thinking about the matter rather than doing it, and also between the ones *who* reflect when they observe, stand back from the task and think about it and the ones who become actively involved, their observation being more like an experiment (Kolb, 1976). These distinctions show how children process information. Thus, the following labelling can be offered: doers, brainstormers, theorists, the turners of theory into action.

After all these explanations show that the case of learning style is of multidimensional quality. Not only an individual's learning style but also his/her tendency to choose or express a liking for a particular instructional technique or combination of techniques, which is called learning preferences, should be studied. One of the attempts to identify learning preference styles was made by Riechmann and Grasha (1974 in Saddler-Smith, 1997:51): They identified three learning preference styles or types: a) dependent learners: prefer teacher-directed, highly structured programs with explicit assignments set and assessed by the teacher; b) collaborative learners: discussion-oriented and favour group projects, collaborative assignments and social interaction; c) independent learners: prefer to exercise an influence on the content and structure of learning programs within which the teacher

or instructor is a resource.

A more recent and developed explanation of learning style preferences is made by Wenden (1991):

Visual major learning style preference: These learners learn better by reading and their perception depends mainly on their visual channel. They can often learn alone with a book.

Auditory major learning style preference: These learners learn better by listening to explanations and hearing words spoken. They benefit from listening to audiotapes, lectures and class discussions.

Kinaesthetic major learning style preference: These learners learn by experience, by being involved physically in classroom experiences. Field trips and role-playing are best for these learners.

Tactile major learning style preferences: These learners learn well when they are provided with hands-on experiences with materials. Touching and working with materials help them understand new information. Also writing notes or instructions make them remember information.

Group major learning style preference: The individuals with this preference learn more easily when they study with at least one other student. They value group interaction and class work with other students.

Individual major learning style preference: These learners learn best when they work alone. They prefer to work out things by themselves.

To determine an individual's learning style different inventories can be used. There are three basic types, which help identify the following learning preferences:

Cognitive Inventories: These are designed to find out the way a person perceives and classifies information; how information is ordered and sequenced; the strategies used for solving problems; whether a person is primarily a visual, auditory or tactile learner.

Affective Inventories: These help to discover the way a person is motivated for a learning task, how s/he remains motivated; what values, beliefs, and attitudes are related to learning; what physical conditions are preferred in the learning environment; what kinds of relationships are desired with the teacher and with other students.

Psychomotor Inventories: These are the inventories that determine how skills are developed; what subject matter a person likes; and what modes of presentation an individual prefers.

Revealing learning styles of the learners must be considered seriously, because understanding them enables the teacher to adapt materials to the learner. Of course it may not be practical nor possible to determine the learning styles and preferences of the students in state schools in Turkey for this may involve equipment and other professionals specifically trained for this sort of studies. However, for language teachers, being aware of the fact that all children learn in different ways has one powerful implication: the necessity to add variety to their lessons, to give students the chance to try out different styles of learning. All this information makes it plain that one teaching methodology will not be the most appropriate for all students. "This obviously puts a much larger responsibility on the teacher, for now she or he should be familiar with a much wider range of materials, exercises, and activities than before... A much broader training in pedagogy is now called for" (Champeau de Lopez, 1994:17).

2.4.2.2. Learning Strategies

As revealed by different studies, learners are far from passive in their learning; rather they are actively involved in the tasks they are presented making sense of them in order to learn. When learners introduced to a learning task, they have different resources at their disposal and make use of them in different ways to improve their progress in apprehending, internalising, and using the L2 (Oxford, 1990b). These resources are called *learning strategies*. Strategies are the tools for active, self-directed involvement needed for developing foreign language

communicative ability (O'Malley & Chamot, 1990). A more detailed and specific definition of the term *strategy* made by H.D. Brown (1994b: 192). He says that they are specific methods of approaching a problem or tasks, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Actually, they may be concerned with any stage in the learning process: obtaining information, storage, retrieval or use of information.

Over the past decades in language teaching a large amount of research into learning strategies has been done (see Rubin and Thomson 1983; Wenden and Rubin 1987; O' Malley and Camot 1990; Ellis 1994 and Oxford 1990). Much of the early research has been concerned with the ways that 'good language learners' go with the language learning process. As a result of this preoccupation, several lists of strategies and other features thought to be essential for all 'good language learners' have appeared. For instance, Rubin (1975) suggested that good language learners are willing and accurate guessers; have a strong drive to communicate; are often inhibited; are willing to make mistakes; focus on form by looking for patterns and analysing; take advantage of all practice opportunities; monitor their speech as well as that of others; and pay attention to meaning. Naiman, Frohlic and Todesco (1975) made a list of strategies used by successful L2 learners, adding that they learn to think in the language and address the affective aspects of language acquisition. Likewise, Rubin and Thompson (1983) tell that 'good' or efficient learners tend to find their own way; organize information about language; tolerate uncertainties and find ways to tackle them; use mnemonics (rhymes, word association etc. to recall what has been learned; learn production techniques (e.g. techniques for keeping a conversation going) and so on.

All these data has been further developed and organized by Rebecca Oxford (1990) in her well-known book *Language Learning Strategies: What Every Teacher Should Know*. Oxford claims that language learning strategies are not only oriented towards the development of communicative competence but also they help the learner build up his or her language system. She provides a list of twelve features of language learning strategies:

- They contribute to the main goal, communicative competence.
- They allow learners to become more self-directed.
- They expand the role of teachers.
- They are problem oriented.
- They are specific actions taken by the learner.
- They involve many aspects of the learner.
- They support learning both directly and indirectly.
- They are not always observable.
- They are often conscious.
- They can be taught.
- They are flexible.
- They are influenced by a variety of factors.

Oxford has divided strategies into two main classes, *direct* and *indirect*, which are further subdivided into six groups:

Direct Strategies

Memory strategies
Cognitive strategies
Compensation strategies

Indirect Strategies

Metacognitive strategies
Affective Strategies
Social strategies

In Oxford's system, metacognitive strategies help learners regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning. Memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford also gives a detailed taxonomy of sub-strategies under each of these headings.

In a research done at the primary school level in Turkey (Vertaç, 1995) it is found out that primary school students mostly use the cognitive strategies while learning English. The research has also concluded that teaching children how to learn is an enormous step to be taken to facilitate learning English.

It could be concluded by saying that "the awareness of learner characteristics and individual differences can sensitise teachers to possible variations in learner reactions to teaching. (Vilke, 1997: 15) It is useful to see every learner as the one who brings a different set of knowledge and experiences to the learning process and the one who constantly try to make sense of his/her own learning. Therefore, learning is essentially personal and individual.

For these reasons, it is important for the teacher firstly to realize and appreciate the learner differences from the perspectives mentioned in this part and secondly, to develop that professional competency to plan and deliver material in ways which will help children to work well whatever their intelligence, personal make up or underlying tendency or preference are.

2.5. Teaching English to Young Learners

Language teaching can be termed as "the activities which are intended to bring about language learning" (Stern, 1983: 21). For much of its history, language teaching has been in the search of a 'method' that will solve the 'problem' of language teaching once and for all. However, it has been realized that there never was or probably never will be a method for all, and therefore the focus in recent years has been on the development of classroom tasks and activities (Nunan, 1998: 228).

From this perspective, it would be useful to explore the basic principles that must be taken into account when teaching young learners.

2.5.1. Principles of Teaching English to Young Learners

Although there might be some points that could be both applied to all age groups, it would not be a mistake to state that teaching children and teaching adults, both in technique and in attitude, are entirely different from one another.

However it is easier said than done. One of the difficulties about teaching young learners is that since all teachers are adult themselves, it is in the world of the adult they tend to teach while it is in the world of the child that the youngsters are learning. And another one could be said to be human nature to do as we have been done to. That is, teachers tend to teach the way they have been taught. These two difficulties, among many other not listed here; about teaching young learners have some implications for the language teachers of young learners. For the former, since young children are so different from teenagers and adults in developmental terms, to take the same approach to the teaching of such similar groups would be and is a huge mistake. And for the latter, it could be said that with the shifts in language education today, there have been a lot of things that have changed. Therefore, a teacher who teaches the way s/he was taught would not be meeting the expectations and needs of the group they are addressing. It is one of the primary duties of a language teacher to keep abreast with the new trends in their profession.

Cameron (1994) argues that there are two key factors in the teaching of English to young learners that the teachers should be aware of. The first factor is the development of the youngster and the mental organization. As the child is learning a foreign language, she is also learning his/her language. Most of the time it might be difficult for the child to make sense of the things s/he is learning. This aspect of foreign language learning by young learners should not be overlooked by the language teacher, for contrary to the common belief that children learn languages far more easily than adult learners; language learning process could be a painful experience for many children. And the second factor that Cameron (1994) points out is the role of the teacher as the main supplier and organizer of English language input. Since beginning students, irrespective of their age, are highly dependent on the teacher for models of language, it is only natural that they need more help from the teacher.

The way children learn a foreign language, and therefore the way they are taught obviously depends on their developmental stage. However, as any children's teacher will know, "it is not so much the children's age that counts in the classroom as how mature they are. There are other factors that influence children's maturity: for instance, their culture, their environment (city or rural, inner city or city centre, etc.), their sex, the expectations of their fellow students and parents" (Phillips, 1993:4). Therefore, the teacher to young learners should be aware of not only the developmental stage but also the other factors listed above.

Young learners have a pragmatic view of language. They are more interested in what the language does or what they can do with it. They do not worry about the language as a system and do not pay attention to the details. Hence, it could be stated that as a general rule young children learn in a holistic way that is they get a quick grasp of an overall picture before filling in details. This fact can be further enhanced by saying that the younger the children are, the more holistic learners they will be (Dunn, 1983). Young children are not conscious of subject barriers and see everything as an integral whole. They do not treat language as a logical structure containing differentiated parts. Child learning does not fit into subject categories. They learn in a holistic and integrated fashion based on personal perceptions of the world. (Sugrue, 1997). This principle implies that "language learning must be presented as being closely bound with all the other learning that is going on" (Donaldson, 1978: 38).

For this reason, a teacher to the young learners should always consider that since "children respond to the meaning underlying the language used and do not worry about individual words or sentences, they do not make the analytic links that older learners do. They focus on the global meaning, are usually prepared to enjoy the material to be learned, carry on the activities, and being great mimics, learn the language often unconsciously. These factors may also come to mean that it is easy to maintain a high degree of motivation and to make the English class an enjoyable, stimulating experience for the children" (Phillips, 1993: 5).

Young learners, as it comes to mean in this study, usually have 8-9 years of language study ahead of them when the time spent in primary and secondary schools is taken into account. Although there is pressure on the child in terms of teacher, family and administrative expectations, it is important to establish priorities for the child as a learner. Vale and Feunteun (1995; 34) offer some guidelines:

- building confidence;
- providing the motivation to learn English;
- encouraging ownership of language;
- encouraging children communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.);
- showing children that English is fun;
- establishing a trusting relationship with the children and encouraging them to do the same with their classmates;

All these suggestions contribute to the idea that it is necessary to offer a whole learning situation in which language development is an integral part of the learning taking place and not only the end product. From this perspective, it must be noted that for young learners language learning could not be seen as a different activity to be undertaken in isolation, it must be linked to other subjects and learners must be provided with those activities which are of value for the overall educational, social, emotional development of the child. Therefore, it is the responsibility of the teacher to provide a wide range of activities that include ample input, demonstration, and those activities taken up by the children.

In an article by Abe (1991: 6-7) some guidelines are provided for teaching English to young learners. She offers ways to accomplish the task of making students both use and like English. Here are her suggestions:

Present the language in natural chunks: The traditional tendency to teach the language is to break language down into discrete items- i.e. structures or functions- and to teach these to learners bit by bit. However, Lewis (1993) argues

that messages are both given and perceived in chunks. To break these chunks into individual pieces then is not relevant to language teaching and learning to young learners. Thus, having this theoretical basis, one can assume that language must be treated as a series of natural chunks, it would be a waste of time to teach children bits of the language and then expect them to put the puzzle together again since children, particularly in a classroom setting, understand things in a much more holistic way and concentrate on the totality of the message itself.

Include a cultural component: Not only are languages and culture inseparable, but culture, in the form of daily habits and routines, is what a child knows. Therefore, what the teacher does in the classroom must have relevance to the child's world of knowledge.

Talking to children: At this point Abe (1991) emphasizes the importance of eye contact and the way the teacher talks to the children in the classroom. She argues that nonverbal behaviour can be a message and teachers should make deliberate use of it.

Using Visual Aids: When teaching young children, there can be much less reliance on the written word. The use of flash cards, pictures, and various objects and realia can free the teacher to be more observer and facilitator and free the children to use the language in order to communicate. Realia are especially useful and important for teaching children.

Abe finalizes her discussion on the principles of teaching English to young learners by drawing attention to the need to be able to enter the world of the child. Consequently, how the teacher presents the language is as important as what s/he presents.

Brown (1994b: 90-94), too, suggests five categories that may help to give the teachers of young learners some practical approaches to teaching children.

Intellectual development: In this first category, since children (up to the age

about 11-12) are still in an intellectual stage of what Piaget called 'concrete operations', the teachers of young learners need to remember their students limitations. Brown (1994b: 91) warns the teachers about this fact in the following way:

"Rules, explanations and other even slightly abstract talk about language must be approached with extreme caution. Children are centred on the 'here and now', on the functional purposes of language. They have little appreciation for the adult notion of 'correctness' and they certainly cannot grasp the metalanguage we use to and explain linguistic concepts".

Thus, a few things should be taken into consideration while teaching youngsters: the avoidance of abstract terms and using metalanguage (such as 'present progressive', 'adjective phrase', etc.), the need to repeat certain concepts or patterns over and over again.

Attention span: Brown also draws attention to the fact that despite the common belief that children have shorter attention span than adults, they can actually focus on something they are interested in as long as adults can do. Therefore, he argues that the short attention spans come up when young learners are presented boring, useless and too difficult language. Since language lessons can sometimes be difficult for children, the teacher's job is then one of making them interesting, lively and fun. For Brown (1994b) again there are ways of ensuring this: designing activities to capture children immediate interest, employing a variety of activities to keep interest and attention alive, teacher's enthusiasm about the subject matter and accompanying sense of humour.

Sensory input: Our perceptions of the world largely depend on the sensory input. Children need to have all five senses stimulated. The activities should be designed to go beyond visual and auditory modes. TPR (Total Physical Response) activities, games, role-plays, projects and hands-on activities should be included as well as visual aids such as videos, pictures, and music. Brown (1994b: 92) also

points out that "[teachers'] nonverbal language is important, as children will ... attend sensitively to [teachers'] facial features, gestures, and touching".

Affective factors: The next principle that he calls attention to is the fact that children are extremely sensitive to peers and teachers and the other people around them. They may find it hard to speak in the classroom, to give answers, or participate in the activities for fear that they will be laughed at. Thus, this may constitute a problem for the language teacher and children should be helped to overcome such potential barriers to learning. Teacher personal qualities are especially important in this regard. S/he should be supportive, patient, have a sense of humour and create opportunities for the children to try things out.

Authentic, meaningful language: This principle is the one that almost all researchers focus upon, which is the need to follow a 'whole language' approach. That is, language should be introduced context embedded without breaking it up into many bits and pieces. Therefore, story lines, poems, chants, familiar situations and characters with real-life conversations should be used to improve attention and retention.

Apart from what Brown suggests, Williams (1998: 6-8) also recognizes the fact that teaching English to young learners involves more than merely teaching the language. She emphasizes that both the social and cognitive development of learners, as well as the linguistic, need to be taken into account when planning for and working with young learners. Thus, she suggests ten principles for teaching English to young learners. Her suggestions overlap with and make further contributions to the ones offered by Abe (1991) and Brown (1994b). They could be summarized in the following way:

Start where the child is: This is an important principle to bear in mind for the language teachers, since no longer are learners seen as empty vessels waiting to be filled, on the contrary they bring so much with them to the classroom. They have experience of life, and knowledge of the world, as well as needs and interests.

Therefore, the teachers should be aware of the potential and abilities of the children, set tasks at an appropriate level and consider that what happens in the language classroom must have relevance to the other subjects being learned, to the world of the child in general.

Encourage social interaction: Learning and teaching involves dynamic interactions among individuals. In the development and the learning process of children, it is important that the quality and quantity of social interaction a child receives can markedly affect the rate of development. Teaching, therefore, must be planned and deliberate. That is, teachers to young learners must be constantly aware that the decisions they make affect the outcomes and thus design their lesson in such a way that understanding and transmitting messages form the core of them.

Support negotiation of meaning and collaborative talk: In this principle Williams (1998) underlines the importance of teacher's designing the lessons to encourage the learners to be engaged in exchanging ideas, working together to solve problems and arrived at agreed outcomes.

Allow children to be active participants in the learning process: Learning is an active, cognitive process. For children to be cognitively active participants in this learning process, they need to encounter challenges and take risks and thus to be actively involved in the tasks. Phillips (1993:5) also draws attention to this fact by reminding that selected tasks should be kept simple enough (i.e. within their abilities) so that children could understand what is expected of them. Yet, at the same time it is important to make the activities challenging and stimulating enough for the children to feel satisfied.

Pitch input within the zone of proximal development: this principle suggests that young learners need not be spoon-fed by the use of oversimplified language pitched at their level without account being taken of the need for exposure to language in a wider context. Therefore language support and input that the teacher provides should be at a level just beyond that of the learner.

Introduce language at discourse level: It is important to design the activities to be largely orally based. For this reason Williams (1998) suggests that through stories, songs and plays young learners could be exposed to comprehensible, meaningful input at discourse level.

Plan meaningful and purposeful activities within a clear, familiar context: Children bring a lot of knowledge into the classroom and build new knowledge upon the previous one. In the English classroom too, children need to be working within clear, familiar contexts and for the interaction to be meaningful and purposeful for them, they must know why they are doing something.

Help learners to become more independent and autonomous: As novice learners, children depend on their teachers since they provide the learning materials and control the lesson. However, if children could be made to participate in the lessons as actively as possible, they will grow independent of their teachers. For this purpose, the use of controlled pair and group work could be adopted in young learner classrooms.

Develop a supportive, non-threatening, enjoyable learning environment: Learners need to feel secure for the learning to be successful and enjoyable. This could be maintained by valuing young learners as individuals, supporting challenges and risks, making topics relevant and interesting and activities meaningful and purposeful, applying praise where and when appropriate, and maintaining firm but self discipline in the classroom.

Test and assess in the way that you teach: This principle speaks for itself. That is, teachers to young learners should pay close attention to the ways in which they test and assess their students.

It is true that these principles are not discreet and there are overlaps among them. However, they certainly give an overall opinion and a starting point to build further study and discussion upon.

Similarly Sarigöz (1999: 33-36) outlines some principles that should be followed by the teacher to young learners. Highlighting the fact that in Turkey teaching English to youngsters is a fairly new situation, he indicates that this new situation requires new strategies, methods, programs, and materials to be developed for this particular age group.

He discusses the issue under four headings. The first of them that he draws attention to is the teacher factor. At the same time, Sarigöz (1999) also emphasizes the significance of them stating that teachers to young learners should be informed on this age group, its characteristics, young learners' interests and needs, and so on. Besides, he points out that these teachers must be capable of designing interesting, stimulating lessons based on the knowledge about this particular age group, must be skilful in exploiting many different techniques and materials and knowledgeable about classroom management and the teaching methods and techniques in large classes.

Secondly, he underlines the importance of the factor of learner motivation and how language teachers maintain it. He offers a few guidelines as to how this could be accomplished. Since children are interested in success and results, according to him, students must be told not only how they will carry on a task, but also why they will do it and what they will achieve. Therefore, teachers should inform students about what they are planning to cover on that particular day at the beginning of the class period and also should make explanations about the tasks the students are required to do. On the subject of motivation, Sarigöz (1999) also says that teachers must consider the attention span of the young learners. In line with the ideas of Brown (1994b), Sarigöz, too, believes that to use it effectively, teachers' attending behaviour should be positive and they should devise fine-tuned and well thought out lesson plans. Therefore, time management appears to be another area of

control that teachers to young learners should be mastered.

The third point he studies is the classroom atmosphere and the use of materials. He refers to the classroom setting and seating arrangements as being crucial to any language classroom. If possible, seating arrangements should be done in the fashion that a language classroom is set up. A wide range of materials, such as audio-visual ones, realia, charts, work cards, worksheets, different printed materials, video and tape recorder and so on, should be used in a skilful and purposeful way.

Fourthly, he mentions the teaching process in the young learner classrooms and offers some suggestions on the native language use. He states that the use of it should be under control. A second thing that he touches upon is the need of the use of games and other activities. As Abe (1991), Brown (1994b), Phillips (1993) and Williams (1998), besides many other authors, highlight earlier in this section, Sarıgöz also talks about the need and priority to relate whatever is happening in the classroom to the ones that happen in the real world of the children.

2.5.2. Learning Aids

Anything which teachers use to enrich their teaching or learning strategy, or anything that they get their students use, can be defined as a learning aid or a resource. The use of learning aids is significant in that they use all of the five senses. They use hearing through audio aids like the cassette recorder, sight through visual aids like charts and posters and printed resources, touch through resources like realia and models, and also, to a lesser extent, taste and smell (Reece and Walker, 1997: 188).

For language classes, similarly, supplementary resources and aids are indispensable for a number of reasons. Primarily, "[t]he main use of teaching aids is to present information and ideas with greater variety and impact than the teacher or textbook can provide" (Entwistle, 1987, 116).

There is a great range of resources available to the language teacher. Gower et al (1995: 65-76) study this topic under eight headings: the board; the overhead

projector; visuals; worksheets and work cards; the cassette recorder; video; computers and the photocopier.

In most state schools in Turkey, many language teachers are allowed to choose a textbook. This is an exciting and yet complex task. While doing so, teachers should take a few things into consideration. There are many guidelines that provide a consistent evaluation procedure for choosing textbooks. Some of the criteria that should be considered while evaluating textbooks are: The goals of the course, background of the students, approach, language skills, general content, quality of practice material, sequencing, vocabulary, general socio linguistics factors, format of the book, accompanying materials and teacher's guide.

Ur (1996: 186) also suggests a set of general criteria to assess textbooks. These include the criteria related to the objectives of the textbook; its approach; the layout of the book; appropriate visual materials; interesting and varied topics and tasks; clear instructions; periodic review and test sections; good pronunciation, vocabulary and grammar explanation, presentation and practice; audio cassettes; its price and availability.

Other written materials, supplementary grammar and vocabulary books, magazines, readers, worksheets and handouts also have an important place in the language classroom. Books are light, easily scanned and stacked. It is very useful for language teachers to have a collection of reference books, extra textbooks, readers, and activity books.

A second category is the use of boards. Whiteboard, flannel boards, magnetic boards, and bulletin boards are all very important for the language classroom. Boards can also be used as display areas. A neat board work is essential to obtain maximum effect.

The third component of visual aids is pictures. They are easy and inexpensive to obtain. If unavailable, both the teacher and the students can prepare them. They include photos, stick figures, flash cards, marks, charts, and so on. Using realia (real

objects) and models, yet, constitute another facet of visual aids. There is nothing like an "object" lesson. Objects -food items, cosmetics, tools and other materials- always add some significant reality to the classroom" (Brown, 1994a: 153). As pointed out earlier before, especially while teaching young learners, they are useful and important.

As for the fifth component of visual aids, projectors and graphics, they are not very common in foreign language classes. However, they could be effective if used in the language classes. Over head projectors, slides, films, filmstrips are examples of this group. This group of aids combines more than one sense, i.e. hearing and sight. Thus, effective learning takes place since it is known that only about 12 per cent of what learners learn comes through what they hear, but 75 per cent through what they see.

All these visual aids mentioned in this section have a variety of uses. They often convey meaning more directly and quickly than through verbal explanation. In this way, they help promote perception and understanding and cut down unnecessary teacher talking time. A second use of them is that they help reinforcement and retention by attracting the students' attention and aid concentration since they add variety and interest to the lesson. For all these reasons, among many others not mentioned here, visual aids are an inseparable part of an English class.

Audio Aids: These resources include the radio and record players. They are in widespread use and have been for many years since they are the main source of spoken language in most classrooms. They are mobile and easier to use, but lack the visual content.

The radio can provide some excellent-learning material, especially with advance learners yet the use of it is not very common in language class-rooms for they require a lot of teacher preparation. On the other hand, the use of record players is more common than the radio. They allow the teacher to use the audio material at any time; stop and start at own choice; replay and edit. Therefore, they are handy in

language classes.

Audio-Visual Aids: Television, video, and computer can be included in this group. The use of television is limited in the language classrooms. However, the use of video and currently computer is widespread.

Videos are an excellent source of authentic spoken language material. Unfortunately, this powerful medium is often used as a time-filler. Although there are many video sets prepared for the language classroom with activity and teacher's edition, foreign language teachers need to watch the video themselves prior to showing it to a class, highlight the main points, see if all the pairs suit their lesson objectives. Sometimes, they may find it necessary to rearrange the activities in the activity book, or change and adapt them. For all these reasons, teachers should be more careful and prepared while working with videos.

The second component of audio visual aids is computers. Especially younger and adolescent learners find the use of computers attractive and motivating and are quick to grasp the rationale underlying the computer systems. However, not all schools have access to computers.

Computer assisted language learning (CALL) have provided new applications for the language classrooms. Interactive tutorial programs covering grammar, vocabulary, reading, and writing are designed for individual work. Text building programs, which can be used individually or in pair or small group work, enable learners to punctuate a text, change tenses, and edit an essay and text reconstruction. Games and simulations engage students in problem solving tasks and, thus, students use the foreign language functionally. There are many other programs that can be used with the learners, it is again important to plan and design the lessons so that it can lead to effective learning.

Schools may vary in the number and type of resources available to teachers. However, there are many ways that simple and homemade resources can be used to good effect in lessons, it is said that all good learning aids start in the mind of the teacher with the idea off-putting over the subject matter in the most convenient way

to make learning easy and interesting for both him/her and the learners. As the benefits of these resources have been made obvious above, then it could be said that creating, adapting and using the necessary learning aids is a skill that every language teacher should develop and refine.

2.6. Materials Analysis

It is important to separate analysis from evaluation. In the process of developing a criteria for analysing materials, in his article Tomlinson (1999), explains these as follows:

An analysis asks questions about what the materials contain, what they aim to achieve and what they ask the learners to do. These questions are usually “what” or “does” questions. A good analysis is designed to be descriptive rather than evaluative and if it is successful, it provides a detailed summary of the materials which can then be used for other purposes.

For example, an analysis of a course book could be used to decide how closely it matches the pre-requisites for a particular course, it could be used to measure the difference between the book and other comparable books and of course, it could be used as a data base to use in a subsequent evaluation of the book.

Ideally analysis is objective but often the analyst is influenced by their own “ideology” and their questions are biased accordingly.

2.6.1. Types of Evaluation

There are basically three types of evaluation;

There is PRE-USE EVALUATION in which the evaluator predicts the value of materials prior to their use.

There is WHILST-USE EVALUATION in which the evaluator measures the value of the materials either whilst using them or whilst observing them in use.

There is POST-USE EVALUATION in which the evaluator measures the effect of the materials after their use (either their short-term effects as regards motivation, impact, achievability, instant learning etc or their long term effect as regards durable learning or application)

Pre-use evaluation is by far the most common type, but it is also the least reliable, in that even the most systematic, through and rigorous evaluation can fail to predict the actual effect of the materials in use.

Whilst-use evaluation is carried intuitively by most teachers whilst using materials in the classroom but it is rarely done systematically. If planned in advance and focused it can be informative about the clarity of instructions or the levels of difficulty and interest or the immediate facilitating effect on learner performance.

But it can be very misleading in terms of what has actually been learned, as the learners often rehearse items from short term memory and provide an illusion of learning takes place (e.g. they get the third person singular of the present tense right in the classroom activities but get it wrong again in conversation or writing the next day) It can also be misleading if, for example, the learners do not use any of the target items in a production activity in the lesson being taught but they eventually benefit from the delayed effect of instruction and use the items two weeks later. Ideally, therefore, materials should be evaluated post-use as it is the eventual learning outcomes of the materials which matter most. However, this type of evaluation is rarely used as most teachers do not have the time to do it and many also think that they do not have the expertise. This is not easy, as it is difficult to control all the variables (Such as encountering the target items or using the target skills outside the classroom) but it could be very informative if teachers (and materials writers) did more frequently ask such questions as: "What could learners do after using the materials which they couldn't do before?"

2.6.2. Types of Criteria for Evaluation

There are five basic types of criteria for evaluation

1) Universal Criteria ; It's applicable to any specific unit for materials be it a book or video, be it for children or adults, be it for teaching grammar or developing oral fluency.

2) Media – Specific Criteria ; It asks questions of particular relevance to the medium used by the materials (e.g. criteria for books, for audio cassettes, for CD-ROM s etc)

3) Content – Specific Criteria ; It relates to the topics or teaching points of the materials. Thus, there would be a set of topic related criteria which would be relevant to the evaluation of a business English textbook but not to a general English course book; and there would be a set of criteria relevant to a reading skills book which would not be relevant to the evaluation of a grammar practice book and vice versa.

4) Age – Specific Criteria ; It relates to the age of the target learners.

5) Local Criteria ; It relates to the actual or potential “environment” of use. Typical features of the “environment” which would determine sets of criteria are the type of institution (s), the objectives of the courses, the needs of specific groups of learners, the time table, the target examinations, the potential for exposure to the language outside the classroom and resources available.

There might also be occasions when sets of gender-specific, culture-specific, L1, specific, teacher-specific or even learner status-specific criteria might need to be developed.

2.6.3. Reasons and Objectives for Evaluation

There are many different reasons for evaluating materials and the reasons for the evaluation should obviously determine the objectives.

Some of the reasons for evaluating materials as follows;

- 1 – to select a textbook for use with a course.
- 2 – to select materials to supplement a course book
- 3 – to select materials from different sources in an eclectic approach to the classroom use of materials
- 4 – as a basis for the adaptation of materials in order to make them more suitable for a particular course
- 5 – as a basis for improving materials (e.g. trailing your own materials or piloting a textbook)
- 6 – in order to edit materials produced by others
- 7 – in order to review proposed materials for a publisher
- 8 – in order to review published materials for a journal
- 9 – in order to decide on a recommended a course book for an institution or a Ministry of Education
- 10 – in order to help teachers or trainee teachers to develop their understanding of methodology and/or materials writing
- 11 – as a part of a research experiment

Tomlinson (1999) finalizes this issue as follows:

“the obvious but most important point is that there can be no one model framework for the evaluation of materials; the framework used must be determined by the reasons, objectives and circumstances of the evaluation.”

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the subjects, setting methods that are performed in order to carry out the general objectives.

3.1 Methodology

This study covers 2 main sections: the first section, which is quantitative, the second section, which is qualitative.

The first section (quantitative section) was conducted through survey research methodology. The data was obtained by questionnaires that are filled by the primary school students at 4th and 5th Grade level and their English teachers in 7 schools in Biga, Çanakkale. These are the state primary schools which started the teaching of English in the 4th Grade in primary levels in the 1997-1998 school year due to the 1997 Act of Turkish Ministry of National Education.

Apart from the first section, an interview that includes 29 questions was carried out with the teachers of English as a second section. (qualitative section)

3.2 Quantitative Section

3.2.1 Setting

Seven schools in Biga, Çanakkale were chosen to carry out the research. These are the primary schools which started to teach English in the fourth grade in the 1997-1998 school year.

3.2.2 Participants

The questionnaire was applied to seven state primary schools in Biga. These were the Key Stage 1 students who were studying at fourth and fifth grade (there were 187 fourth grade pupils, 156 fifth grade pupils)

3.2.3 Instrument

In order to carry out the research, 2 questionnaires were carried out both for the students and teachers.

Students' questionnaire has 69 questions under 27 sub-categories which are given below:

1. gender (question 1)
2. residence (question 2)
3. textbook's feature that reduces the differences between children's world and adult's world (question 3)
4. textbook's feature that reflects learner's culture and environment (question 4-5)
5. textbook's feature in the light of learners' characters according to their sex (question 6)
6. textbook's feature in the light of learner's characters according to opposite sex (question 7)
7. the relationship between the textbook's content according to the grammatical knowledge (question 8)
8. practice of previous units before starting a new unit (question 9)
9. the relationship between the textbook's activities and their effect in increasing learner's self confidence (question 10)

10. the relationship between the textbook's activities and their effect in increasing the communication among learners (question 11)
11. textbook's feature that shows that learning English is fun (question 12)
12. textbook's feature that reflects learner's daily life (question 13)
13. textbook's feature that reflects learner's inner world (question 14)
14. the instruction of the textbook's activities (question 15)
15. the level of interest according to the activities of the textbook (question 16-34)
16. learner's interaction and co-operation (question 35-36)
17. learner's participation into the lesson by the activities (question 37)
18. tests that measure learner's level (question 38-39)
19. textbook's principles in teaching (question 40-42)
20. textbook's layout (question 43-48)
21. the preparation for the unit as a warm up (question 49-55)
22. understanding the instruction of activities (question 56)
23. learner's need for TL (question 57)
24. learner's need for NL (question 58)
25. teaching the language (question 59-62)
26. readiness for learning (question 63)
27. the usage of extra material (question 64-69)

Teachers' questionnaire has 87 questions under 30 sub-categories and these sub-categories are given below:

1. gender (question 1)
2. experience (question 2)
3. professional improvement (question 3,4,5)

4. teachers' pack (question 4)
5. materials provided by the textbook (question 7-15)
6. textbook according to the level of the learners (question 16)
7. usage of the textbook by the teacher (question 17-22)
8. textbook in the light of the language teaching by the teacher (question 23-25)
9. textbook according to the level of the learners' motivation, experience and self confidence (question 26-28)
10. the textbook according to the communication among learners(question 29)
11. the quality of the textbook that shows that English in fun (question 30)
12. the usage of the textbook according to the learning principles (question 31,32)
13. the techniques of language teaching (question 33-44)
14. teaching shy students (question 45)
15. textbooks' quality according to learners' co-operation and interaction (question 46-47)
16. solving problems which are above the learners' level (question 48)
17. the participation of the learners into the lesson (question 49-55)
18. the tests which measure the learners level (question 60)
19. the teaching techniques (question 61-63)
20. the attention span (question 64)
21. the usage of teaching techniques (question 65-70)
22. the preparing of the lesson plans (question 71)
23. understanding of the instruction of the activities (question 72-74)
24. the need for the NL (question 75)
25. the need for the TL (question 76)

26. the level of exercises in the light of learner differences (question 77)
27. the relation of the textbook with the learners' daily life (question 78)
28. learners' readiness for learning new things (question 79)
29. the preparation of the learners into the lesson (question 80-86)
30. revision of the previous unit before starting a new unit (question 87)

The data were analysed using the SPSS 12.0 for Windows and Excel statistic programs. The frequencies, the percentages were calculated. Its significance was taken as 0.5.

3.3 Qualitative Section

3.3.1 Setting

6 English Teachers were interviewed in their schools.

3.3.2 Participants

These were the teachers who were working at those schools at that time. 3 of them were female and 3 of them were male. Normally there were 7 teachers involved in the study but one of the teachers did not want to participate the interview.

3.3.3 Instrument

An interview that consisted of 29 questions were carried out with these 6 teachers (3 male-3 female) and they were all video taped. One of the female teachers did not want to participate the interview so she was not interviewed. The questions and the texts of the interviews were given in one to one translation (because they were all taped in Turkish) in appendix 4.

CHAPTER FOUR

EVALUATION OF THE STUDY

4.0 INTRODUCTION

This chapter presents the findings obtained from the statistical analysis. The findings will be presented in three parts. Firstly, the data based on the answers of the fourth graders, secondly the data based on the answers of the fifth graders and thirdly the data based on the answers of the teachers.

4.1 Findings and Discussions

On the basis of the data obtained by the questionnaires, these results were found.

From the answers given on the questionnaires, firstly the gender of the learners was tried to find out. After having answered the first question; for the 4th grades, it was seen that 91 female, 96 male learners participated the research, for the 5th grades-89 female, 67 male learners participated the research. This shows that more female learners participated the research.

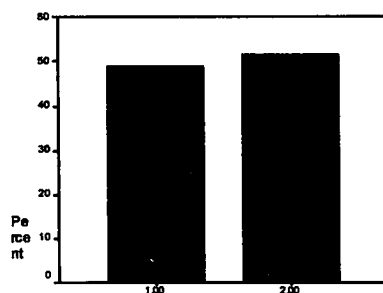


Figure3: The Distribution of Gender (fourth graders)

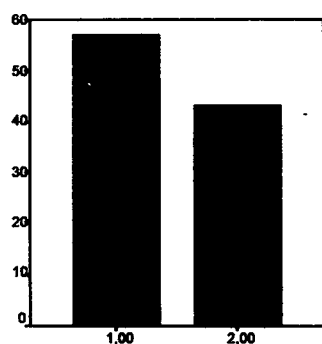


Figure3: The Distribution of Gender (fifth graders)

The second question was designed to find out the residence of the learners. For the 4th grades, the results were like these: 98 learners live in the rural area, 30 learners live in the country, 59 learners live in the inner city. As for the 5th grades 76 learners live in the rural area, 34 learners live in the country, 46 learners live in the inner city. As a result, the learners who lived in the rural areas were the majority and no learner lived in the city-centre.

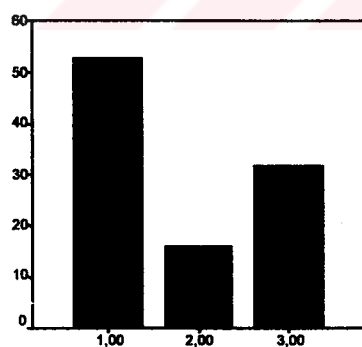


Figure4: The Distribution of Residence (fourth graders)

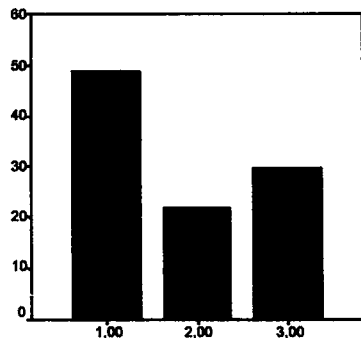


Figure4: The Distribution of Residence (fifth graders)

The next question tried to find out the fact which was about expressing the difference between adults and children in the teaching field. In the class, the teacher, as an adult, is an example from adults' world whereas learners, as children, are examples from children's world. So, the textbook in this situation is the tool which helps to reduce this handicap. From the answers given by the 4th grades-44.4 % of the learners; as for the 5th grades-42.9 % of the learners gave the '4' (always) choice as the common answer. It can be said that the great majority of the learners believe that by using the textbook, their teachers can reach their world.

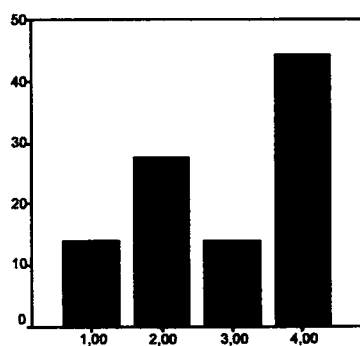


Figure5: The Distribution of Textbook's Feature that Reduces the Differences between Children's World and Adult's World (fourth graders)

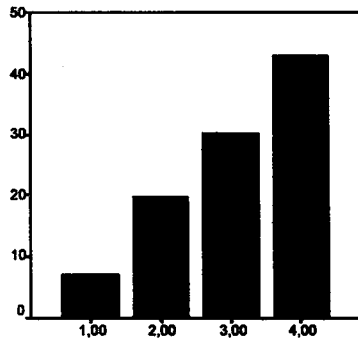


Figure5: The Distribution of Textbook's Feature that Reduces the Differences between Children's World and Adult's World (fifth graders)

In the 4th and 5th questions, the relationship between the textbook and the learners' culture and the environment they are living in was questioned. The main aim of these two questions was to find whether the textbook reflects these aspects or not. By looking at the answers from the 4th grades, '1' (never) choice was given as a common answer in the percentage of 35.2. As for the 5th grades, the learners focused on 3 answers like: '2' (sometimes) in the percentage of 28.5; '3' (often) in the percentage of 24.7; '4' (always) in the percentage of 28.5. In this case, for the 4th grades, it can be stated that the textbook does not show many similarities with the learners' culture and environment. A clear statement can not be given for the 5th grades.

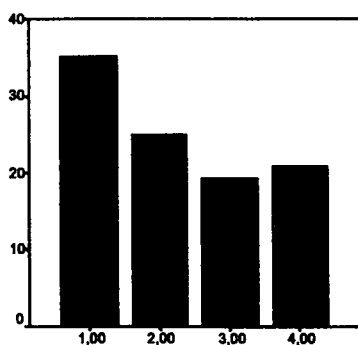


Figure6: The Distribution of Textbook's Feature that Reflects Learner's Culture and Environment (fourth graders)

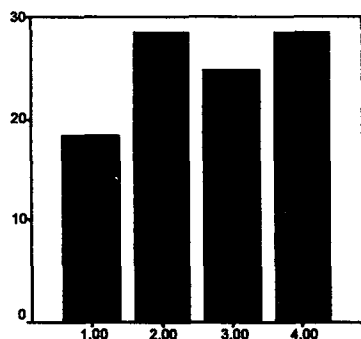


Figure6: The Distribution of Textbook's Feature that Reflects Learner's Culture and Environment (fifth graders)

In the question 6, the textbook's feature in the light of learners' characters to learners' sex was questioned. It is generally known that male learners can be easily interested in the things which are from them and this is the same as the females. It is like boys like cars, girls like dolls. For 4th grades, 2 (sometimes), 3(often) choices were given closely as 2 (sometimes) in the percentage of 34.8;3 (often) in the percentage of 30.5. When 5th grades' were looked at, it was seen that 2(sometimes) choice was given in the percentage of 40.4.

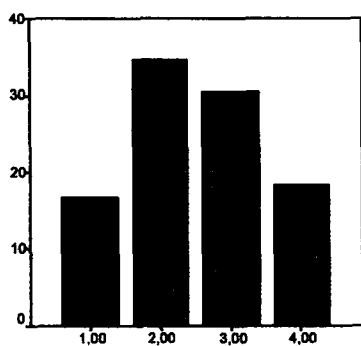


Figure7: The Distribution of Textbook's Feature in the Light of Learners' Characters According to Their Sex (fourth graders)

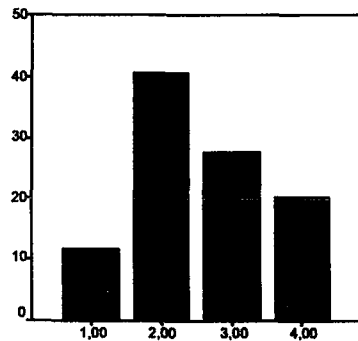


Figure7: The Distribution of Textbook's Feature in the Light of Learners' Characters According to Their Sex (fifth graders)

The textbooks feature in the light of learners' characters according to opposite sex was focused on in question 7. It can be said that young learners' attention is very little and their interest goes on as long as the topics are relevant to them, in the opposite situation the case changes if the topics they study are not relevant to them, especially if the opposite sex is considered. 2 (sometimes) choice was given by both grades and 39.8% by the 4th grades and 43.9% by the 5th grades. In this situation, the textbook's feature was not considered mostly by the both grades.

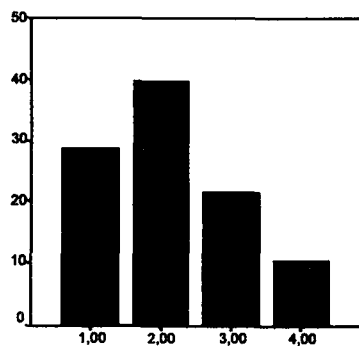


Figure8: The Distribution of Textbook's Feature in the Light of Learner's Characters According to Opposite Sex (fourth graders)

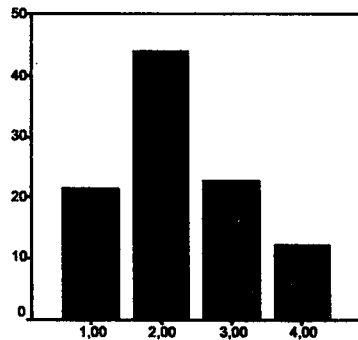


Figure8: The Distribution of Textbook's Feature in the Light of Learner's Characters According to Opposite Sex (fifth graders)

The 8th question focused on the content of the books in terms of the grammatical knowledge. The aim was to find out whether the textbook implies the grammatical rules of English. This time, 84 % of the 4th Grade learners said '1' (Yes) and 84.6 % of the 5th Grade learners gave the same answer, too, as a common answer. Parallel to these answers, it can be said that the textbook implies the grammar rules of English.

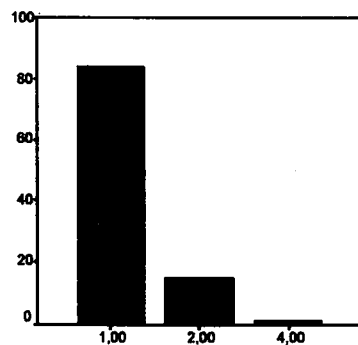
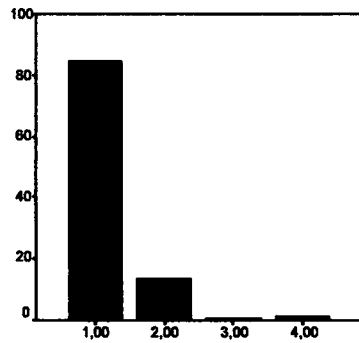


Figure9: The Distribution of the Relationship between the Activities Content According to the Grammatical Knowledge (fourth graders)



According **Figure9:** The Distribution of the Relationship between the Activities Content to the Grammatical Knowledge (fifth graders)

In the 9th question, the practice of previous units before starting to a new one was tried to find out. 80.7 % of the 4th grade learners said '1' (Yes) and the same answer was given by the 5th grade learners in the percentage of 75.6. In this situation, it can be said that the textbook practises the previous units before starting a new one.

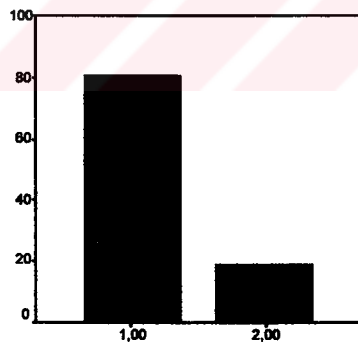


Figure10: The Distribution of the Practice of Previous Units before Starting a New Unit (fourth graders)

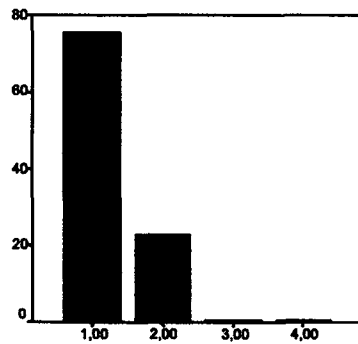


Figure10: The Distribution of the Practice of Previous Units before Starting a New Unit
(fifth graders)

The relationship between the textbook's activities and how they increase the learners' self confidence is one of important key factors and the more the learner is self confident, the more barriers he/she overcomes in the language learning. After having analysed the results in question 10, it was seen that 41.7 % of the 4th grades, 53.2 % of the 5th grades chose '4' (always) choice as an answer. In this picture, it can be said that the 5th grades are more self-confident than the 4th grades and the activities of the textbook help them.

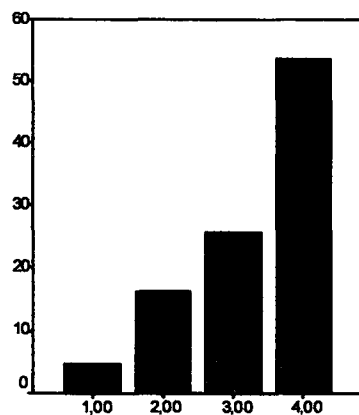


Figure11: The Distribution of the Relationship between the Textbook's Activities and Their Effect in Increasing Learner's Self Confidence (fourth graders)

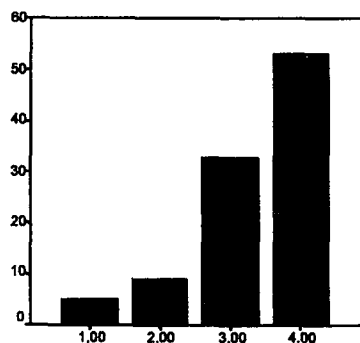


Figure11: The Distribution of the Relationship between the Textbook's Activities and Their Effect in Increasing Learner's Self Confidence (fifth graders)

In question 11, the relationship between the textbook's activities and how they increase the communication of the learners was focused on. The main aim was to see how much this feature makes the learning of the language easy for the learners. It was seen that 41.7 % of the 4th grades; 47.4 % of the 5th grades say '4' (always) choice to this question. So, it is understood that the activities help the learners in communicating with each other.

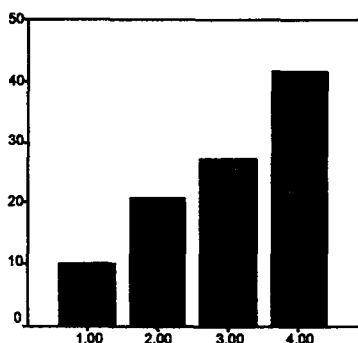


Figure12: The Distribution of the Relationship between the Textbook's Activities and Their Effect in Increasing the Communication among Learners (fourth graders)

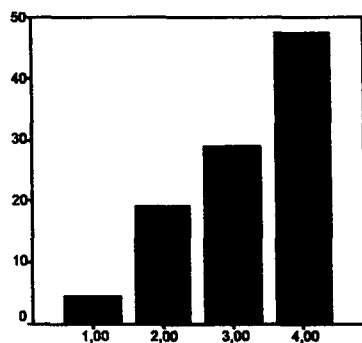


Figure12: The Distribution of the Relationship between the Textbook's Activities and Their Effect in Increasing the Communication among Learners (fifth graders)

In question 12, the main aim was to prove that learning English is fun. This feature talks about itself very simply and the results were like these: 57.8 % of the 4th grades, 58.7 % of the 5th grades thought '4' (always) choice as an answer. So, the learners believe that learning English is fun.

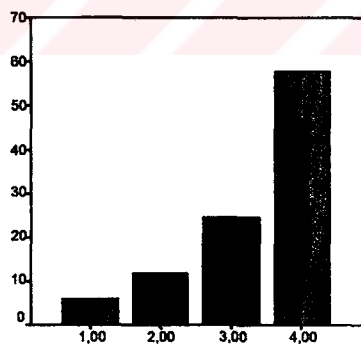


Figure13: The Distribution of Textbook's Feature that Shows that Learning Fun (fourth graders)

English is

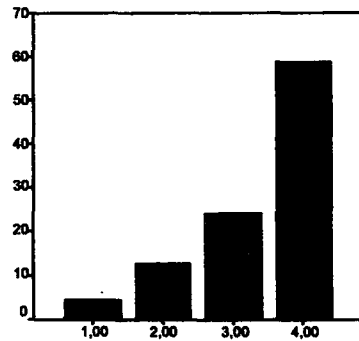


Figure13: The Distribution of Textbook's Feature that Shows that Learning English is Fun (fifth graders)

Whatever happens in the classroom should reflect whatever happens in the daily life of the learners. This quality makes the learning easier and question 13 was related to this fact. The 4th grade gave 3 close answers as in the following: 35.8 % said '2' (sometimes) choice, 25.7 % said '3' (often) choice, 24.6 % said '4' (always). The 5th grades gave 2 close answers as '2' (sometimes) choice in the percentage of 40.4 and '3' (often) choice in the percentage of 31.4. So, in this case no clear statement can be given.

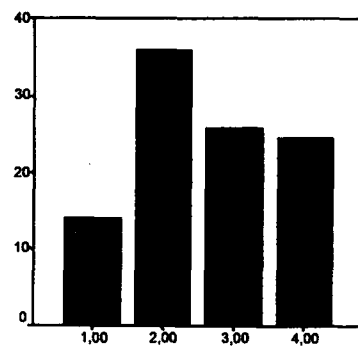


Figure14: The Distribution of Textbook's Feature that Reflects Learner's Daily Life (fourth graders)

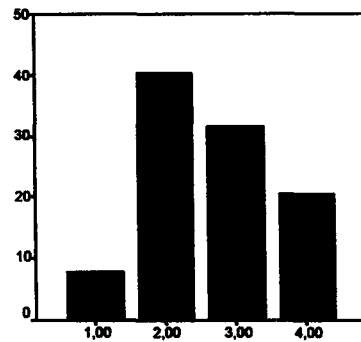


Figure14: The Distribution of Textbook's Feature that Reflects Learner's Daily Life (fifth graders)

In the 14th question, whether the activities of the textbook show similarities to the learners' inner world or not was tried to find out. For the 4th grades, 75.9 % of the learners said '1' (Yes) as a majority; for the 5th grades, 67.9 % of the learners said '1' (Yes) as a majority, too. In this picture, by looking at the answers, it can be said that the activities of the textbook show similarities with the learners' inner world.

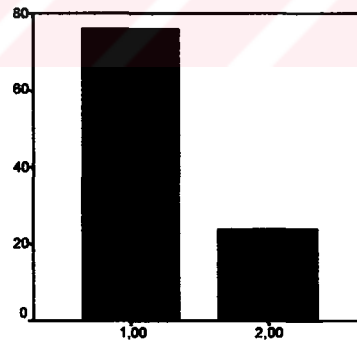


Figure15: The Distribution of Textbook's Feature that Reflects Learner's Inner World (fourth graders)

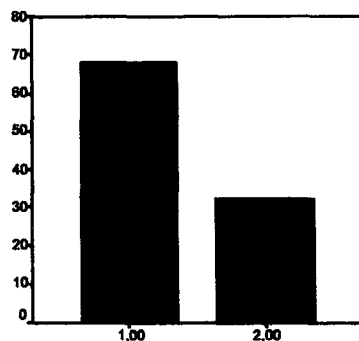


Figure15: The Distribution of Textbook's Feature that Reflects Learner's Inner World (fifth graders)

In the 15th question, the instruction of the activities was focused on. It tried to find out whether the instruction of the activities was given in details or not. For the 4th grades, 84.5 % of the learners; for the 5th grades, 81.4 % of the learners said '1' (yes). In this picture, it is understood that the instruction of the activities of the textbook was given in details.

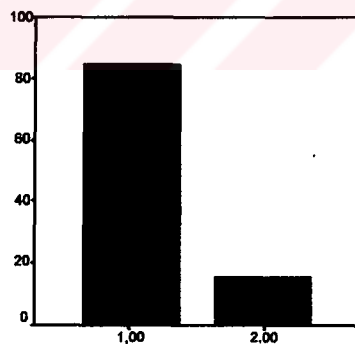


Figure16: The Distribution of the Instruction of the Textbook's (fourth graders)

Activities

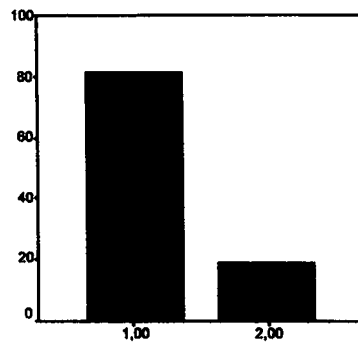


Figure16: The Distribution of the Instruction of the Textbook's Activities (fifth graders)

Between the questions 16 and 34, learners' level of interest was tried to find out. 19 different activities were given as choices and learners were asked how much these activities arouse their interest. As a total, for the 4th grades, 55.8 % of the learners, for the 5th grades 52 % of the learners chose '1' (never) choice. In teaching area, learners' interest is a very important factor which helps to open the door of the success but it is seen that the textbook does not appeal to the learners' interest in this situation.

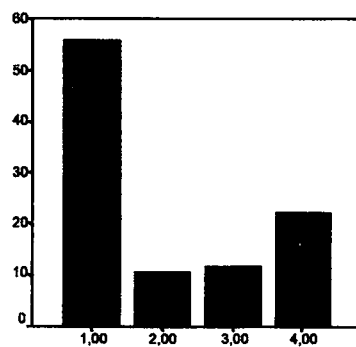


Figure17: The Distribution of the Level of Interest According to the Activities of the Textbook (fourth graders)

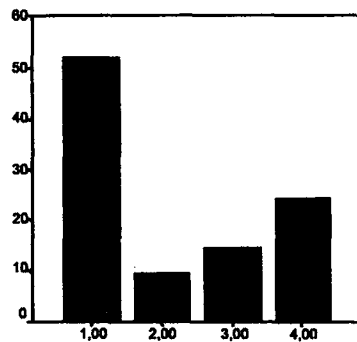


Figure17: The Distribution of the Level of Interest According to the Activities of the Textbook (fifth graders)

In the 35th and 36th question, the effect of the textbook in learners' interaction and co-operation was tried to find out. For the 4th grades, the answers were very close to each other but by looking at the answers, '4' (always) choice was the common one in the percentage of 29.9, the same event happened for the 5th grades and their common answer was '4' (always) in the percentage of 33. So it is understood that the textbook highly involves the learners' co-operation and interaction.

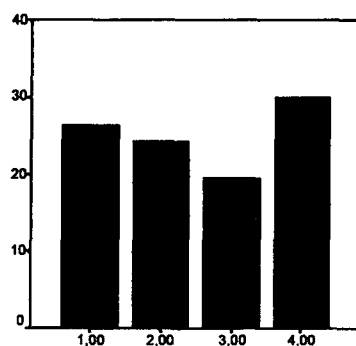


Figure18: The Distribution of Learner's Interaction and Co-operation (fourth graders)

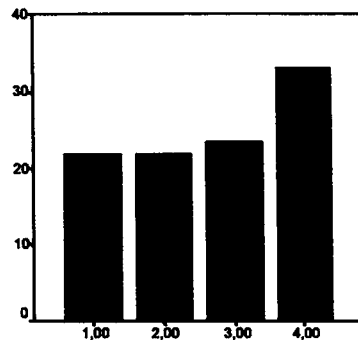


Figure18: The Distribution of Learner's Interaction and Co-operation (fifth graders)

In the 37th question, learners' participation into the lesson by the activities of the textbook was questioned. Learners' potential is very important in participating an activity. It is inevitable that the more learners understand, the more they take part in activities. For the 4th grades, the answer to this question was '2' (no) in the percentage of 64.2; for the 5th grades the answer was '2' (no), too, in the percentage of 69.2. This means that learners do not find any difficulties in participating the activities of the textbook.

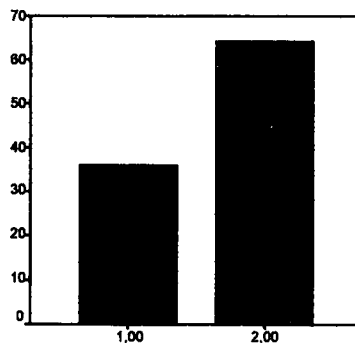


Figure19: The Distribution of Learner's Participation into Lesson by the Activities (fourth graders)

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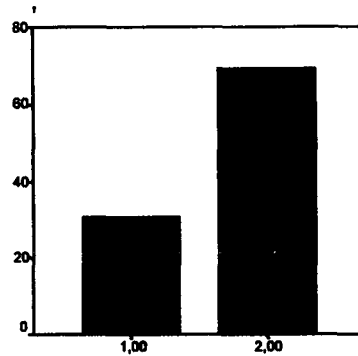


Figure19: The Distribution of Learner's Participation into the Lesson by the Activities (fifth graders)

In the 38th and 39th questions, an important tool which is used for measuring the learners' knowledge was focused on. It was tried to find out the function of the textbook's tests. By the given answers, 64.4 % from the 4th grades, 62.8 % from the 5th grades, it can be said that the textbook has not got enough tests which can help the learners to check their knowledge.

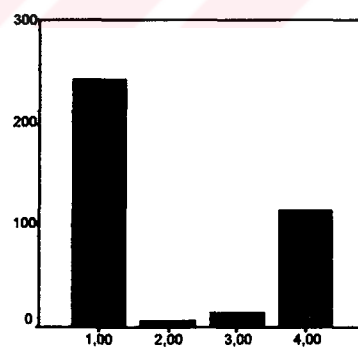


Figure20: The Distribution of Tests that Measure Learner's Level (fourth graders)

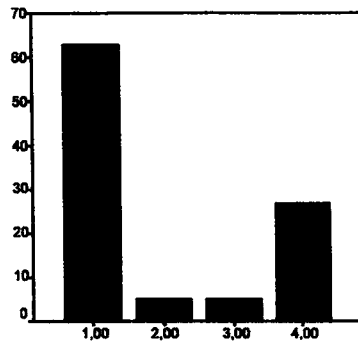


Figure20: The Distribution of Tests that Measure Learner's Level (fifth graders)

In questions, 40, 41, 42, the learning principles of the textbook was focused on by giving three alternatives such as the lying of the subjects; A- teaching from simple to complex; B-teaching from abstract to concrete C-the relationship of the units with each other. The 4th grades mainly focused on two answers as '1' (never) choice in the percentage of 47.2 and '2' (sometimes) choice in the percentage of 25.7. For the 5th grades, the situation was the same as little changes in the amount. They gave '1' (never) choice in the percentage of 38.5 and '2' sometimes choice in the percentage of 29.9. In this picture, a clear statement cannot be made.

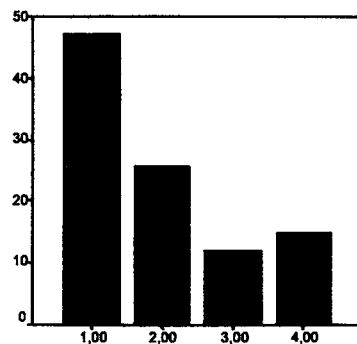


Figure21: The Distribution of Textbook's Principles in Teaching (fourth graders)

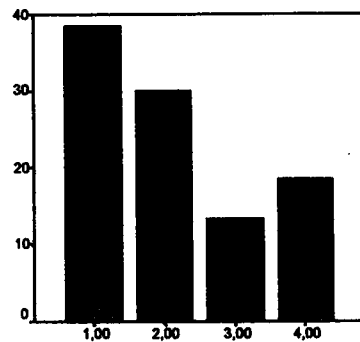


Figure21: The Distribution of Textbook's Principles in Teaching (fifth graders)

In the questions between 43-48, a very important factor that attracts the attention of the learners was tried to find out and that was the layout of the textbook and how much it increased the interest of learners. When the answers were analysed, it was seen that the answers of the 4th grades were very close to each other but they gave '1' (never) choice as a common answer in the percentage of 37.7. The same state continued for the 5th grades. Their answers were very close to each other, too. But this time '2' (sometimes) was given as a common answer in the percentage of 26.7. As a result, it can be said that for the 4th grades, the layout of the textbook (the coverage, the quality of the papers and its coloured illustration ...etc) does not increase the interest of them but for the 5th grades, this factor sometimes increases their interest.

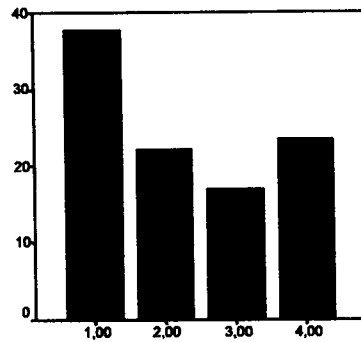


Figure22: The Distribution of Textbook's Layout (fourth graders)

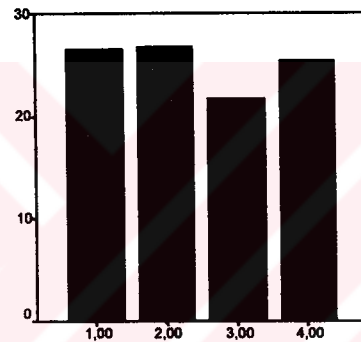


Figure22: The Distribution of Textbook's Layout (fifth graders)

In the questions between 49 and 55, the preparation of the learners before starting a unit with the activities of the textbook was tried to find out. These activities such as dialogues, brain-storming, reading, speaking, listening, giving examples from real life situations were given as choices but for the both grades '1' (never) choice was given in the percentage of 72.8 for the 4th and 65.5 for the 5th grades. So, in this

case the textbook is insufficient in preparing the learners for the new unit.

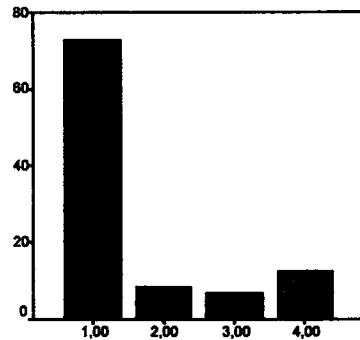


Figure23: The Distribution of the Preparation for the Unit as a Warm Up (fourth graders)

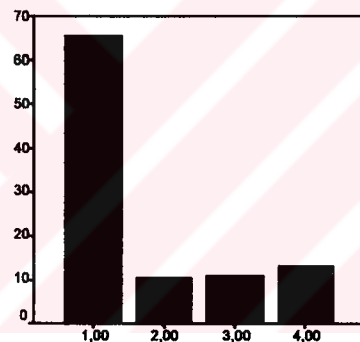


Figure23: The Distribution of the Preparation for the Unit as a Warm Up (fifth graders)

The question 56 focused on the learners' comprehension of the instruction of the exercises in the textbook. Naturally, if a learner does not understand what to do, he/she can not do it. So, the instructions should be very simple. For the 4th grades, '1' (Yes) was given in the percentage of 72.8 and the same answer was given in the percentage of 88.5 for the 5th grades. In this case, it can be said that both grades understand the instruction of the exercises but the 5th grades understand more.

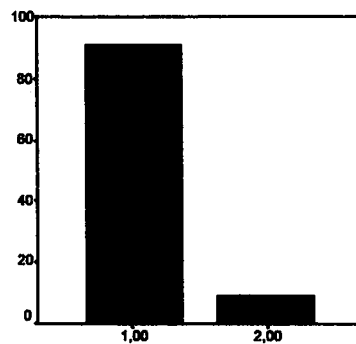


Figure24: The Distribution of Understanding the Instruction of Activities (fourth graders)

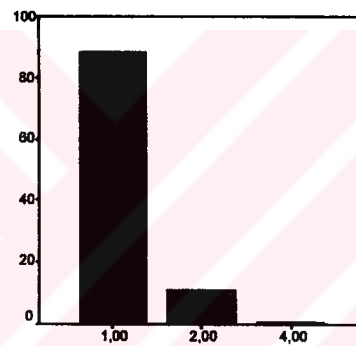


Figure24: The Distribution of Understanding the Instruction of Activities (fifth graders)

In question 57, learners' usage of the target language was tried to find out. It aimed to find whether the textbook increased the usage of the target language or not. For the 4th grades, '1' (Yes) choice was given in the percentage of 85.6 and the same answer was given in the percentage of 94.2 by the 5th grades. This shows that the use of the textbook helps to use the target language

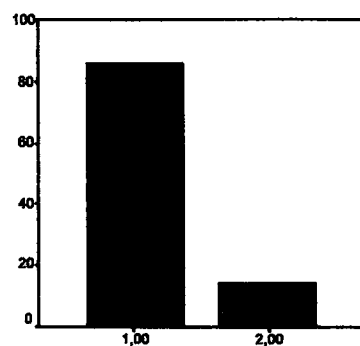


Figure25: The Distribution of Learner's Need for TL (fourth graders)

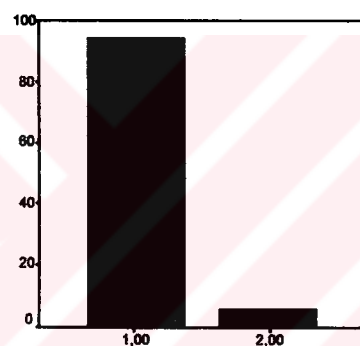


Figure25: The Distribution of Learner's Need for TL (fifth graders)

In question 58, learners' usage of the native language was tried to find out. It aimed to find whether the textbook increased the usage of the native language or not. '1' (Yes) choice was given in the percentage 58.8 by the 4th grades whereas the same answer was given in the percentage of 65.4 by the 5th grades. So, it can be said that the usage of native language is lower in the 4th grades than the 5th grades.

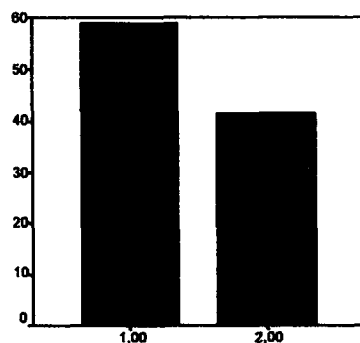


Figure26: The Distribution of Learner's Need for NL (fourth graders)

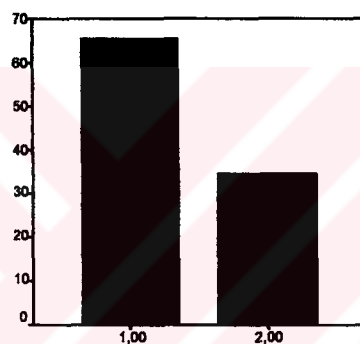


Figure26: The Distribution of Learner's Need for NL (fifth graders)

In questions between 59 and 62, the learning styles of the learners in learning a language and how the textbook helps to achieve this aim was tried to find out by giving 4 different methods such as A-breaking the language down into discrete items and learning them bit by bit; B-concentrating on the general meaning but not on anything else and understand the things in a holistic way; C-focusing on the general message, not on the subjects one by one; D-learning without concentrating on every single item and their relations with each other. Both for the 4th and 5th grades, the answers were varied in 3 choices as '2' (sometimes), '3' (often), '4' (always) and they were close to each other. For the 4th grades: '2' (sometimes) choice was given in the percentage of 29.9; '3' (often) choice in the percentage of 23.9; '4' (always) in the percentage of 31.1. As for the 5th grades, '2' (sometimes) choice was given in the

percentage of 27.4; '3' (often) choice in the percentage of 25.8, '4' in the percentage of 28.7. In this picture, a clear statement cannot be given.

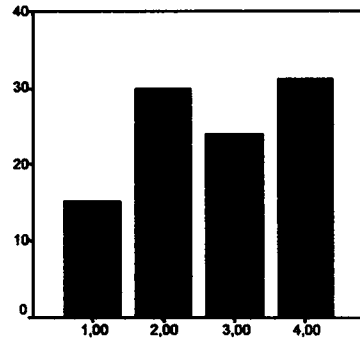


Figure27: The Distribution of Teaching the Language (fourth graders)

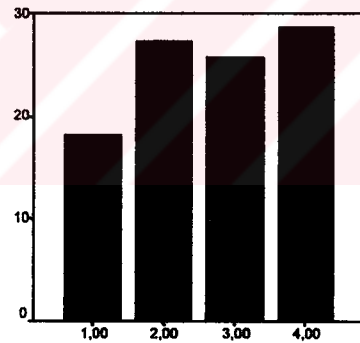


Figure27: The Distribution of Teaching the Language (fifth graders)

In question 63, learners' readiness for learning and the textbook's effect into was tried to find out. Generally, everyday, especially young learners come to class with new knowledge and add more to them at the end of the day. When these two grades were compared to each other in this question, it can be said that this situation was truer of the 4th grades because they gave '4' (always) choice in the percentage of 52.4 because the same answer was given in the percentage of 37.2 by the 5th grades.

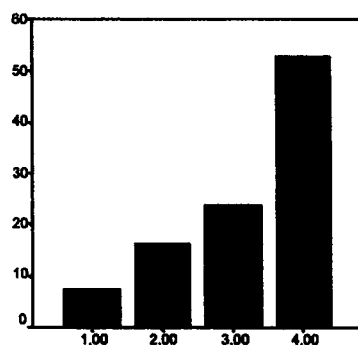


Figure28: The Distribution of Readiness for Learning (fourth graders)

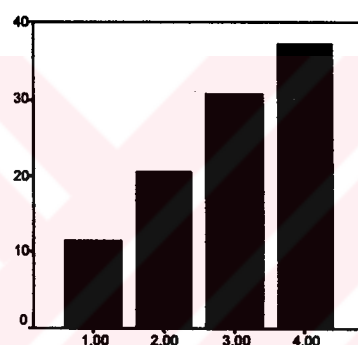


Figure28: The Distribution of Readiness for Learning (fifth graders)

In teaching a language, using a wide range of materials is a very important factor and if these materials are used in a skilful and purposeful way, the teaching can achieve a success easily. In the questions between 64-69, whether the textbook provided extra materials such as flashcards, pictures, posters, tests, worksheets, quiz was tried to find out. After the analysis, it was seen that the textbook was lack of these materials because the 4th grades gave '1' (never) choice in the percentage of 99.9 and the same answer was given in the percentage of 99.5 by the fifth grades.

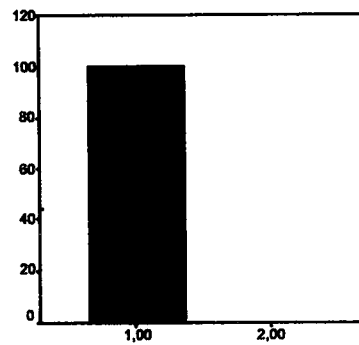


Figure29: The Distribution of the Usage of Extra Materials (fourth graders)

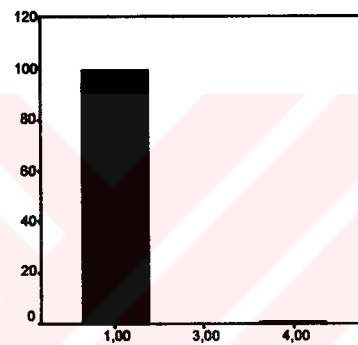


Figure29: The Distribution of the Usage of Extra Materials (fifth graders)

After having given the results of the learners, the next step is to analyze the answers of the English teachers who teach these learners.

Firstly, to uncover the personal profiles of the English teachers in this research, 10 socio-demographic questions were asked to them. The responses of the teachers are given below.

Of the 7 teachers who participated this research, 4 of them were female and 3 of them were male according to their gender distribution.

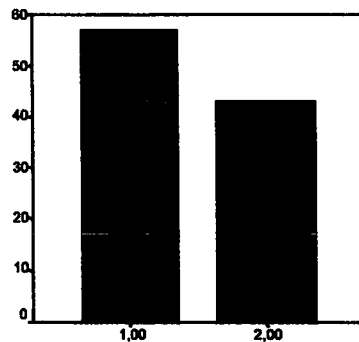


Figure30: Distribution of Gender

Then, in the interviews the educational background of these teachers was tried to find out to see how many of them graduated from the department of English Language Teaching. Also, in this step, the main idea was to determine the state whether these teachers were qualified in this area or not. It was seen that only one teacher graduated from the department of English Language Teaching. The other 6 of the English teachers' educational background was varied. One of them graduated from Math Teaching; one of them graduated from Theology Department, one of them graduated from Turkish Language Teaching Department, one of them graduated from Stockton State College, in America, one of them graduated from Primary School Teaching. As Zehir (2002) in her study, stated that due to the lack of English teachers who work in this area after key stage I 4th and 5th grades were included in the foreign language programs in 1997-1998 teaching year, these 6 teachers who were not graduates of English Language Teaching Department flooded into the profession.

The teacher, who graduated from English Language and Literature, attended a training program in his university. The teacher, who graduated from Stockton State College entered the KPDS examination and got a score above 80 which helps her to enter the English lessons. The teacher, who graduated from Maths Teaching, graduated from Anatolian High School and he attended an English Course while he was studying in the university but he holds no certificate. The teacher who graduated

from Theology Department holds no certificate either; the reason behind why he enters the English Lessons is he's a foreign language teacher, as well. Because his profession is teaching Arabic. The person who graduated from Turkish Language Teaching got a certificate from the Ministry of Education in Orhangazi, Bursa. The person, who graduated from Primary School Teaching, got a certificate from YADEM, Çanakkale. Although English language teaching requires qualified, competent and well-trained professionals, it is possible to tell of these 6 teachers are not the experts in this area.

In the 2nd question, the teaching experience of these 7 teachers participating in the study was taken into account and it was seen that 3 of the teachers had less than one year experience, 3 of them had the experience between 5 and 9 years and only one of them had been teaching more than 10 years.

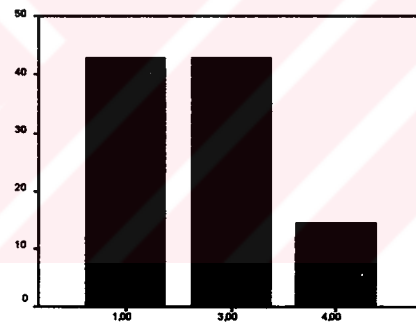


Figure31: Distribution of Experience

In the 3rd question, the teachers were asked whether they were members of national or international associations or not. It was seen that none of them were members of national or international associations. This finding shows that these teachers do nothing for their professional development.

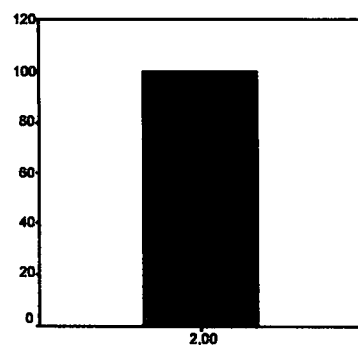


Figure32A: Distribution of the Professional Improvement (member of associations)

In the 4th question, they were asked if they follow professional journals or not. From the responses, it was found out that 28.6 of the teachers did this activity but 71.4% of them do not follow any journals. This fact supports that these English teachers don't stay current with their profession very much.

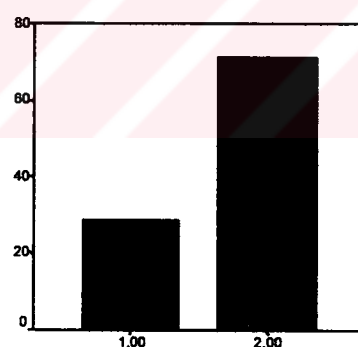


Figure32B: Distribution of the Professional Improvement (following professional journals)

In the 5th question, the teachers were asked whether they attend in-service training, seminars, conferences on English Language Teaching and about the group they are teaching or not. The responses explain that none of them did such activities and this fact claims that these teachers do not follow the new trends.

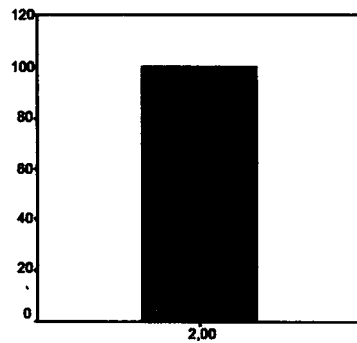
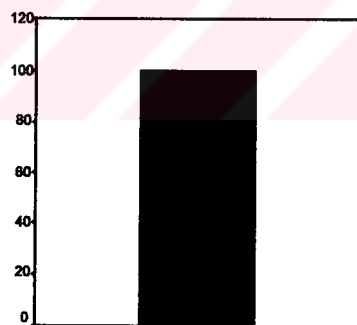


Figure32C: Distribution of the Professional Improvement (attending seminars...etc)

In the 6th question, they were asked whether they have the teachers' book of the textbook they have been using. It was found out that none of them had it. Teachers' Book is a very important guidance in order to use the textbook effectively but the finding shows that these 7 English teachers could not get this possibility.



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Figure33: Distribution of Teachers' Pack

Between the questions 7 and 15, the teachers were asked the teachers' pack of the textbook they have been using. It was seen that the textbook did not provide any materials such as cassettes, video-cassettes, CDs, flashcards, pictures, posters, tests, worksheets, quizzes. When the language teaching is considered, the education of English Language is lack of these materials because the textbook does not provide them.

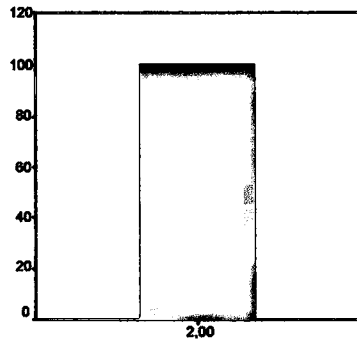


Figure34A: Distribution of the Materials Provided by the Textbook (cassettes)

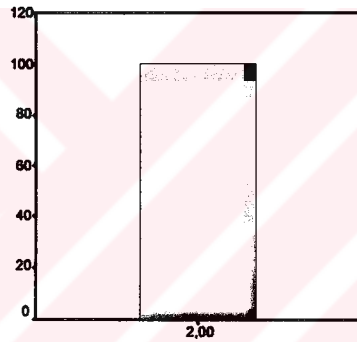


Figure34B: Distribution of the Materials Provided by the Textbook (video-cassettes)

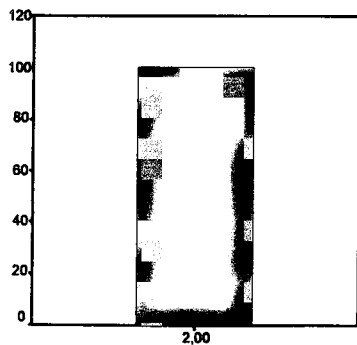


Figure34C: Distribution of the Materials Provided by the Textbook (cds)

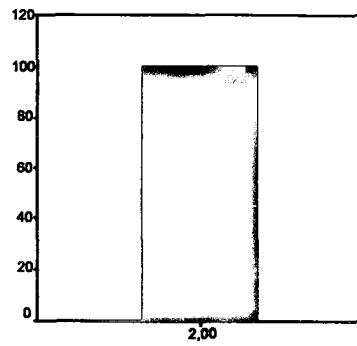


Figure 34D: Distribution of the Materials Provided by the Textbook (flash-cards)

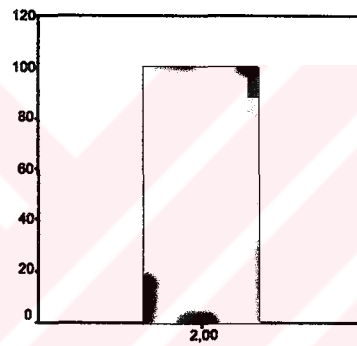


Figure 34E: Distribution of the Materials Provided by the Textbook (pictures)

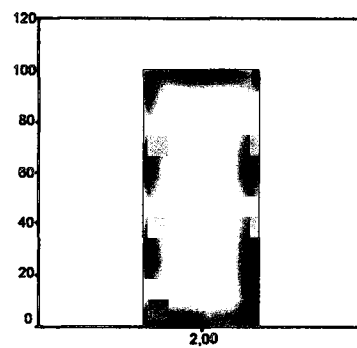


Figure 34F: Distribution of the Materials Provided by the Textbook (posters)

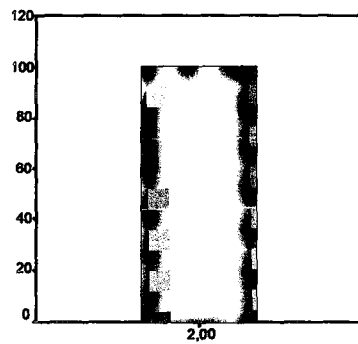


Figure34G: Distribution of the Materials Provided by the Textbook (tests)

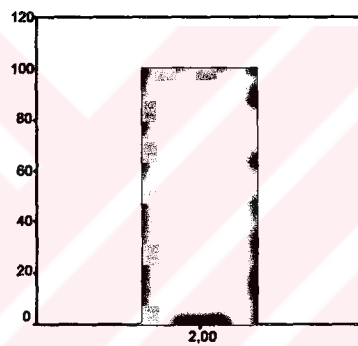


Figure34H: Distribution of the Materials Provided by the Textbook (worksheets)

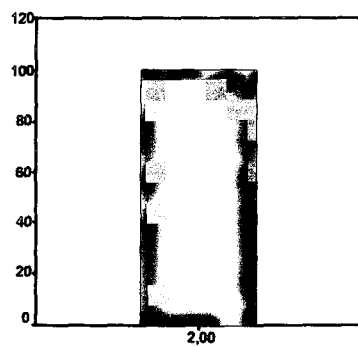


Figure34I: Distribution of the Materials Provided by the Textbook (quiz)

In the question 16, the teachers' usage of the textbook according to the level of the learners' was questioned. As being an adult, it is not very easy to teach young learners because in the class, the teacher is a member of adult world whereas the learners are the members of the children world. So, in this case, the textbook should help to overcome this handicap. According to the responses given by the teachers, it was seen that the textbook did not play an important role in solving this situation because '2' (sometimes) choice was given in the percentage of 42.9 as a common answer.

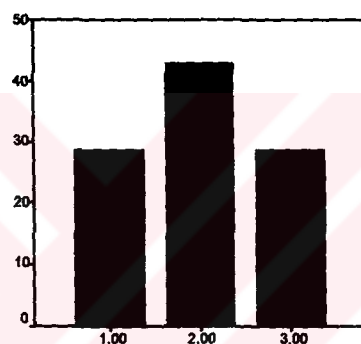


Figure35: Distribution of the Usage of the Textbook According to the Level of the Learners

Between the questions 17-22, the usage of the textbook by the teacher was questioned. This feature was asked in 6 different ways: a- the usage of the textbook as it has been taught in teachers' education period; b- the usage of the textbook according to the learners' development and learning stages; c- the usage of the textbook according to the learners' social and cultural aspects; d- the usage of the textbook according to the features of the place where the learners are living; e- the usage of the textbook according to the learners' gender; f- the usage of the textbook according to the expectations of families. The responses were not static and were mainly focused on 2 choices as '1' (never) choice in the percentage of 31 and '3' (often) choice in the percentage of 38.1. So, a clear statement cannot be given.

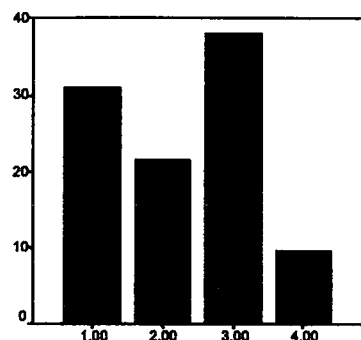


Figure36: Distribution of the Usage of the Textbook by the Teacher

In questions 23 and 25, the usage of the textbook in the light of language teaching was tried to find out. 3 different methods were given as a- to teach the language as a general whole not teaching it with details like rules, structures, tenses...etc; b- to teach the language without concentrating on every single word; c- to teach the language by focusing on the general message by using the activities of the textbook with facial expressions, gestures, mimics,...etc. From the findings, it was understood that in the percentage of 47.6 ('4' (always) response) they always used them.

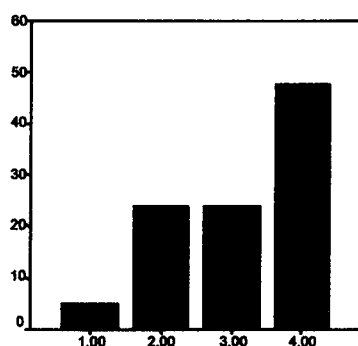


Figure37: Distribution of the Usage of the Textbook in The Light of the Language Teaching by the Teacher

A textbook should increase the motivation of the learners. By this way, an ideal learning can be fulfilled. In question 26, the feature of the textbook which

increases the motivation of the learners was questioned. From the given answer '2' (sometimes) choice in the percentage of 42, it can be said that the textbook does not increase the motivation of the learners much.

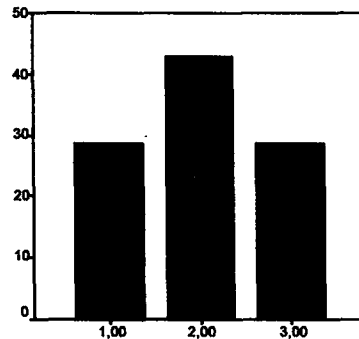


Figure 38: Distribution of Textbooks' Increasing Learners Motivation

In the learning process, the learners experience many things which are sometimes painful and sometimes enjoyable for them. In the question 27, the feature of the textbook which makes the learners experience their learning of English in an enjoyable way was questioned. '2' (sometimes) choice was given in the percentage of 57.1 and it can be said that the textbook does not help the learners to experience their learning of English in an enjoyable way largely.

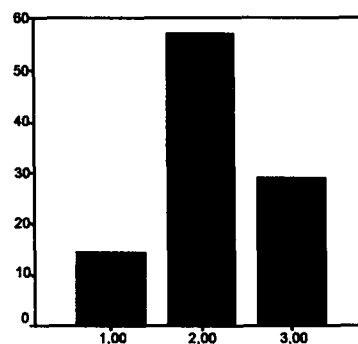


Figure 39: Distribution of Textbooks' Increasing Learners' Experience in Their Learning of English in an Enjoyable Way

Self-confidence is one of the important factors that the learners should have. It can be said that the more self-confident the learners are, the more successful they can be. In the question 28, this statement was tried to find out. The teachers were asked how much the textbook increased the self-confidence of the learners. The teachers responded to this question as '2' (sometimes) in the percentage of 57.1. In this picture, it can be said that the textbook does not play an important role in increasing the self-confidence of the learners very much.

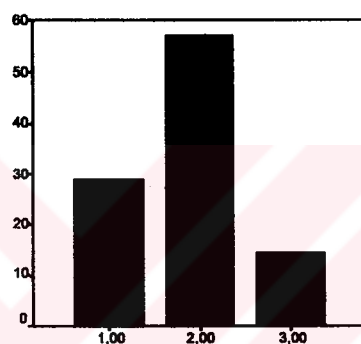


Figure 40: Distribution of Textbooks' Increasing Learners' Self-confidence

While the learners are doing the activities in the textbook, the communication among them increases. This question, 29, was tried to find this effect. The teachers were focused on '2' (sometimes) choice in the percentage of 85.7. It can be considered that the textbook does not increase the communication among learners very much.

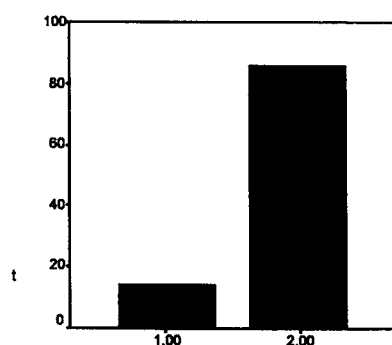


Figure41: Distribution of the Usage of the Textbook According to the Communication among Learners

In the question 30, the textbook's feature, which shows that learning English is fun, was questioned. This statement talks about itself and again, '2' (sometimes) was given in the percentage of 85.7. So, it can be said that the textbook does not reflect this feature much.

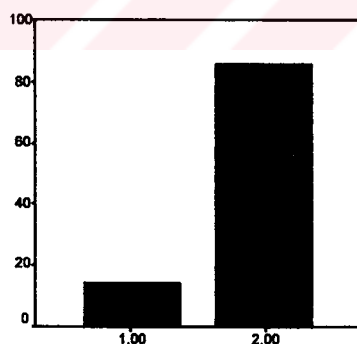


Figure 42: Distribution of the Quality of the Textbook that Shows That English is Fun

In question 31 and 32, the preparation of the textbook according to the learning principles was questioned. 2 principles were given as: a- to teach the language with the traditional method as breaking the language down into discrete

items and learning them bit by bit; b- to teach the language in a holistic way by focusing on the general message. The teachers centered on 2 answers '1' (never) in the percentage of 35.7 and '3' (often) in the percentage of 42.9. In this picture, a clear statement cannot be given.

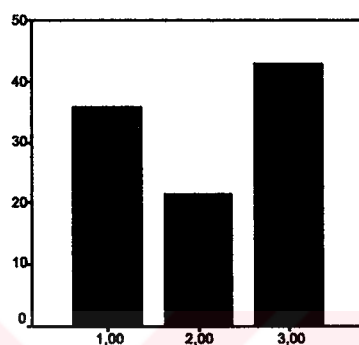


Figure43: Distribution of The Usage of The Textbook according to The Learning Principles

Between the questions 33 and 44, the language teaching techniques which are used in the book were questioned. The usage of stories, poems, songs, games, role-plays, drama, daily conversations of the characters, comics, puzzles, jingles, speaking cards in the textbook was questioned. Two common answers were given as '1' (never) in the percentage of 46.4; '2'(sometimes) in the percentage of 42.9. These two answers are close to each other but '1' (never) choice has the majority. It can be said that the textbook does not use these techniques largely, which is not a good feature for the textbook for the young learners because these are the activities which young learners tend to participate most of the time due to their learning psychology.

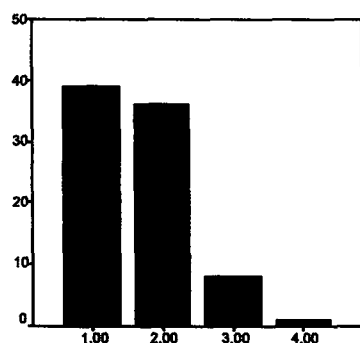


Figure44: Distribution of the Techniques of Language Teaching

In the classroom atmosphere, not all the learners are the same. There may be active ones and on the other hand there may be quiet ones. Question 45 tried to find out whether the textbook encourages the shy learners to participate into the activities. The teachers believe that the textbook does not appeal to these learners because '1' (never) was given in the percentage of 57.1. So by using the textbook, it is very hard to participate the shy learners into the lesson.

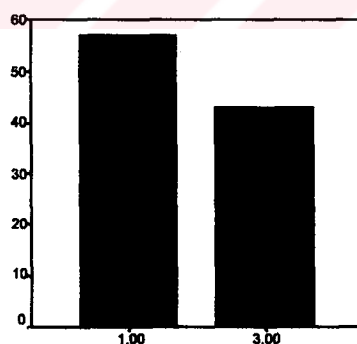


Figure45: Distribution of the Teaching Shy Students

In learning, group-work and exchanging ideas in solving the problems play an important role. In questions 46 and 47, this statement was questioned. Two close answers were given as '2' (sometimes) in the percentage of 35.7 and '3' (often) in the percentage of 42.9. In this situation, a clear statement cannot be given

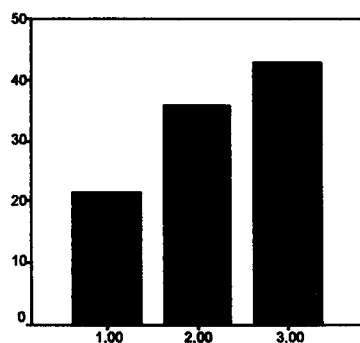


Figure46: Distribution of Textbooks' Quality According to Learners' Co-operation and Interaction

In question 48, the statement which is about solving problems which are above the learners' level was questioned. By the given answer, 42.9 %, '2' (sometimes) it is seen that the textbook does not have this quality fully. The participation of the learners into the lesson has an important factor in teaching and by the activities; the textbook constitutes an important role in achieving this.

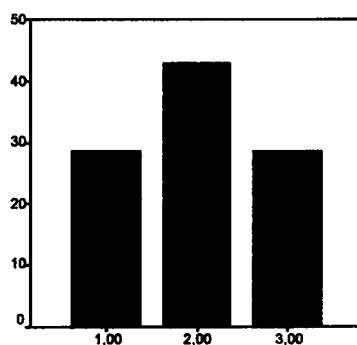


Figure47: Distribution of Solving Problems Which Are above the Learners' Level

Between the questions 49 and 59, 11 different activities such as guided pair work, group work, question and answer, role-play, drama, individual work, review activities, grammar games, communication games, demonstrations, simulations were given. In the percentage of 40.3 ('2'sometimes), the teachers believe that the

textbook sometimes helps them in using these activities and this shows that the textbook is not sufficient enough in covering these issues.

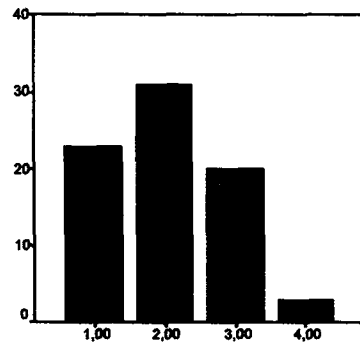


Figure48: Distribution of the Participation of the Learners into the Lesson

Tests are important tools which help to measure the learners' capacities. In question 60, measuring the learners' knowledge through tests was questioned. From the '1' (never) choice given in the percentage of 85.7, it is seen that the teachers cannot check the learners' knowledge by the help of tests.

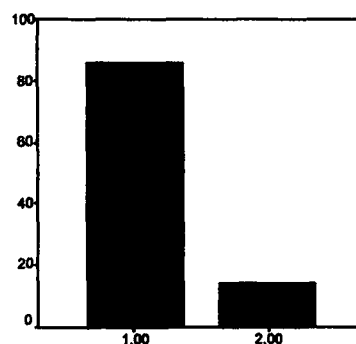


Figure49: Distribution of the Tests Which Measure the Learners Level

Between the questions 61 and 63, the teaching techniques of the textbook were questioned. 3 different approaches were given such as a- teaching from simple

to complex; b- teaching from abstract to concrete; c- teaching an item at one time for avoiding misunderstanding. In this picture, '3' (often) choice was given in the percentage of 47.6. So, it can be said that the textbook generally covers these items.

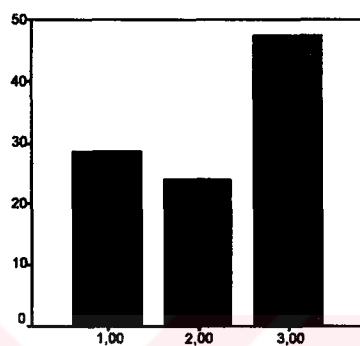


Figure50: Distribution of the Teaching Techniques

In teaching young learners, their attention span is a very important factor to be considered because this period is very limited. They keep on learning if this period is continued in a high volume. When their attention span is compared with the adults, young learners' attention span is very short. So, young learners have to be alarmed for learning all the time. Question 64 was focused on this statement and in the percentage of 42.9, '1' (never) choice was given by the teachers. So, it is understood that the textbook doesn't help to increase the learners' attention span.

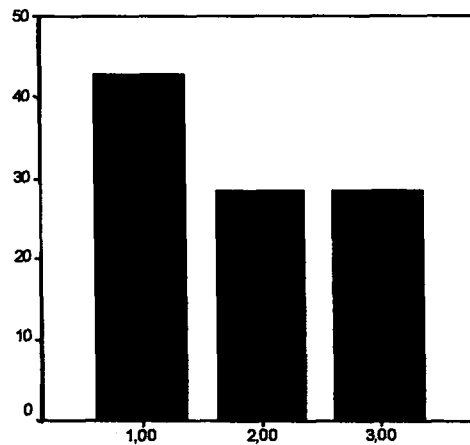


Figure51: Distribution of the Attention Span

Young learners need to have all five senses stimulated. The activities should be designed to go beyond visual and auditory modes. Between the questions 65 and 70, this statement was tried to find out by in terms of Total Physical Response activities, games, role plays, projects, drama, and arts and crafts as activities. In the percentage of 59.5, '1' (never) choice was given. From the finding, it is seen that the textbook does not maintain this aspect.

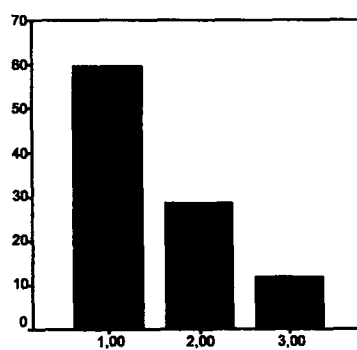


Figure52: Distribution of the Usage of Teaching Techniques

For an effective lesson, the teachers tend to prepare lesson plans before teaching. In designing lesson plans, the textbook is the important guidance that helps the teacher. In question 71, the helping factor of the textbook in designing lesson plans was questioned. The teachers said it sometimes helps them in the percentage of 42.9. So, it is seen that the textbook does not play an important in achieving this aim.

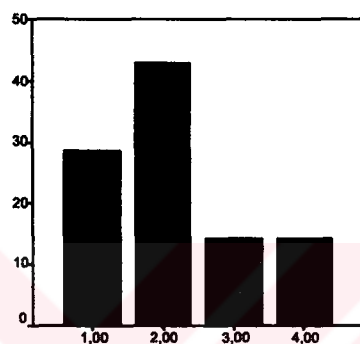


Figure53: Distribution of the Preparing of the Lesson Plans

The instructions of the activities constitute an important role in learners' side because their understanding depends on how much they get the idea of the activities. Questions between 72 and 74 were tried to find out the learners' attitudes after reading the instruction of the activities. Naturally, if a learner does not understand what to do, he or she can not show any success. This aspect was asked in three ways such as: a- Learners understand what to do after having read the instructions; c- Learners understand their benefits from the activities after having read the instructions. As the answer '3' (often) was given in the percentage of 47.6, it can be said that the learners generally understand the instruction of the activities.

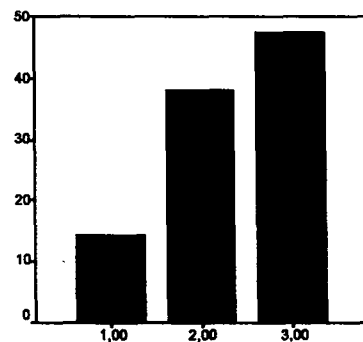


Figure54: Distribution of the Understanding of the Instruction of the Activities

In question 75, learners' need for the native language through using the textbook was asked and it is seen that in the percentage of 71.4 [1 (Yes)], the teachers believe that the learners need to use the native language while using the textbook.

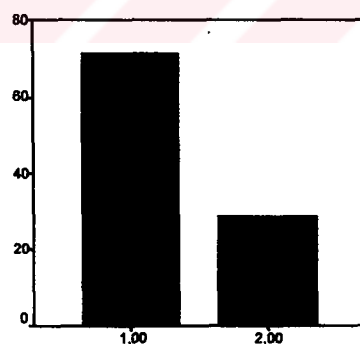


Figure55: Distribution of the Need for the NL

In question 76, learners' need for the target language through using the textbook was asked and from the finding it can be said that the learners do not need to use the target language because '2' (No) choice was given in the percentage of 71.4.

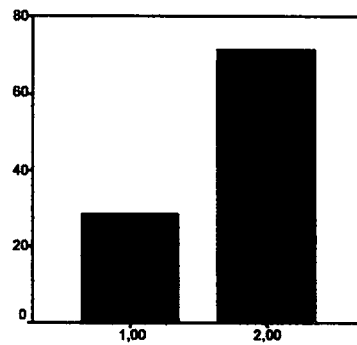


Figure56: Distribution of the Need for the TL

No learner is the same and no one learns in the same way. Each learner has a learning style. There are surely differences among learners. Some of the learners learn easily whereas it takes too much time for some of them. So, the textbooks have to be prepared in the light of this principle. Question 77 was focused on the individual differences between the learners and it was tried to find out the level of the exercises that can be understood by all the learners. Two answers- '1' (never), '2' (sometimes) were given in the same percentage as 42.9 and no clear statement can be given.

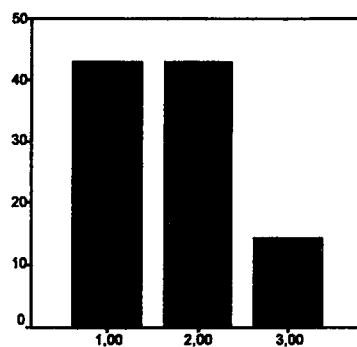


Figure57: Distribution of the Level of Exercises in The Light of Learner Differences

Whatever happens in the classroom should show the same features with the learners' daily lives. Question 78 was centered on this state and it was tried to find out whether the textbook reflects the similarities between the activities and the learners' daily lives. '2' (sometimes) was given in the percentage of 71.4 and it can be said that the textbook does not integrate this feature largely.

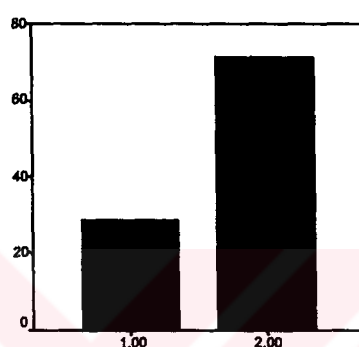


Figure58: Distribution of the Relation of the Textbook with the Learners' Daily Life

Generally, everyday, inevitably, young learners come to class with new knowledge and add more to them at the end of the day. In question 79, learners' readiness for learning and the textbook's effect was tried to find out. The answers of the teachers were varied in two choices in the same quantity as '1' (never) in the percentage of 42.9 and '2' (sometimes) again in the same quantity. In this picture, a clear statement cannot be given.

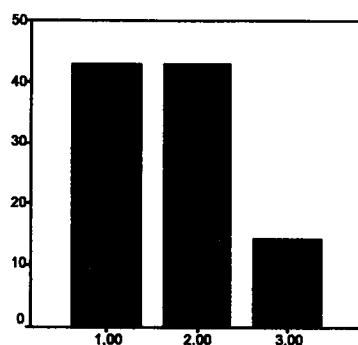


Figure59: Distribution of Readiness for Learning New Things

In a textbook, the preparation of the learners before starting a unit with the activities is very important. By this way, the learners are made ready for learning. In questions between 80 and 86, seven activities were given such as dialogues, stories, listening speaking, reading, brainstorming, giving examples from real life situations to check out how much these activities were used. '1' (never) choice was given in the percentage of 55.4.

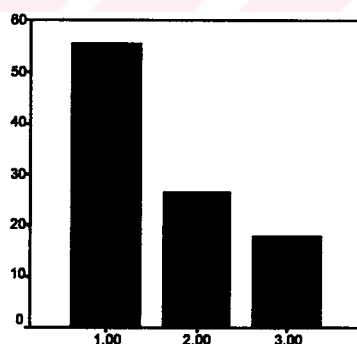


Figure60: Distribution of the Preparation of the Learners into the Lesson

In question 87, the practice of previous units before starting to a new one was tried to find out. Two choices were given as '1' (Yes), '2' (No) to see whether this revision was done or not by the textbook. In the percentage of 71.4, the teachers said

'2' (No) which means the textbook does not revise the previous units before starting a new one.

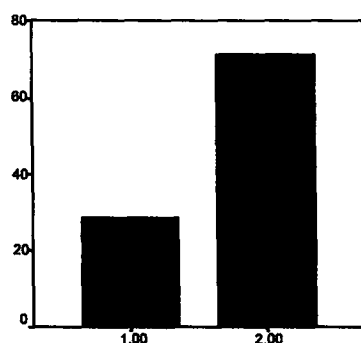


Figure 61: Distribution of the Revision of the Previous Unit before Starting a New Unit

4.2. Implications

In this section, the results from the findings are reconsidered and concluded.

The study shows that none of the learners live in the city-centre. The great majority of the learners (98 students from grades 4, 76 learners from grades 5) live in the rural area. Due to this fact, it can be said that the findings are dependent on the responses of the learners who live in rural areas.

It is not easy to teach young learners. They have their own kind of thinking, reasoning and doing. The teachers of this group have totally different views of life and these two groups meet in the same place with the common aims. The textbook is the tool that helps to reduce the discriminations between them. By given answer, it is seen that the teachers do not believe that the textbook helps them a lot in this step very much and also in the interviews, they commented that they created their own

situations for reducing the differences between them by bringing extra materials. The majority of the learners considered this fact in this situation because these kinds of learners depend on their teacher without any restriction in this level and responded this question as 4(always) mainly.

By looking at the responses both given by learners and teachers, the usage of the textbook according to learners' culture, environment, sex, mental development, learning stages, expectations of families, it's very hard to give a conclusion because the answer were not static and both groups did not consider these items mostly due to the inadequacy of the textbook.

It is not true to focus on grammatical facts in teaching a language to young learners because they do not care about rules, structures, explanations...etc. In short, they focus on "here and now" situation and metalanguage is not important for them. By looking at responses from learners, they thought the textbook covers the grammar rules of English, that is not true in this situation.

In the situation of practising previous units before starting a new one, it is noticed that there is a differentiation between teachers and learners. The teachers believed this statement in a negative way as giving "2" (No) response whereas the learners gave "1" (Yes) response. In the interviews, the first interviewee told that he practised the previous units all the time and similar comments were given by the other teachers.

Creating an atmosphere which is improving self confidence, increasing motivation, creating an atmosphere which learning takes place in an enjoyable way are the key factors in teaching young learners. In all the interviews, the teachers told that the learners participate the lesson very eagerly because they love their school because it can be said that school is the only place where they communicate and enjoy themselves according to the places they are living (most of them live in the rural area). That is the reason why most of them believe that the textbook helps to

develop these factors whereas the teachers do not consider that these factors of the textbook play an important role.

Showing the same features of what happens in learners' daily life was asked to the learners and no clear statement was given because these learners are generally the children of farmers and live in the rural area so whatever happens in their life and whatever happens in the textbook are not related to each other and they were confused in replying this question.

Another important factor , which was tried to find out the relationship between the learners' inner world and the textbook. It was found out that the textbook appeals to the learners' inner world.

Instructions have an important role in evaluating materials. Because they should be very clear and simple. Both by the given comments, it is seen that the instructions of the textbook are clear.

What most significant found in this study was the textbooks' inadequacy of providing activities in increasing learners' interest and preparing them a new unit by different activities. By the responses, it is seen that the textbook did not give any importance to games, role-plays, demonstrations, projects, arts and crafts, stories, poems, characters, comics, puzzles, jingles, speaking cards, group works, speech bubbles, individual works, pair-works, listening activities, reading activities, speaking activities, writing activities, dialogues, brain storming, layout.

Also, in the study it was noticed that the textbook does not cover periodic tests which have an important role in measuring the level of understanding. The fact that the textbooks lack of them constitutes problems from the sides of both the learners and teachers.

The teaching principles of a textbook is very important. The techniques which are used should be efficient and provide advantages for the learners in learning. By

the answers given by the learners and teachers, a clear statement cannot be made because except one of the teachers, the teachers did not graduate from ELT departments as Zehir (2002) in her study, stated that too many people flooded into the profession. So, it can be said that the teachers in this field are not the experts.

The need for the TL and NL were questioned separately from each other and the situation varied in percentages. To sum up, it can be said that the need for NL was high according to the view of teachers, the need for TL was low, whereas the learners thought the opposite. Also, due to the fact that the 5 grades are more than the 4 grades when the percentages are taken into consideration.

Because, the teachers do not master in this area, teaching the language according to learning styles was not considered clearly by both the teachers and learners. The data were close to each other and a clear statement cannot be made.

Finally, the providing of a wide range of materials was one the most important factor that this study found. Almost 100% both the teachers and learners complained about this item and clearly stated that the textbook was not suitable in teaching English since they are not accompanied by extra-materials such as flashcards, pictures, posters, tests, worksheets, quizzes.

CHAPTER FIVE

CONCLUSION

5.0. Summary of The Study

Having started teaching of English in the fourth grade in the 1997-1998 academic year according to the decision of the decision of the Minister of National Education in Turkey, a fairly new situation arose in the education of young learners in the education of young learners in the area of language teaching. Naturally this new situation has required new strategies, methods, programs and materials to be developed for this particular age group.

This study essentially has focused on finding the suitability of the textbooks used by the 4 and 5 grades in Turkish primary schools. The research was conducted in Biga, Çanakkale in seven state schools. After having an extensive research in the Ministry of Education Office in Biga, these schools gained importance because these were the first schools which started to teach English in 4 grades in the 1997-1998 academic year according to the decision of the Minister of National Education in Turkey.

The study was performed in two sections such as quantitative and qualitative. The Quantitative Section was performed through questionnaires filled by the pupils of these grades and their teachers. The Qualitative Section performed through interviews made with the teachers of these grades.

In Chapter 4, the data were explained in both by figures and statements by using statistical analysis. Then the implications about the study was given in the end of the chapter.

In this part, firstly summary of the study was given and it was ended with concluding remarks and suggestions.

5.1. Concluding Remarks

In this research, the study was discussed under two headings by having the comments of the learners at this stage through questionnaires and by having the comments of the teachers who train this group through questionnaires and interviews.

From the findings, the conclusion can be discussed in four headings. Firstly, the educational background of the teachers who participated this research is not sufficient. Except one of them, none of them is a graduate of English Language Teaching Department. They are not the experts of this field but in the interviews they have expressed that they wanted to improve themselves. In the second interview, the interviewee told that she had just started teaching and she did not know what to do, but whenever someone told her any kind of activities, trainings...etc. she could attend them with great pleasure. Also, it was mentioned that where they lived did not give them any chance to attend any conferences, in-service trainings...etc. In the interview 3, the interviewee told that attending any activities depended on where you were living. He wished there were conferences like the ones in the big cities and he would attend. Also, it can be said that English teachers are determined to make efforts to make efforts to stay current in their jobs. They are given opportunities to attend in-service training seminars, workshops, conferences and subscribe to professional journals or be professional organizations.

The providing of extra materials and the using of four teaching skills(reading, speaking, listening, writing) are the second heading that has to be mentioned seriously. It is seen that no teachers' book, video activities, cassettes, cds, flashcards, pictures, posters, worksheets, quizzes were supplied with the textbook. In the interview 4, the interviewee said that there songs in the book but there were no

cassettes. As a result, she could not teach. In the interview 3, the interviewee told that there were songs in the textbook and their musical notes were given. But no cassette was available. He said that he did not have any musical knowledge so he did not have any chance to teach these songs. It is also possible to mention the textbook in use has not covered four teaching skills. In this picture, the teachers are challenged to do their best and create their own opportunities

In the third heading, the measuring tools, tests are focused on. The interviews and questionnaires show that there are not any periodic reviewing test sections in the textbook. Tests are both useful for learners and teachers to check the knowledge. However, the textbook is lack of tests. As a solution, the teachers are determined to provide or prepare tests for the learners.

To finalize, it can be said that using a wide range of materials plays an important role in teaching English to young learners. To this end, textbooks are to be designed to needs of the young learners by providing flashcards, pictures, posters, tests, worksheets, quizzes in order to ease learning of English.

5.2. Suggestions

In the light of research findings, it is worth giving some suggestions both for the practitioners and researchers.

For practitioners, the teachers who are working in this area, should be specialized in this area. They should be the graduates of English Language Teaching Departments in order to keep current their professionals. They should have the knowledge and capacity of teaching young learners because this group needs special care and interest. They should be members of international or national journals and professional organizations. They should attend the conferences, seminars, in service training which are related with the field they are working. In short, they should be ambitious in improving themselves and staying current in their jobs.

For researchers who want to study in this topic should be very careful in the region where they want to carry out their aims. The region, where this study took place, is not in the city-centre. Most of the participants of the study live in the rural area. So, the aims of the study were designed in the lights of these learners' learning characters and capacities. Before starting a study like this, extensive data should be found and next steps should be followed in the leading this factor.

Lastly, the most important suggestion should be given to the publishers. Before publishing a book, a team should be accomplished by the experts from the universities who are dealing with the children world, the experienced teachers who have been teaching in this area, the sociologist who are dealing with the public and public's needs and the experts from the ministry of education in order to answer the need for the suitable textbooks which help the young learners to learn a foreign language by considering their learning characters.

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Appendix I

İLKÖĞRETİM OKULU 4. VE 5. SINIF YABANCI DİL (İNGİLİZCE) ÖĞRETİM PROGRAMI (*)

AÇIKLAMALAR

İlköğretim okulları (4.ve 5. Sınıflar) İngilizce dersi programı; bir öğretim yılı itibariyle, haftada 2 saatlik süre öngörülerek hazırlanmıştır.

1. İletişim teknolojilerinin baş döndürücü hızla geliştiği dünyamızda yabancı dilin vazgeçilmez bir iletişim aracı olduğu kabul edilmektedir. Ülkemizin bütün dünya ülkeleri ve özellikle Avrupa ülkeleri ile ilişkileri yanında, bilim dünyasında da hak ettiği yeri alması ve çağdaş uygarlığa ulaşması için bir yabancı dil bilmek gerekmektedir. Kısa vadede ikinci, hatta üçüncü yabancı dil ihtiyacı da kaçınılmaz olacaktır.

2. İlköğretim okullarında 4. Sınıftan itibaren konulan zorunlu yabancı dil öğretimi ile öğrencilerin 8 yıllık temel eğitim sonunda İngilizce' de orta seviyeye getirilmeleri, ortaöğretim kurumlarını bitirdiklerinde ise ileri düzeyde yabancı dil bilgisine sahip kılınmaları hedeflenmiştir.

3 . Dil bilimciler öğrencilerin birdenbire zor bir dil öğretimi sürecine girmelerinin kendileri üzerinde dil öğrenimi yönünden olumsuz etkiler bırakacağına inanmaktadırlar.

Bu dersin eğitim ve öğretiminde

- a) Yabancı dile ilgi ve merak uyandırıcı etkinliklere yer verilmelidir.
- b) Sınıf ortamında hazırlanacak durumlar oyun ağırlıklı olmalı, eğlenirken öğrenme boyutu verilmelidir.
- c) Öğrencilerin uğraşacağı dil etkinlikleri 3. Madde b. şıkında belirtilen durumlar yaratılarak, karşılıklı konuşmalar biçiminde yoğunluk kazanacak şekilde ele alınmalıdır.
- d) Öğrencilerin kullanacağı dil yapıları, özellikle 4. sınıflar için düz anlatıma dayalı bir yaklaşımla ele alınmalıdır.

e) Öğrencilerin uğraşacağı genel kavramlar ve konular soyut yaklaşımlardan çok çevre ile bağlantılı olarak ele alınmalıdır.

f) Okulun mevcut imkanları çerçevesinde görsel-işitsel otantik dokümanlar kullanılmasına özen gösterilmelidir.

4. Daha önce belirtildiği gibi ünitelerin oyun ağırlıklı işlenmesi esastır. İlköğretim okulları 4. Sınıfta çocuğun Sosyal Bilgiler, Fen Bilgisi gibi aktarıma dayalı derslerle karşılaşması göz önünde bulundurulmalı ve yabancı dil dersinin de "düz anlatım" a dayalı bir yaklaşım olmasına özen gösterilmelidir. Bu metot çocukların kendilerini iyi hissedebilecekleri, öğrenme isteğini sürekli geliştirebilecek bir ortam yaratabilmelidir. Yabancı dil dergi öğrenci merkezli olmalıdır. Bu derslerde öğretmen yardımcı, yol gösterici rolünü üstlenerek bilgi aktarır ve çocuklarda dersin merkez noktasını oluşturur. Öğretmen yeni alıştırma tekniklerini uygulayarak öğrencinin aktif olmasını sağlar.

5. Bu yaş grubu için öğretmen şu ilkeleri prensip edinmelidir.

a) Başlangıç seviyesinde başarıyı değerlendirme yazılı ve sözlü olarak öğrenme isteğini azaltacak şekilde olmamalı ve mümkün olduğunda göze çarpmadan yapılmalıdır.

b) Yalnızca derste öğretilen ve uygulanan çalışmalar kontrol edilmelidir.

c) Testler ve yazılı soruları İngilizce dersinin tüm öğrenme amaçlarını kapsayacak şekilde hazırlanmalıdır. Bir başka deyişle üç beceri kelime hazinesi (dinleme-yazma-okuma), dil bilgisi ve kültürler arası anlama birlikte değerlendirilmelidir.

d) Öğretmen, ödev ve alıştırma tipleriyle ilgili geniş bir değerlendirme sonuçlarını bu tabloya yerleştirmelidir. Böyle bir değerlendirmede su konulara yer vermelidir.

- Dinlediğini, duyduğunu anlama testleri
- Diyalog rollerini üstlenme
- Sözlü olarak resim anlatma
- Eşleştirme ödevleri
- Sözcük yerleştirme ödevleri
- Sözcük baş harflerini alarak sözcük üretme ödevleri
- Dikteler

- Okuduđunu anlama devleri
- Karışık verilen kelimelerden dzgn cmle yapma devleri
- ğrendiđi kelimelerle cmle kurma devleri

6. Bu programa uygun olarak yazılacak ders kitaplarının forma sayılan A4 ebadında 57, B5 ebadında 8-10 forma olacaktır.



GENEL AMAÇLAR

1. Türkçe' den başka dillerinde olduğunun farkına varabilme.
2. Yabancı dil öğrenmeye istekli olma.
3. Yabancı dilde iletişim kurmaya istekli olma.
4. Öğrendiği yabancı dilin Türkçe' den farklı seslere sahip olduğunu kavrayabilme.
5. Öğrendiği yabancı dilin tonlama ve telaffuzunu kavrayabilme.
6. Öğrendiği yabancı dilin kalıplarını kuralına uygun olarak kullanabilme.
7. Öğrendiği yabancı dili günlük hayatta kullanabilme.
8. Öğrendiği yabancı dilde düzeyine uygun diyalogları okuyabilme.
9. Öğrendiği yabancı dilde düzeyine uygun diyalogları anlayabilme.
10. Öğrendiği yabancı dildeki sözcük ve cümleleri yazabilme.

ÖZEL AMAÇLAR

1. Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi.
2. İngilizce' de belli seslerin bilgisi
3. İngilizce' de tonlama ve telaffuz bilgisi.
4. Günlük hayatta kullanılan basit cümleler bilgisi.
5. Sayılan İngilizce olarak söyleme bilgisi.
6. Emir kalıplan bilgisi.
7. Şahıs zamirleri bilgisi
8. Sınıf içindeki eşyaların bilgisi.
9. Öğrendiği bilgileri kullanmayı gerektiren cümleler kurabilme
10. Düzeyine uygun soru cümlelerine cevap verebilme.
11. Renk bilgisi
12. Saat bilgisi
13. "kaç tana" soru kalıbı bilgisi
14. Atatürk' ün ailesini tanıtabilme
15. Emir kalıplarını kavrayabilme
16. Giysi bilgisi
17. Düzeyine uygun tekil ve çoğul kelimeler bilgisi.
18. Haftanın günleri bilgisi.
19. Düzeyine uygun iletişim bilgisi

20. "Kimin" soru kalıbı bilgisi
21. "Nedir" soru kalıbı bilgisi
22. Çoğul kelimelerle soru sorabilme
23. Emir kalıplarını uygulayabilme
24. Evin bölümleri bilgisi
25. Okulun bölümleri bilgisi
26. Emir cümlelerine uyabilme
27. "Nerede" soru kalıbı bilgisi
28. Nerede sorusuna cevap verebilme
29. Düzeyine uygun cümleler kurabilme
30. Belli başlı sıfatlar bilgisi
31. "Sahip olma" kalıbı bilgisi
32. "Sahip olma" kalıbını kavrayabilme
33. Düzeyine uygun cümleleri yazabilme
34. Düzeyine uygun cümleleri kavrayabilme
35. Düzeyine uygun cümlelerin yapıları bilgisi
36. Dildeki yapı, işlev ve kavramları kavrayabilme
37. İngilizce öğrenmekten zevk alma
38. Düzeyine uygun diyalog çalışmaları yapabilme

Appendix II

YABANCI DİL ÖĞRETİMİNDE GENEL İLKELER (*)

1. Öğretime dinleme ve konuşma becerilerini geliştirme ile başlanması,
2. Öğrencilerin temel cümle kalıplarını öğrenmesinin ve ezberlenmesinin sağlanması
3. Kullanılan dilin öğretilmesi,
4. Öğrencilerin yeni dil alışkanlıkları kazanmasına yardımcı olunması,
5. Öğrenilen dilin seslerinin en iyi şekilde çıkarmalarının öğretilmesi,
6. Amaç dil ile ana dil arasında sorun olan ses ve yapıların öğretilmesi
7. Öğretim materyallerinin kolaydan zora doğru sıralanıp sunulması,
8. Yeni cümle kalıplarının bilinen sözcüklerle öğretilmesi,
9. Öğrencilere öğrendiklerinin kullanma olanağının tanınması,
10. Yeni bir yapıyı sunmadan önce örnekler verilmesi,
11. Başlangıç düzeyinde öğrenci hatalarının hemen anında düzeltilmesi,
12. Bir seferde bir tek sorunla uğraşılması,
13. Amaç dili ana dili olarak konuşan kişilerin konuştuğu gibi öğretilmesi,
14. Öğretilen dilin kültürünün de öğretilmeye çalışılması,
15. Sınıf içi bireysel farklılıkların dikkate alınması,
16. Öğrencilerin sınıfta daha çok konuşma yapmalarına olanak sağlanması,
17. Bütün bilinenlerin öğretilmeye çalışılmaması,
18. Öğrencilerin sorumluluk verilmesi; öğrencilerin bireysel çalışmalar için yönlendirilmesi, Bu çalışmaların öğrencilerin farklı yönelişlerine cevap verecek nitelikte olmasına dikkat edilmesi.
19. Dersi planlarken derse çeşitlilik getirmeye dikkat edilmesi,
20. Öğrenci başarısını ölçerken sadece öğretilenlerden sorulması; öğretilmeyen konularla ilgili soruların sorulmaması.

Appendix III

1)	Cinsiyetiniz. [kız (1)–erkek (2)]	1	2		
2)	Nerede ikamet ediyorsunuz? [k�y (1)–belde (2)–il�e (3)–�ehir mer. (4)]	1	2	3	4
3)	�retmenim İngilizce dersinde, kitabımızı kullanarak bizim d�nyamıza iniyor.	1	2	3	4
4)	İngilizce derslerinde kullandığımız kitap i�inde bulunduđum k�lt�r�n �zelliklerini yansıtıyor.	1	2	3	4
5)	İngilizce derslerinde kullandığımız kitap i�inde yaŗamıŗ olduđum �evrenin �zelliklerini yansıtıyor.	1	2	3	4
6)	İngilizce derslerinde kullandığımız kitap kendi cinsimin �zelliklerine sahiptir.	1	2	3	4
7)	İngilizce derslerinde kullandığımız kitap karŗı cinsin �zelliklerine sahiptir.	1	2	3	4
8)	İngilizce derslerinde kullandığımız kitap İngiliz dilinin kurallarını i�eriyor. [evet (1)–hayır (2)]	1	2		
9)	Aktiviteleriyle kullanmıŗ olduđum kitap yeni bir konuya ge�meden �nce bir konuyu tekrar ediyor. [evet (1)–hayır (2)]	1	2		
10)	Aktiviteleriyle İngilizce �renmemde kendime g�venimi arttırıyor.	1	2	3	4
11)	Aktiviteleriyle arkadaşlarımla olan iletiŗimimi arttırıyor. Bu da İngilizce �renmemi kolaylaŗtırıyor.	1	2	3	4
12)	Aktiviteleriyle İngilizce'nin zevkli bir dil olduđunu g�steriyor.	1	2	3	4
13)	Aktiviteleriyle benim g�nl�k hayatımla benzerlik g�steriyor.	1	2	3	4
14)	Aktiviteleriyle benim i� d�nyamda benzerlik g�steriyor. [evet (1)–hayır (2)]	1	2		
15)	Aktiviteleriyle a�ıklamalara detaylı bir Őekilde yer vermiŗ. [evet (1)–hayır (2)]	1	2		
16)	Oyunlarıyla derse olan ilgimi arttırıyor.	1	2	3	4
17)	Rol yapmalarıyla derse olan ilgimi arttırıyor.	1	2	3	4
18)	G�sterileriyle derse olan ilgimi arttırıyor.	1	2	3	4
19)	Projeleriyle derse olan ilgimi arttırıyor.	1	2	3	4
20)	Eliŗi aktiviteleriyle derse olan ilgimi arttırıyor.	1	2	3	4
21)	Hikayeleriyle derse olan ilgimi arttırıyor.	1	2	3	4
22)	ŗiirleriyle derse olan ilgimi arttırıyor.	1	2	3	4
23)	Karakterleriyle derse olan ilgimi arttırıyor.	1	2	3	4
24)	G�nl�k konuŗmalarıyla derse olan ilgimi arttırıyor.	1	2	3	4

25)	Çizgi resimlerle derse olan ilgimi artırıyor.	1	2	3	4
26)	Bulmacalarla derse olan ilgimi artırıyor.	1	2	3	4
27)	Tekerlemelerle derse olan ilgimi artırıyor.	1	2	3	4
28)	Konuşma kartlarıyla derse olan ilgimi artırıyor.	1	2	3	4
29)	İkili üçlü çalışmalarla derse olan ilgimi artırıyor.	1	2	3	4
30)	Grup çalışmalarıyla derse olan ilgimi artırıyor.	1	2	3	4
31)	Konuşma balonlarıyla derse olan ilgimi artırıyor.	1	2	3	4
32)	Soru-Cevaplarla derse olan ilgimi artırıyor.	1	2	3	4
33)	Bireysel çalışmalarla derse olan ilgimi artırıyor.	1	2	3	4
34)	Tekrar alıştırmalarıyla derse olan ilgimi artırıyor.	1	2	3	4
35)	Arkadaşarımla birlikte çalışmamı sağlıyor.	1	2	3	4
36)	Arkadaşarımla karşılıklı fikir alış verişi yaparak, sorunları çözmemize yardımcı oluyor.	1	2	3	4
37)	Aktiviteleriyle derse katılmakta zorlanıyorum. [evet (1)-hayır (2)]	1	2		
38)	İşlediğimiz konularla ilgili testlere sahiptir. Bu da bilgi seviyemi ölçmemi sağlıyor.	1	2	3	4
39)	İşlediğimiz konularla ilgili testlere sahip değildir. Ben de bilgi seviyemi ölçemiyorum.	1	2	3	4
40)	Konular itibarıyla basitten – karmaşığa sıralanmıştır.	1	2	3	4
41)	Anlatım itibarı ile soyuttan somutadır.	1	2	3	4
42)	Sahip olduğu konular başka konularla ilişkilendirilmiş	1	2	3	4
43)	Dış görünüşüyle öğrenme ilgimi çoğaltıyor.	1	2	3	4
44)	Sayfa yapısıyla öğrenme ilgimi çoğaltıyor.	1	2	3	4
45)	Sayfa kalitesiyle öğrenme ilgimi çoğaltıyor.	1	2	3	4
46)	Sayfa renklendirmesiyle öğrenme ilgimi çoğaltıyor.	1	2	3	4
47)	Sağlamlığıyla öğrenme ilgimi çoğaltıyor.	1	2	3	4
48)	Karakterlerinin yüz ifadeleriyle öğrenme ilgimi çoğaltıyor.	1	2	3	4
49)	Beni diyaloglarla derse hazırlıyor.	1	2	3	4
50)	Beni hikâyelerle derse hazırlıyor.	1	2	3	4
51)	Beni beyin fırtınasıyla derse hazırlıyor.	1	2	3	4
52)	Beni okuma aktivitesiyle derse hazırlıyor.	1	2	3	4
53)	Beni konuşma aktivitesiyle derse hazırlıyor.	1	2	3	4

54)	Beni dinleme aktivitesiyle derse hazırlıyor.	1	2	3	4
55)	Beni kendi çevremden yaşadığım olaylarla derse hazırlıyor.	1	2	3	4
56)	Alıştırmaların açıklamalarını anlıyorum. [evet (1)-hayır (2)]	1		2	
57)	İngilizce konuşmamı artırıyor. [evet (1)-hayır (2)]	1		2	
58)	Türkçe konuşmamı artırıyor. [evet (1)-hayır (2)]	1		2	
59)	İngilizce öğrenirken, tek tek kelimelerle ve bunlar arasındaki bağlantılarla ilgilenmem. Bunlar arasındaki ilişkiler benim için önemli değildir. Kullanmış olduğumuz ders kitabı da bana bu konuda yardımcı oluyor.	1	2	3	4
60)	Benim için genel anlam önemlidir. Kitaptaki aktiviteler, konuyu bütünsel olarak anlamama yardımcı oluyor.	1	2	3	4
61)	İngilizce öğrenirken, konuları parça parça ayırırım. Daha sonra bunları birbiriyle ilgilendirerek birleştiririm. Kullanmış olduğumuz kitap da bana bu konuda yardımcı oluyor.	1	2	3	4
62)	İngilizce öğrenirken tek tek konular üzerinde durmam. Benim için önemli olan konunun genel mesajıdır. Kullanmış olduğumuz kitap da bana yardımcı oluyor.	1	2	3	4
63)	Her gün sınıfa yeni bilgilerle geliyorum. Bunun üstüne yeni bilgiler ekliyorum. Kullanmış olduğum kitap da bana yardımcı oluyor.	1	2	3	4
64)	Kitabımızın sağladığı şimşek kartlar İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4
65)	Kitabımızın sağladığı resimler İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4
66)	Kitabımızın sağladığı posterler İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4
67)	Kitabımızın sağladığı testler İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4
68)	Kitabımızın sağladığı çalışma kağıtları (worksheet) İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4
69)	Kitabımızın sağladığı küçük sınavlar (quiz) İngilizce öğrenmemi kolaylaştırıyor.	1	2	3	4

1)	Cinsiyetiniz (1) Bayan (2) Bay	1	2		
2)	Ne kadar süredir İngilizce öğretmenliği yapıyorsunuz? (1) 1 yıldan az (3) 5-9 Yıl (2) 1-4 Yıl (4) 10 yıl ve üstü	1	2	3	4
3)	İngilizce öğretmenliği ile ilgili ulusal yada uluslararası bir kurumun üyesi misiniz? (1) Evet (2) Hayır	1	2		
4)	İngilizce öğretimi ile ilgili mesleki yayınları takip ediyor musunuz? (1) Evet (2) Hayır	1	2		
5)	İngilizce öğrettiniz grup (ilköğretim) ile ilgili seminer, konferans, kurs yada hizmet-içi eğitime katıldınız mı? (1) Evet (2) Hayır	1	2		
6)	Şu an kullandığınız İngilizce ders kitabının öğretmen kitabına sahip misiniz? (1) Evet (2) Hayır	1	2		
7)	Şu an kullandığınız ders kitabı size dinleme aktivitesi olarak bir kaset takımı sunuyor mu? (1) Evet (2) Hayır	1	2		
8)	Şu an kullandığınız ders kitabı size görsel aktivite olarak bir video kaset takımı sunuyor mu ? (1) Evet (2) Hayır	1	2		
9)	Şu an kullandığınız ders kitabı size bir bilgisayar CD takımı sunuyor mu? (1) Evet (2) Hayır	1	2		
10)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak şimşek kart (flashcards) sunuyor mu? (1) Evet (2) Hayır	1	2		
11)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak resim sunuyor mu? (1) Evet (2) Hayır	1	2		
12)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak poster sunuyor mu? (1) Evet (2) Hayır	1	2		
13)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak test sunuyor mu? (1) Evet (2) Hayır	1	2		

14)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak çalışma kağıtlar (worksheet) sunuyor mu? (1) Evet (2) Hayır	1	2		
15)	Şu an kullandığınız ders kitabı size kendisinin yanından materyal olarak küçük sınav (quiz) sunuyor mu? (1) Evet (2) Hayır	1	2		
16)	Çocukların eğitiminde onların dünyasına inmekte <u>zorluk çekiyorum</u> . Bu açığın kapanmasında kullanmış olduğum kitap bana yardımcı oluyor.	1	2	3	4
17)	Derslerimde kitabı ;aynı bana öğretilen şekilde (eğitim yıllarımdaki gibi) kullanıyorum.	1	2	3	4
18)	Derslerimde kitabı ; çocukların gelişim ve öğrenim evrelerine göre kullanıyorum.	1	2	3	4
19)	Derslerimde kitabı ; ait oldukları sosyo-kültürün esaslarına göre kullanıyorum.	1	2	3	4
20)	Derslerimde kitabı ; öğrencilerin, cinsiyet esaslarına göre kullanıyorum.	1	2	3	4
21)	Derslerimde kitabı ; öğrencilerin, ait oldukları çevre şartlarına (şehir merkezi, kırsal alan, ilçe... vb) göre kullanıyorum.	1	2	3	4
22)	Derslerimde kitabı ; ailelerin beklentilerine göre kullanıyorum.	1	2	3	4
23)	Çocuklar dil öğreniminde detaylarda değil (kurallar, kalıplar, zamanlar...vb) genel bir bütün olarak ilgilenirler. Ben de kitabı bu şekilde kullanıyorum.	1	2	3	4
24)	Çocuklar dil öğreniminde tek tek kelimelerle ilgilenmez. Bunları bir mantıksal süzgeçten geçirmezler. Bu yüzden ben de kitabı bu şekilde kullanıyorum.	1	2	3	4
25)	Çocuklar, genel anlam üstünde dururlar. Kullanmış olduğum kitaptaki aktiviteleri jest, mimik, yüz ifadeleri, sessiz sinema... vb teknikleri kullanarak, İngilizce'yi bilinçlerinde fark ettirmeden öğretiyorum.	1	2	3	4
26)	Kullanmış olduğum kitap ; öğrencilerin İngilizce'ye olan motivasyonlarını artırıyor.	1	2	3	4

27)	Kullanmış olduğum kitap ; dersi öğrenciler için zevkli bir tecrübe haline getiriyor.	1	2	3	4
28)	Kullanmış olduğum kitap ; öğrencilerin kendilerine güvenmelerini sağlıyor.	1	2	3	4
29)	Kullanmış olduğum kitap ; aktiviteleri sayesinde, öğrenciler arasında iletişimi sağlıyor. Bu da İngilizce öğrenmelerini kolaylaştırıyor.	1	2	3	4
30)	Kullanmış olduğum kitap ; aktiviteleriyle, İngilizce'nin, zevkli bir dil olduğunu gösteriyor.	1	2	3	4
31)	Kullanmış olduğum kitap ; geleneksel dil öğretimini kendine temel edinmiştir. Dili parçalara ayırıp, daha sonra bunları birbirleriyle ilgilendirerek, bir bütün haline getirmeyi prensip edinmiştir.	1	2	3	4
32)	Kullanmış olduğum kitap ; geleneksel dil öğretiminin aksine, çocukların İngilizce'yi halistik bir şekilde öğrenip, genel mesajlar üzerine yoğunlaşması ilkesiyle hazırlamıştır.	1	2	3	4
33)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde : hikâyelere yer veriyor.	1	2	3	4
34)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde : şiirlere yer veriyor.	1	2	3	4
35)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde, şarkılara yer veriyor.	1	2	3	4
36)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde, oyunlara yer veriyor.	1	2	3	4
37)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde, rol yapmaya yer veriyor.	1	2	3	4
38)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde, dramaya yer veriyor.	1	2	3	4
39)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde, karakterlerle günlük konuşmalara yer veriyor.	1	2	3	4
40)	Kullanmış olduğum kitap, dili parça parça bölüp öğretmektense, dil öğretiminde çizgi resimlere yer veriyor.	1	2	3	4

41)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde bulmacalara yer veriyor.	1	2	3	4
42)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde bilmecelere yer veriyor.	1	2	3	4
43)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde tekerlemelere yer veriyor.	1	2	3	4
44)	Kullanmış olduğum kitap ; dili parça parça bölüp öğretmektense, dil öğretiminde konuşma kartlarına yer veriyor.	1	2	3	4
45)	Kullanmış olduğum kitap ; utangaç çocukların aktivitelere katılıp, derse ilgisini artırıyor.	1	2	3	4
46)	Kullanmış olduğum kitap ; çocukların birlikte çalışmalarını sağlıyor.	1	2	3	4
47)	Kullanmış olduğum kitap ; çocukların fikirlerini birbirleriyle paylaşarak, sorunları çözmelerini sağlıyor.	1	2	3	4
48)	Kullanmış olduğum kitap ; çocukların seviyelerinin üstündeki durumları onların seviyelerine indiriyor.	1	2	3	4
49)	Kullanmış olduğum kitap ; çocukların kontrollü ikili, üçlü...çalışmalarla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
50)	Kullanmış olduğum kitap ; çocukların grup çalışmalarıyla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
51)	Kullanmış olduğum kitap ; çocukların soru cevaplarla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
52)	Kullanmış olduğum kitap ; çocukların rol yapmalarla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
53)	Kullanmış olduğum kitap ; çocukların dramayla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
54)	Kullanmış olduğum kitap ; çocukların bireysel çalışmalarla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
55)	Kullanmış olduğum kitap ; çocukların tekrar alıştırmalarıyla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
56)	Kullanmış olduğum kitap ; çocukların gramer oyunları ile derse aktif olarak katılımlarını sağlıyor.	1	2	3	4

57)	Kullanmış olduğum kitap ; çocukların iletişim oyunlarıyla derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
58)	Kullanmış olduğum kitap ; çocukların gösterileriyle derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
59)	Kullanmış olduğum kitap ; çocukların benzetimleriyle derse aktif olarak katılımlarını sağlıyor.	1	2	3	4
60)	Kullanmış olduğum kitap ; içinde bulundurduğu alıştırmalar ışığında testlere sahiptir. Bu da bilgiyi ölçmektedir.	1	2	3	4
61)	Kullanmış olduğum kitap ; basitten-karmaşığa tekniğini benimsemiştir.	1	2	3	4
62)	Kullanmış olduğum kitap ; soyuttan-somuta tekniğini benimsemiştir.	1	2	3	4
63)	Kullanmış olduğum kitap ; bir seferde bir tek yapıyı sunuyor. Böylelikle yanlış anlaşılmayı önüyor.	1	2	3	4
64)	Kullanmış olduğum kitap ; çocukların ilgisi çok kısadır. Onların ilgilerini sürekli yüksek tutmak gerekir. Kullanmış olduğum kitap bu özellikleri kapsamaktadır.	1	2	3	4
65)	Kullanmış olduğum kitap ; çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap : Tüm Fiziksel Tepki Yöntemi (Total Physical Response) aktivitelerini kapsamaktadır.	1	2	3	4
66)	Kullanmış olduğum kitap ; çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap : Oyunlara yer vermektedir.	1	2	3	4
67)	Kullanmış olduğum kitap ; çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap rol yapmaya yer vermektedir.	1	2	3	4
68)	Kullanmış olduğum kitap ; çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap dramaya yer vermektedir.	1	2	3	4

69)	Kullanmış olduğum kitap ; çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap projelere yer vermektedir.	1	2	3	4
70)	Kullanmış olduğum kitap çocukların İngilizce öğrenmeleri, bütün duyu organlarının çalışmasıyla mümkündür. Bunu sağlamak için okuttuğum kitap el işi çalışmalarına (arts and crafts) yer vermektedir.	1	2	3	4
71)	Ders planı hazırlarken, kullanmış olduğum kitap bana yardımcı oluyor.	1	2	3	4
72)	Kullanmakta olduğum kitaptaki aktiviteler yeteri kadar nettir. Öğrenciler açıklamalar doğrultusunda ne yapılacağını anlıyorlar.	1	2	3	4
73)	Kullanmakta olduğum kitaptaki aktiviteler yeteri kadar nettir. Öğrenciler açıklamalar doğrultusunda nasıl yapılacağını anlıyorlar.	1	2	3	4
74)	Kullanmakta olduğum kitaptaki aktiviteler yeteri kadar nettir. Öğrenciler açıklamalar doğrultusunda getirilerinin ne / neler olacağını yapılacağını anlıyorlar.	1	2	3	4
75)	Kullanmış olduğum kitap doğrultusunda öğrencilerin kaynak dili kullanma ihtiyacı artıyor. (1) Evet (2) Hayır	1	2	3	4
76)	Kullanmış olduğum kitap doğrultusunda öğrencilerin hedef dili kullanma ihtiyacı artıyor. (1) Evet (2) Hayır	1	2	3	4
77)	Kullanmış olduğum kitap, çocuklar arasındaki bireysel farklılıkları göz önünde bulundurarak, her seviyedeki öğrencilerin anlayacağı alıştırmalara sahiptir.	1	2	3	4
78)	Kullanmış olduğum kitaptaki çalışmaların, çocukların günlük hayatıyla ilişkisi vardır. (1) Evet (2) Hayır	1	2	3	4
79)	Çocuklar her gün sınıfa geldiklerinde yeni bilgilerle geliyorlar. Bunun üstüne yeni bilgiler ekliyorlar. Kullanmış olduğum kitap, bu özelliği anlamlı ve amaçlı hale getiriyor.	1	2	3	4
80)	Kullanmış olduğum kitap, öğrenciyi bir diyalogla derse hazırlıyor.	1	2	3	4
81)	Kullanmış olduğum kitap, öğrenciyi bir hikâyeyle derse hazırlıyor.	1	2	3	4

82)	Kullanmış olduğum kitap, öğrenciyi bir dinleme aktivitesiyle derse hazırlıyor.	1	2	3	4
83)	Kullanmış olduğum kitap, öğrenciyi bir konuşma aktivitesiyle derse hazırlıyor.	1	2	3	4
84)	Kullanmış olduğum kitap, öğrenciyi bir okuma aktivitesiyle derse hazırlıyor.	1	2	3	4
85)	Kullanmış olduğum kitap, öğrenciyi bir beyin fırtınasıyla derse hazırlıyor.	1	2	3	4
86)	Kullanmış olduğum kitap, öğrenciyi kendi çevresinden, yaşadığı olaylardan yola çıkarak derse hazırlıyor.	1	2	3	4
87)	Yeni konuya geçmeden önce, bir önceki konudaki öğrenilenleri tekrar ediyor. (1) Evet (2) Hayır	1		2	

Appendix IV

Interview Questions

- 1- What is your name?
- 2- Which school did you graduate from?
- 3- How long have you been working as a teacher?
- 4- How many hours do you teach English in a week?
- 5- Do you think the aims in the program of English Lessons are appropriate for the levels of the students you teach?
- 6- Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?
- 7- Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?
- 8- Is the workbook of your course book supportive for the studied chapters?
- 9- Does your course book guide you in your lessons?
- 10- Do you have the teachers' book of your course book?
- 11- Does your course book include tests that can measure the success of the students?
- 12- Do the students enjoy using the course book?
- 13- Are the teaching methods in the course-book and English Program appropriate?
- 14- Is the number of the students in your classes appropriate for teaching a foreign language?
- 15- Is the allocated time for English Lessons in a week enough for teaching a foreign language?
- 16- Do you think the age of students is appropriate for learning a foreign language? Can it be started earlier?
- 17- Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?
- 18- Is the level of the course book comprehensive for the students?
- 19- Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

- 20- Does your course-book provide you a set of cassettes or CDs?
- 21- Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?
- 22- Do the students do their homework regularly?
- 23- In or out the lessons, do the students comment about the course book that they use?
- 24- Is your knowledge in teaching English to Children adequate?
- 25- Do you use children psychology in language teaching?
- 26- Do you attend any activities or do anything that can improve you in your job?
- 27- Does the institution that you work for provide you any bulletins about the group you teach?
- 28- Do you use the technology functionally for the group you teach?
- 29- What do you think should the teachers do to reach the desires success in language teaching?

Interview 1

Interviewer : What is your name?

Interviewee : My name is Ahmet Çarıklı.

Int : Which school did you graduate from?

Inw : I graduated from İstanbul University, Hasan Ali Yücel Education faculty, the department of Maths Teaching in Primary Schools.

Int : So, you didn't graduate from Language Teaching Department.

Inw : True.

Int : Did you get a certificate or attend any training for being the English teacher of 4th or 5th Classes?

Inw : First of all, I studied at Anatolian High School. In the university, I attended an English Course which was based on grammar and speaking.

Int : It was a language course, wasn't it?

Inw : Yes, it was.

Int : Up to which level did you study there?

Inw : I started at an Intermediate Level and finished at an Advanced Level.

Int : Was it in İstanbul?

Inw : Yes, it was.

Int : How long have you been working as a teacher?

Inw : This is my first year in teaching.

Int : How many hours do you teach English in a week?

Inw : Totally six hours, 2 hours for the 4th Class and 4 hours for the 5th Class.

Int : Do you think the aims in the program of English Lessons are appropriate for the levels of the students you teach?

Inw : Yes, they are appropriate, but they can be more appropriate. The program is based on simple to complex. This makes the students understand better. But, I believe that it can be better and that is a topic that must be focused on.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : Yes, they can be acquired by the students.

Int : Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?

Inw : In some ways, it is lack of important topics. As I always say, it starts from simple. So, this is a good thing. And it's good that it has songs and different activities.

Int : Is the workbook of your course book supportive for the studied chapters?

Inw : The workbook goes parallel with the course book. They are connected with each other. When I give the course book as a homework, the students are very happy with this. They like doing the exercises in the workbook and this makes them to participate the lesson more.

Int : Does your course book guide you in your lessons?

Inw : Sure, it has that quality. Whenever I prepare a lesson a plan, it helps me.

Int : Do you have the teachers' book of your course book?

Inw : No, I don't

Int : This year, does the minister of education provide you one extra book?

Inw : No, it doesn't.

Int : Does your course book include tests that can measure the success of the students?

Inw : In spite of tests, there are fill-in-blanks.

Int : I mean, does it provide tests in itself?

Inw : No, it doesn't

Int : Do the students enjoy using the course book?

Inw : Yes, they like their book and English lesson. Their interest to English is very high.

Int : You're right. I observed this while they were filling in the questionnaires. Are the teaching methods in the course-book and English Program appropriate?

Inw : In my opinion, the teaching methods depend on the teacher, if he/she uses them, they are effective. Especially, they help at reaching the students' level.

Int : So, you have classes with 4/A and 4/B.....

Inw : No; 4/A, 5/A and 5/B

Int : Totally 6 hours. How many students do you have in 4/A?

Inw : In 4/A, I have more than 20 students. I don't know the numbers of the students exactly.

Int : What about 5/A and 5/B?

Inw : In 5/A, there are 20 students and in 5/B there are nearly 20 students.

Int : O.K. Let's say approximately 20 students in each class. Is the number of the students in your classes appropriate for teaching a foreign language?

Inw : I always defend that an ideal class must have 15 students for effective teaching.

Int : So, the situations which we are living in

Inw : Yes, the situation is not suitable for that.

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : No, I don't find this enough. And it will be better to begin teaching English in 2nd and 3rd Classes. It will be applied slowly, in a atmosphere which doesn't make students get bored, in a funny way. So, this will be more beneficial for the students.

Int : Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : Generally, it is appropriate for the students' mental development. For these learners, the topics must be taught in concrete items. So, I try to teach the students in the characteristics of their age and level. So, I guide them according to these features.

Int : Is the level of the course book comprehensive for the students?

Inw : Yes, it is. There aren't many unknown words in it. It has figures and pictures. And these make the students understand better.

Int : Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

Inw : Yes, but unfortunately we don't have any brochures etc. The book doesn't have it and we don't find any of them. I think the students learn better with games or songs. These are very effective in teaching and the students participate the lessons enthusiastically.

Int : So, you use songs, games and different educative activities in your lessons.

Inw : Of course, our area is basically focused on these.

Int : Does your book help you in achieving them?

Inw : There are some games, songs in our book. The students especially like songs very much. They enjoy themselves a lot and I teach the meanings of the songs to them.

Int : Does your course-book provide you a set of cassettes or CDs?

Inw : No, it doesn't.

Int : Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : When I say that in percentages, nearly 90,95 % of them listen very eagerly.

Int : And is this the same in participating the lesson?

Inw : Yes, the same. For example, I'm their maths teacher as well. I notice that participating English lesson is more than Maths lesson.

Int : So, we're lucky that you can observe the students from 2 perspectives. Do the students do their homework regularly?

Inw : Yes, they do. I'm very sensitive at this point. Because when I was a student, my teachers gave us homework. I believe that homework will help the students in having skills and habits, such as reading, writing, pronunciation, spelling.

Int : Good. In or out the lessons, do the students comment about the course book that they use?

Inw : I don't get any negative comments, generally. When I talked to them, out of the class, they seemed to be pleased. In these conversations, I asked them if they were glad about the lesson and the course book; they didn't give me any negative responses.

Int : Is your knowledge in teaching English to Children adequate?

Inw : I don't think that they are adequate. Because teaching English is not my area. But I try to do my best, I try to teach the students in the way as I was taught, from simple to complex, from concrete to abstract, as I said before. To tell the truth, I don't find myself adequate.

Int : Do you use children psychology in language teaching?

Inw : I had this training in the university and my teachers focused on this very much like children's psychology and education psychology. I try to do my lessons according to their psychology by using songs and games.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : At the moment, I don't have that facility. I try to improve myself individually.

Int : At the moment, you are working at the minister of education. Does the institution that you work for provide you any bulletins about the group you teach?

Inw : No, it doesn't.

Int : Do you use the technology functionally for the group you teach?

Inw : No, it don't use it completely. We don't have any CD or cassettes. Of course, they are very important in language teaching.

Int : What do you think should the teachers do to reach the desires success in language teaching?

Inw : In my opinion, the teacher should catch the students' level very well, then them according to their level. He/She should use songs, games, different activities. Also he/she should always improve him/herself. He/she should follow journals, discuss the things related to their area with the other teachers, not only with English teachers, and try to find the answer for this question: 'How can we be better?'

Int : Thanks for attending.

Inw : You are Welcome.



Interview 2

Interviewer : What is your name?

Interviewee : My name is Yüksel Korkmaz.

Int : Yes, Mrs. Yüksel. Which school did you graduate from?

Inw : I studied in America. I finished the university there and I graduated from Stockton State College.

Int : Did you attend any training or certificate program for being an English teacher in the university?

Inw : No, I didn't, I graduated from the department of Politics Sciences. In addition to this, I studied psychology and children psychology. But, I haven't attended anything like that.

Int : At the moment, you're working as an English teacher here.

Inw : Yes,

Int : Do you attend the English classes as an English teacher by your diploma you got from the university?

Inw : No, I passed the KPDS exam with a very high score, 86 which was a very low score for me, I think it is due to the fact that 15 years has passed since I graduated from the university. Also, because I graduated from a university, I was employed here as an English teacher.

Int : All right. How long have you been working as a teacher?

Int : I work as an English teacher from time to time. I have started teaching after my children grew up.

Int : How long have you been teaching in this school?

Inw : This is my first year.

Int : How many hours do you teach English in a week?

Inw : Totally 16 hours.

Int : What about the 4th and 5th Grades?

Inw : For them only 4 hours, for the rest of the time, I taught the 7th Grades.

Int : Do you think the aims in the program of English Lessons are appropriate for the levels of the students you teach?

Inw : Some of them are appropriate, And I believe that the others are inadequate.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : As I said before, sometimes yes – sometimes no. But, again, I find them inadequate.

Int : Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?

Inw : First of all, I'm not pleased with the course book I use at the present time. When I came to this school, I tried to change it, because of the price, I couldn't do it. What did I do? I started to teach extra things apart from the book, because the book I use is lack of many things. Although it has to do many things for the children according to their age, it makes the lesson monotone.

Int : As far as I know, this year, the teachers haven't selected the course books by themselves.

Inw : I don't have this course-book for example.

Int : The course-books were sent by the minister of education. And they didn't send an extra on effort the teachers.

Inw : You're right. They sent none.

Int : Ok, Is the workbook of your course book supportive for the studied chapters?

Inw : I give the workbook as a homework for the students. But I choose the exercises are very easy to do, especially for my intelligent students. The workbook should have been prepared differently. Generally, I find it inadequate and that's the reason why I choose some of the exercises.

Int : Does your course book guide you in your lessons?

Inw : How can I say? In some ways, it guides me, but when I turned the next page, it doesn't guide me.

Int : Do you have the teachers' book of your course book?

Inw : No, I don't

Int : Do the students enjoy using the course book?

Inw : No, I don't think so. It should be better.

Int : Does your course book include tests that can measure the success of the students?

Inw : No, it doesn't

Int : Are the teaching methods in the course-book and English Program appropriate?

Inw : No, they aren't

Int : As an average, how many students have you got in your class?

Inw : Approximately 40.

Int : Is the number of the students in your classes appropriate for teaching a foreign language?

Inw : No, it isn't

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : Absolutely, no. I believe that language teaching should be started earlier which is opposite to the present situation. For example, I have a son. Because he was born in America and I spoke English with him after his birth, he can understand and speak English.

Int : Very good. Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : I have to say sometimes.

Int : Is the level of the course book comprehensive for the students?

Inw : Yes, it is.

Int : It is mentioned before but I have to repeat it. Teaching a foreign language starts at the 4th Class in Primary Schools.

Inw : It certainly starts earlier.

Int : Can you say an exact age?

Inw : According to my observations, when you go to a nursery school, they ask you many questions although they are very young. I notice that they learn and understand very fast, especially they pronounce the words easily.

Int : Can we say that it can be started in the 3rd class?

Inw : Absolutely.

Int : Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

Inw : As I told you before, because I've been to abroad, I can use my own possibilities. I try to use things which my friends bought for their children. Also, because I'm working at the minister of education, I provide books, songs, games.

Int : Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : Yes, they are. The younger they are, the more desirable they are.

Int : Do the students do their homework regularly?

Inw : Yes, they generally do.

Int : In or out the lessons, do the students comment about the course book that they use?

Inw : No, they don't.

Int : Is your knowledge in teaching English to Children adequate?

Inw : Yes, it is.

Int : Well, is your knowledge about children psychology adequate?

Inw : I believe it is. But, the more I learn, the more I'm helpful to the students.

Int : Right. Did you have any training about teaching a foreign language to the children?

Inw : No, I didn't. In fact, I was trained in children psychology.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : As I said before, I have just started teaching and I haven't been in this area in Turkey before. I don't know what to do. But, whenever someone tells me any kind of activities, I can attend them with great pleasure.

Int : Does the institution that you work for provide you any bulletins about the group you teach?

Inw : No, it doesn't.

Int : Do you use the technology functionally for the group you teach?

Inw : I would like to but no. The course book I use doesn't provide anything. But I can use my own CDs for achieving this.

Int : What do you think should the teachers do to reach the desires success in language teaching?

Inw : I believe that we should certainly catch the students' level. We should make them excited. Whenever they ask us a question even about a good or a bad thing, we should answer them.

Int : Thanks very much for attending my research.

Inw : You're welcome.



Interview 3

Interviewer : Thanks for attending.

Interviewee : You're welcome.

Int : What is your name?

Inw : My name is Ege Işık.

Int : Which school did you graduate from?

Inw : I graduated from Selçuk University, English Language and Literature Department.

Int : Did you attend any training or certificate program for being an English Teacher?

Inw : Oh, yes, I have attended a training program in my university.

Int : How long have you been working as a teacher?

Inw : This is my fourth year.

Int : How many hours do you teach English in a week?

Inw : I have 30 hours.

Int : How many hours do you teach the 4th and 5th Classes?

Inw : I have two hours for them.

Int : How many 4th and 5th Classes are there in this school?

Inw : There are two 4th Classes and one 5th Class.

Int : Do you think the aims in the program of English Lessons are appropriate for the levels of the students you teach?

Inw : This can't be considered from one side. In my opinion, we have to consider this question from two sides-from the program's side and the book's side. But when it is considered together, I don't think they are appropriate.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : No, no obviously no. I don't think so. Because these are stated just on the paper. They haven't been changed for many years.

Int : You mean, they stay the same?

Inw : Yes, These are done just for being done. I mean I don't think that the students can use the language they are taught in the real life.

Int : Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?

Inw : Yes, they are. But when I think from the sides of other teachers, especially the Turkish Language Teachers, from the perspective of the Turkish Language Lesson in the 4th and 5th Classes, I don't think that they are appropriate, As an example, when I teach the Personal Pronouns, the Turkish Language Teacher hasn't taught it yet. So, this causes a confusion in children's minds.

Int : You mean, the English Lesson and the Turkish Lesson aren't parallel to each other?

Inw : You're right. It should be go parallel and the program should be prepared in a harmony.

Int : Is the workbook of your course book supportive for the studied chapters?

Inw : Yes, I find them supportive. They are not bad.

Int : As far as I see, they are supportive in the parallel to the course-book.

Inw : Yes, but if we're talking about the course-book, I find it inadequate.

Int : Does your course book guide you in your lessons?

Inw : You know, we plan our daily plans in the light of our annual plans. As a result, when the course-book doesn't guide, I guide myself and add necessary things. The reason for this is that the course-book is lack of many things.

Int : Do you have the teachers' book of your course book?

Inw : No, obviously not. I think there should be a teachers' book. As you know, in Private School and Anatolian School, all the English course-books have them; for example Stream-line; Headway; Target. They all have their exercise-pack with them which you can use for many purposes but unfortunately we don't have the teachers' book of our own course-book.

Int : Does your course book include tests that can measure the success of the students?

Inw : The course-book presents only check-outs for the 6th Classes.

Int : You mean the ones at the end of the units.

Inw : Right.

Int : Does it provide you ones apart from itself?

Inw : No, it doesn't.

Int : Do the students enjoy using the course book?

Inw : You know, at the beginning step, they all start learning English excitedly, but later due to the monotony of the book, this excitement and enjoyment turns into dullness.

Int : Are the teaching methods in the course-book and English Program appropriate?

Inw : I can't say that they are appropriate or not. They are in the middle.

Int : Is the number of the students in your classes appropriate for teaching a foreign language? For example, how many students are there in the 4th Classes?

Inw : It changes because of the situation of our school. For example, 4-A is crowded but 4-B is not. So, I have difficulties in 4-A. The population affects the quality of the lessons. The more, the harder.

Int : What is your ideal number?

Inw : I wish there would be 15 students.

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : Only 2 hours, they're nothing.

Int : Do you think the age of students is appropriate for learning a foreign language? Can it be started earlier?

Inw : It can be started from the 3rd Class. But it's a controversial topic. We don't know if it matches with the present program. To tell the truth, starting in the 4th Class is OK for me.

Int : Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : Can you explain it?

Int : I mean, the children in the 4th and 5th Classes have their own mental development.

Inw : Sure.

Int : So, is the program designed according to this fact or is this designed just for designing as you told earlier?

Inw : Absolutely, it's designed just for designing, It's not designed for the children.

Int : Is the level of the course book comprehensive for the students?

Inw : Yes, the exercises are comprehensive for them. But, for example, it's lack of games. They don't enjoy themselves. The monotony still continues. In the 4th and 5th Classes, the course-book should be more colourful and funny.

Int : So, in the class activities you need some extra-materials that can make the lessons more enjoyable.

Inw : Of course. We try to create our own activity. I try to find different games from other books.

Int : So, you use songs, pictures, games in your lessons.

Inw : Yes, for example, I have a complaint. In the course-book, there are songs and their musical notes are given. I don't have any musical knowledge. So, we can't do it.

Int : What about tape-scripts?

Inw : These are very important topics to be discussed. For example, there aren't any tape-scripts for the 4th and 5th Classes but there are for the 6th and 7th Classes but there are no cassettes given. Where are they?

Int : Does your course-book provide you a set of cassettes or CDs?

Inw : No, none.

Int : Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : For some of them, I can say yes. In this situation, the families have important roles. We have boarders in our school. And these boarders' levels are lower than the others. Some of them are doing their English Lesson very well but some of them think that this is unnecessary. We try to tell the necessity of English to the families and I have no idea how much successful we are.

Int : Do the students do their homework regularly?

Inw : Yes, they do.

Int : In or out the lessons, do the students comment about the course book that they use?

Inw : Not in the 4th and 5th Classes but the elders criticize the book. Especially the 4th Classes, they are more conscious, sometimes they told that they got bored. They want more colourful and enjoyable lessons.

Int : Is your knowledge in teaching English to Children adequate? In your training, I think you have studied this topic.

Inw : Yes, I have studied it. You know this has got its own procedure like in-service training. But I believe that these activities don't have much importance in trainings in Turkey. People think that if they attend any trainings like these, they will become teachers. So, these are just done for formality.

Int : So, these aren't done for any development.

Inw : True.

Int : How do you find yourself in this area?

Inw : I evaluate the teacher occupation in a different way. From the conversations with the older teachers, I understand that you can learn your occupation after many years. In short, you can learn it by experience. But basically, you should know the principles of teaching young learners.

Int : Do you use children psychology in language teaching?

Inw : Yes, I do.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : It depends on where you are living. I wish there were conferences like the ones in the big cities and I would attend.

Int : Does the institution that you work for provide you any bulletins about the group you teach?

Inw : No, it doesn't. I try to do my best. For example I provide the flashcards on my own. You know the importance of them.

Int : Does it invite you any training about the group you're working with?

Inw : No, it doesn't.

Int : Do you use the technology functionally for the group you teach?

Inw : In the circumstances of my school I do, In our laboratory, we watch films and there are computers and OHPs in our school.

Int : Do you follow CALL?

Inw : Absolutely, no.

Int : What do you think should the teachers do to reach the desires success in language teaching?

Inw : I believe that they have to do many things on their own except the annual program..... etc. They should follow different journals. If the books are inadequate, they should get help from other resources.

Int : Any more opinions?

Inw : I wish this system were better and would reach a high quality.

Int : Thank you very much.

Inw : You're welcome.



Interview 4

Interviewer : What is your name?

Interviewee : My name is Ümran.

Int : Which school did you graduate from?

Inw : I graduated from Anadolu University.

Int : How long have you been working as a teacher?

Inw : 2 years.

Int : How many hours do you teach English to the 4th and 5th Grades?

Inw : Totally I have 26 hours with the 1st and 2nd Stages.

Int : What about the 4th and 5th Grades?

Inw : With the 1st Stage, I have 6 hours; with the 2nd Stage, I have 20 hours.

Int : How many 4th and 5th Classes are there in this school?

Inw : First of all, I believe that the system and the program are bad. The aims and the book don't match each other. It seems to me that when I have a look at the book and the aims, they look mechanical. Because of that, I try to make it more meaningful by different methods and techniques. Therefore the aims in the program are not appropriate.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : No, obviously I don't think like that. They are based on grammar. Although we have to do speaking, listening, writing, reading, we can't do any of them. Anyway, we try to do our best.

Int : Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?

Inw : It doesn't supply the needs of the students. First of all, it isn't qualified visually; not colourful. I mean it's white and black. They have the same kind of exercises. So I try not to follow the book all the time. As a result, I don't like the book.

Int : Is the workbook of your course book supportive for the studied chapters?

Inw : When we consider the course book and the workbook; they follow each other. The exercises in the book match with the ones in the course book. Generally, I can't say that they're supportive, every time I try to find different resources.

Int : Does your course book guide you in your lessons?

Inw : What do you mean guiding?

Int : Does it help you to prepare the lessons? Does it help the students to study? Does it guide them to learn English?

Inw : No, I don't think that it is guiding us, especially English Teachers.

Int : Do you have the teachers' book of your course book?

Inw : No, I don't. I have been working for 2 years and I haven't had it yet. I think that this is a big failure.

Int : Do the students enjoy using the course book?

Inw : I can easily say that the second stage doesn't enjoy using it. Because the 4th Grades learn English for the first time, they are enthusiastic about it.

Int : Are the teaching methods in the course-book and English Program appropriate?

Inw : No.

Int : Is the number of the students in your classes appropriate for teaching a foreign language?

Inw : I'm lucky about this. I have 20-22 students in each class. I can easily do group and pair-work.

Int : I think this is because of the feature of your school.

Inw : Yes, true.

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : Of course 4 hour period is not enough; especially for the 1st Stage, it should be more.

Int : You teach them 2 hours a week?

Inw : Yes. Because the program is very intensive but again 2 hours is not enough. Because of this reason, I have difficulty.

Int : Do you think the age of students is appropriate for learning a foreign language? Can it be started earlier?

Inw : I think it could be started earlier, especially at the nursery school. At least, colours, numbers, animals, fruits could be taught. Since they have young memories, they can learn easily.

Int : Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : No.

Int : Is the level of the course book comprehensive for the students?

Inw : According to my observation, each year is a repetition of the previous one. For that reason, they don't learn anything new.

Int : So, we know that their native language is Turkish. In the program of the Turkish and English Lesson, do you have similarities between each other?

Inw : Yes, there are some. Because of the co-operation with the Turkish Teacher, everything goes smoothly.

Int : Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

Inw : Yes, but I'm lucky. Because we have a Data Show, a projector, a technology room, also we have a TV set in each class. We use the CDs that the ministry sends us. I have my own CDs. I try to use them once a week.

Int : Does your course-book provide you a set of cassettes or CDs?

Inw : No, it doesn't. For example, there are songs in the book but there are no cassettes. As a result, we can't teach them. There isn't a music teacher here, either, by the help of the musical notes, he would help us.

Int : So, you use songs, pictures, photos in your teaching process?

Inw : Yes, of course.

Int : Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : I think that depends on verbal and numerical intelligence. If the student has verbal intelligence, he/she will be successful. And I have students like that. I can teach them better. If the student is not interested and has numerical intelligence, he/she turns off him/herself.

Int : Do the students do their homework regularly?

Inw : Generally, yes. But there are still some who don't.

Int : In or out the lessons, do the students comment about the course book that they use?

Inw : No

Int : Is your knowledge in teaching English to Children adequate? Because you studied in the Education Faculty.

Inw : I think Children Psychology is a different issue. The education that gained in the university, everything was based on ideal classes but in real-life it doesn't work. So I try to improve myself by reading different books because I can't say that I'm adequate, I try to communicate with them.

Int : Can you catch their level?

Inw : Yes, I try.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : I can't say yes. I believe we should attend seminars. At least, I try to use the internet and do something at home.

Int : Does the institution that you work for provide you any bulletins about the group you teach?

Inw : No.

Int : Do you use the technology functionally for the group you teach?

Inw : Yes, definitely.

Int : What do you think should the teachers do to reach the desired success in language teaching?

Inw : First of all, they should love their job and students. They shouldn't think from one point. Instead of complaining why the students don't learn, they should try to catch their level. Because we are adults, we want them to learn fast like us. So, that causes a problem. As a teacher, we should be patient.

Int : Thank you

Inw : You're welcome.

Interview 5

Interviewer : What is your name?

Interviewee : My name is Osman Yeşil.

Int : Which school did you graduate from?

Inw : I graduated from Uludağ University – the department of theology

Int : How long have you been working as a teacher?

Inw : 25 years.

Int : How many 4th and 5th Grades are there in your school?

Inw : There are 4 classes totally; two 4th grades – two 5th Grades. They are taught English 8 hours a week; 2 hours for each class

Int : Well, How many 4th and 5th Classes are there in this school?

Inw : Are you asking the level?

Int : Yes, sure.

Inw : When I compare this with the previous years, topic based articles were used. I mean, there was a long reading article and below there were questions about it. Now, the books visual qualifications. And they are based on pictures. So the education is focused on visualization. I think this is better. And I believe that the course, books are written according to curriculum that is approved by the minister of education, so if the course book was against it, it wouldn't be published.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : I don't think the students will be able to practice English outside the class according to their knowledge. In my opinion, English that is taught in our schools provides translating an article, using a dictionary and grammatical knowledge. It doesn't help the students to speak English. I don't think that English, taught at schools is competent.

Int : Yes

Inw : In my opinion, you can notice that a graduated person from high school, who was trained English for 6 years, nowadays English is taught for eight years, can't communicate with an English speaking person.

Int : Is the workbook of your course book supportive for the studied chapters?

Inw : Yes, it is. It follows the studied subjects one to one but I also use other exercise-books as well. But, to tell the truth, I don't consider myself as a Professional language teacher in this area.

Int : Does your course book guide you in your lessons?

Inw : Yes, it does. Naturally if the students and the teachers follow the curriculum, improvement is inevitable.

Int : Do you have the teachers' book of your course book?

Inw : No, I don't.

Int : Does your course book include tests that can measure the success of the students?

Inw : No, it doesn't. But there are some in the books that I used as a supplementary.

Int : Do the students enjoy using the course book?

Inw : This is my first year in teaching the 4th and 5th Grades. In the previous years, I thought the 6th and 7th Grades. As for as I observe, the 4th and 5th Grades students are more enthusiastic than the 6th and 7th Grades students.

And I heard that children learn a foreign language better in early ages. I strongly believe that foreign languages should be elective in our schools, it mustn't be compulsory for everyone. In my opinion, it should be compulsory for the 4th and 5th Grades. After that only the interested students should go on studying. Otherwise, it is a waste of time and Money. And also, these interested students should be trained by professionals. Not by the persons like me. It's better to teach the interested ones, not everyone. For instance, I have some students who even can't say A in English. When I made a research among the other teachers, they told that these students weren't interested in other subjects, either. There are 4 and 5 students like them in every class.

Int : Are the teaching methods in the course-book and English Program appropriate?

Inw : Since I'm not an English teacher, I'm not authorized to comment on this questions. The teaching methods and techniques change rapidly but I find them adequate now. There could be some missing and different techniques could be used.

Int : Is the number of the students in your classes appropriate for teaching a foreign language?

Inw : The number is too much. The ideal number for a foreign language classes shouldn't be more than 20. Because in a small class, there could be more time for practising or other activities. When I compare my two classes; one is 42 and one is 20. The latter is more successful in learning English. That's why English should be elective.

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : No, It isn't. It should be at least 4 hours.

Int : Do you think the age of students is appropriate for learning a foreign language? Can it be started earlier?

Inw : According to the article I read once, children begin to perceive a foreign language at the age of 4. It is claimed that if the child grows up in a place where different languages are spoken, he/she can learn $\frac{3}{4}$ languages. I can't remember if it was in a TV program or in a newspaper.

Int : Well, this is a wide-spread view. For example, think the situation of Turkish Children who were born and grown up in Germany...

Inw : Of course, the best way to learn a foreign language is to live in its place.

Int : Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : Yes, it is. Because the curriculum is prepared by the experts of minister of education. Especially the interested ones in the 4th and 5th Grades learn better.

Int : Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

Inw : The materials that are used in state schools aren't enough when it is compared to private schools and Anatolian High Schools. For example we don't have a language laboratory.

Int : A tape recorder?

Inw : By the help of the school principal, TV sets were bought. In addition to this, I believe that the course-book should have videos or CDs which are prepared by the writers of the book.

Int : Does your course-book provide you a set of cassettes or CDs?

Inw : No, it doesn't. We have OHPs in our school but the course-book doesn't provide anything to show on it.

Int : I know that there are some listening parts. Does it provide you any set of cassettes or CDs?

Inw : No, it doesn't. No set of cassettes or CDs. I notice a failure in our schools. The pronunciation is lacking. We have difficulties in understanding. For instance, when I meet a foreigner, they understand what I say but I have difficulties in understanding them. The reason is every language has an accent. We teach and learn English in Turkish accent. It should be taught in English Accent. The cassettes or CDs should be recorded by native speakers for English and delivered to schools by the minister of education. Before using them, the teachers should have a training for it. Because the best way to learn a foreign language is listening. So, I believe that we are deceiving ourselves because there is lack of pronunciation in teaching system. We are pretending that we are teaching English.

Int : Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : Well, I think that intelligent students can learn a foreign language. First, they should know their own language very well. As I told earlier, if the lessons are done with the interested students, it will be better.

Int : Do the students do their homework regularly?

Inw : Yes, they do. When I check their homework, I see that they are really enthusiastic about it. But I notice that the older the students are, the less enthusiastic they are.

Int : In or out the lessons, do the students comment about the course book that they use?

Inw : No they don't. Because neither the students nor the families have the capacity of criticizing a book.

Int : Is your knowledge in teaching English to Children adequate?

Inw : No, it isn't. I never find myself adequate.

Int : Do you use children psychology in language teaching?

Inw : That was a difficulty I faced when I came to this school. When I was teaching in high-school; it was easier because the students were mature. It was like a police-style

teaching. But in primary schools, you have to be more friendly and calm. In the beginning, I had some difficulties, but it's OK now.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : Since I'm not an English teacher, I sometimes follow the published books in my area, not in English.

Int : Does the institution that you work for provide you any bulletins about the group you teach?

Inw : I don't know whether they sent or not any bulletins in the previous years. But this year my principal hasn't informed me about it so far. But the ministry send us a booklet about in-service training. Interested teachers attend them. I think that these training should be compulsory for the English Teachers.

Int : Do you use the technology functionally for the group you teach?

Inw : We have OHPs, VCD players, tape-recorders. But because of the lack of the materials, we can't use them.

Int : What do you think should the teachers do to reach the desires success in language teaching?

Inw : First of all, a teacher should love his job. Secondly, he should make the students love the lesson. He should not be oppressive. He should catch the level. But basically it depends on love. The teacher should love his job and do his job enthusiastically. Addition to this, the teacher should have the adequate qualifications to teach, as it is true for the field of other teaching. But it's more important in English because it's a new language and a different topic for the students.

Int : Thanks for attending.

Inw : You're welcome.

Interview 6

Interviewer : What is your name?

Interviewee : My name is Ayşe Özbek.

Int : Which school did you graduate from?

Inw : I graduated from Çanakkale 18 Mart University; faculty of Education from the department of Turkish Language and Literature.

Int : Did you attend any training or certificate program for being an English teacher?

Inw : I got a certificate from the minister of education.

Int : Where did you get it?

Inw : I got it from Orhangazi, Bursa.

Int : Well, How long have you been working as a teacher?

Inw : I have been working for 6 years, but I have been teaching English less than 1 year.

Int : How many hours do you teach English in a week?

Inw : 6 hours.

Int : Only for 4th and 5th Classes?

Inw : Yes, true.

Int : How many 4th Classes are there in this school?

Inw : There's only one 4th Class and there are 5th Classes.

Int : Do you think the aims in the program of English Lessons are appropriate for the levels of the students you teach?

Inw : No, I don't think so.

Int : Do you think the behaviours in the program of English can be acquired by the students? Are the behaviours qualified for these purposes? I mean, can these behaviours be practiced in real life?

Inw : In the circumstances of Balıklıçeşme and Turkey, I can say no.

Int : Is the English course-book that you use appropriate for the 4th and 5th Grade Students' level?

Inw : Yes, it is.

Int : Is the workbook of your course book supportive for the studied chapters?

Inw : Yes, it is.

Int : Does your course book guide you in your lessons?

Inw : No, it doesn't.

Int : Do you have the teachers' book of your course book?

Inw : No, I don't.

Int : Does your course book include tests that can measure the success of the students?

Inw : No, it doesn't.

Int : Do the students enjoy using the course book?

Inw : Yes, they do. Because of their age and interest, they enjoy using their course-books.

Int : Are the teaching methods in the course-book and English Program appropriate?

Inw : No, they aren't

Int : Is the number of the students in your classes appropriate for teaching a foreign language? I mean, how many students are there in the 4th Class?

Inw : There are more than 40 students in the 4th Class. Because it's a mixed class, And because the class is very crowded, doing a lesson in this class, especially an English Lesson is very hard.

Int : What about the 5th Classes?

Inw : As a number, 5th Classes aren't much.

Int : So, is it easier and more successful to do an English Class with them than the 4th Class?

Inw : Yes, it is.

Int : So, what's the ideal number for an English Class?

Inw : 20

Int : Is the allocated time for English Lessons in a week enough for teaching a foreign language?

Inw : They study English 2 hours a week but it should be at least 4 hours.

Int : Do you think the age of students is appropriate for learning a foreign language? Can it be started earlier?

Inw : It can be started earlier.

Int : For example, when?

Inw : It should be started in the nursery school.

Int : Do you think the English Program, that is applied in the primary school, is appropriate for the student's mental development?

Inw : No, I don't think so.

Int : Is the level of the course book comprehensive for the students?

Inw : No, it isn't.

Int : Do you need any materials that can enrich your class activities? Do you use songs, pictures, photos etc in your teaching process?

Inw : Always.

Int : So, how do you provide them?

Inw : We don't have any possibilities to provide them.

Int : Does the course-book you're using at the present offer you anything?

Inw : No, it doesn't.

Int : Does your course-book provide you a set of cassettes or CDs?

Inw : No, it doesn't.

Int : So, I have an advantage with you. You're a Turkish Language Teacher as well. According to your observations, Are the students in favour of learning a foreign language? Are the students willing participants in the lessons?

Inw : Yes, they are. They are participating the lesson very well.

Int : Well, you're teaching 2 languages-Turkish and English. In which one are the students more willingful?

Inw : They are more willingful in the Turkish lesson. Because they don't have any difficulties in understanding it.

Int : Is this the reason for that?

Inw : Yes.

Int : Do the students do their homework regularly?

Inw : Yes, they do.

Int : In or out the lessons, do the students comment about the course book that they use?

Inw : No, no response.

Int : Is your knowledge in teaching English to Children adequate?

Inw : No, not too much.

Int : Do you use children psychology in language teaching?

Inw : Yes I generally use it by the help of the games.

Int : Do you attend any activities or do anything that can improve you in your job?

Inw : I would like to enter any activities like seminars.

Int : Does the institution that you work for provide you any bulletins about the group you teach?

Inw : No, it doesn't.

Int : Do you use the technology functionally for the group you teach?

Inw : No, I don't. But at least, we should use a CD player.

Int : What do you think should the teachers do to reach the desires success in language teaching?

Inw : The teachers should make the students repeat as much as they can do. They shouldn't only explain the lessons, but they should also use CDs, posters, games, at least pictures. An English Board should be prepared. By the help of the CDs, the studied chapters should be done and the teachers should focus on practising. Finally, if these things are done, everything will be better.

Int : Thanks for attending.

Inw : You're welcome.