

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN EVALUATION OF 2ND GRADERS' ENGLISH
COURSE BOOK "ENGLISH 2" FROM TEACHERS'
PERSPECTIVE**

MA THESIS

Selda AKKAYA

Istanbul
June, 2019

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Supervisor

Asst. Prof. Dr. Özlem Zabitgil Gülseren

**Istanbul
June - 2019**

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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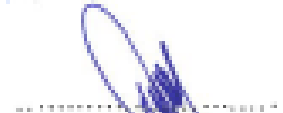


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This is to certify that this MA thesis titled "An Evaluation Of 2nd Graders' English Course Book "English 2" From Teachers' Perspective" is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.



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Selda AKKAYA

ABSTRACT

AN EVALUATION OF 2ND GRADERS' ENGLISH COURSE BOOK "ENGLISH 2" FROM TEACHERS' PERSPECTIVE

Selda AKKAYA

M.A., English Language Teaching

Thesis Advisor: Asst. Prof. Dr. Özlem Zabitgil Gülseren

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The purpose of this study was to find out the effectiveness of the book "English 2" from teachers' perspectives. To obtain teachers' points of view, both a Likert scale and an interview were conducted. 46 randomly chosen teachers participated in the questionnaire and 4 teachers were interviewed to gather qualitative data. Quantitative data were analyzed by evaluating frequency counts, percentages and arithmetic means and illustrated graphically. Qualitative data were recorded and typed in Word files.

In light of the responses given by teachers, it is acknowledged that teachers are not satisfied with the book "English 2". They expressed that they need components to encourage students such as crafts that are attached to the book, videos, flashcards, and a comprehensive teacher's book.

Key Words: Materials Evaluation, Coursebook Evaluation, Teaching Young Learners

ÖZET
İLKOKUL 2. SINIF “İNGİLİZCE 2” İNGİLİZCE DERS
KİTABININ ÖĞRETMEN BAKIŞ AÇISI İLE
DEĞERLENDİRİLMESİ

Selda AKKAYA
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Bu çalışmanın amacı “İngilizce 2” ders kitabının öğretmenlerin bakış açısını temel olarak etkililiğini tespit etmektir. Öğretmen görüşlerine ulaşabilmek için bir öğretmen anketi ve mülakat yöntemleri kullanılmıştır. Bu bağlamda devlet okullarında görevli ilkokul 2.Sınıfa ders veren 46 İngilizce öğretmeni ankete katılmıştır. Ayrıca 4 İngilizce öğretmeni ile mülakat yapılmıştır. Görüşmeler ses kaydı altına alınıp transkripsiyonları çıkarılmıştır. Nicel veri ise frekans, yüzdelik ve ortalama hesaplamaları ile analiz edilmiştir ve veriler grafik olarak görselleştirilmiştir. Verilen öğretmen cevaplarının ışığında, öğretmenlerin “İngilizce 2” kitabından memnun olmadıkları ortaya çıkmıştır. Öğretmenler kitaba eklenmiş, öğrencileri teşvik edecek el becerisi aktivitelerine, videolara, kelime kartlarına ve kapsamlı bir öğretmen kitabına ihtiyaç duyduklarını ifade ettiler.

Anahtar Kelimeler: Materyal Değerlendirme, Ders Kitabı Değerlendirme, Genç Öğrencilere İngilizce Öğretimi

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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
SPSS	: Statistical Package for Social Sciences
MoNE	: Ministry of National Education
YL	: Young Learners
RQ	: Research Question
IWB	: Interactive White Board
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
EBA	: Eğitim Bilişim Ağı
TBLT	: Task Based Language Teaching
TPR	: Total Physical Response

CHAPTER I

INTRODUCTION

Course books are the main tools in English Language Teaching. They guide and give structure to language teachers in their teaching process. Richards (2014) explains “Coursebooks determine the goals, the content and the methods. It defines a learning route for teachers and learners” (19). In the teaching and learning process, a course book serves as a general framework for teachers. Mc Grath (as cited in Richards, 2014) suggests varied metaphors for the roles of the textbook such as “recipe, springboard, straightjacket, supermarket, holy book, compass, survival kit, and crutch” (19). These metaphors clearly show the importance of course books in the teaching process. Choosing the right course book is of great importance. An inappropriate textbook choice can affect class management and the teaching-learning process. There is no perfect course book that is the best choice for every student in the class. Yet, only through effective evaluation, teachers can find the best fit in their own context. Materials need to be selected by considering the needs and interests of students (Rubdy, 2014). Hence, materials selection or evaluation is a hard venture. For this study, the course book for the 2nd graders at state schools will be studied and the teachers will be the lenses of evaluation for the effectiveness of the course book.

1.1 The Purpose of the Study

There is a strong interrelationship between a course book and the teacher who uses it. Garton and Graves (2014) state that effective use of materials is related to the teacher’s use and understanding of the course book. Teacher’s understanding and use of the course book influences the success of that course book in the classroom. Mc Donough and Shaw (2013) emphasize the teacher’s role in the use of the course books. Teachers are particularly important in the analysis of any course book because it is they who use these course books every day in practice. For this reason, the perspectives of teachers are key to any analysis of course books. Apart from teachers, there are other factors that influence the value and the use of course books. There are some books which do not fit the aims of the curriculum, needs, and interests of students or the policy of the Ministry of National Education. The purpose of this study is to

evaluate the course book English 2, the 2nd graders' course book, in order to find out whether it fits the aims of MoNE and also to inquire to what extent an adaptation is needed by teachers. In this study, the opinions of teachers who are teaching 2nd graders using the course book "English 2" will be investigated. Ideas of teachers are sought to inquire about the effectiveness of the course book from teachers' perspectives. The aim of this research is to unveil the drawbacks and advantages of the course book "English 2" in terms of methodology, structure, skills and teaching aids from the perspectives of English teachers.

1.2 The Significance of the Study

Learning English started to be taught much earlier than before in primary schools. In 2012, the GNAT (Grand National Assembly of Turkey) passed an educational regulation, which prolongs compulsory education to 12 years. This regulation indicates that more attention is paid to learning English in primary school. This new educational endeavor now covers Primary and Secondary Education in three tiers, which consist of four years each. After the regulation, students started to learn a foreign language in the 2nd grade, a much younger age than before, following the motto "the younger, the better" (Singleton, 1995; Yule, 2010). Some educators and researchers assume that learning a foreign language at a young age will have some benefits according to the Critical Period Hypothesis (Brown, 2007; Flege, 2009; Singleton 2003; Damayanti, 2008). This claim comes from the assumption that starting at the age of two and lasting until around puberty, lateralization of the brain does not take place and this affects language learning positively. However, learning English at a young age does not guarantee optimum learning on its own. There are several variables influencing the learning process such as student aptitude, teacher quality and the course book among others. This study aims to evaluate the effectiveness of the course book by the teachers who are the primary enactors of the course book.

A course book determines the content of learning. According to Haznedar (2018), materials determine the language aim and acts as the vehicles that allow accomplishing learning goals. The teaching materials in the 2nd grade have great importance because it is the first time children get exposed to a foreign language, English. The first encounter of the English lesson is important because the experience resonates with the learner for a long time and those who have a good start in English tend to continue in the same way. With this in mind, the choice of the 2nd-grade-course

book is particularly important because of its long-lasting impact on the learning experience.

Materials development is a recent field in ELT (Tomlinson, 2012). It is in the growing stage. Therefore, there is limited literature on the topic. Most of the literature on materials development started to appear in the mid-nineties. Considering the developing stage of materials development research, it is important to study this topic and carry out research in order to build on the knowledge base and deepen our experience with materials development. There is definitely a vast need to build research and add to the literature to guide researchers following us.

1.3 Research Questions

Based on what we have said so far, the study seeks to answer the following questions:

1. What are the 2nd grade English teachers' opinions about the course book in terms of teaching language and its subskills?
2. What are the 2nd grade English teachers' opinions about the appropriacy of the course book's approach to the learners?
3. What are the 2nd grade English teachers' opinions about the availability of the supplementary materials provided by the course book?
4. What are the 2nd grade English teachers' opinions about the course book English 2 in terms of layout and physical make up?

1.4 The Limitations of the Study

For this study, the data were collected from 46 teachers teaching 2nd graders in state schools from several random areas of Turkey with the help of an online questionnaire. The study is limited to teachers who utilized the 2nd-grade-course book in state schools and all of the findings will be about this level. The study will not generalize about other course books used for other levels of primary education. To enrich the questionnaire data, 4 random teachers in Istanbul were interviewed to elicit detailed qualitative data in addition to the quantitative input gathered from the questionnaires.

CHAPTER II

LITERATURE REVIEW

2.1 Course Books: Pros and Cons

The role of teaching materials in ELT classrooms is enormous. Before delving into the significance of materials and course books, it is necessary to define what material stands for. The definitions of materials are varied. According to Tomlinson (2011), materials are anything – even students themselves- which aid learning a language. Course books constitute a fundamental role among a vast choice of materials. Despite different opinions about course books and disagreements for or against the use of course books (Harmer, 2007; Richards, 2014; Cunningsworth, 2005; Meddings & Thornbury, 2009; Tomlinson, 2012), most teachers still use them. Many teachers dwell upon questions regarding the use of course books. The questions, “Are course books straightjackets or servants (Mc Grath in Richards, 2014: 19); Are they maps or the route themselves (Cunningsworth, 2005)?” pointed out by educators indicate the uncertainty on the topic of course books, and the necessity of inquiring about this topic in the field of ELT.

It is hard to find answers to questions on textbooks; yet, several advocates side with using a course book. They think it has various advantages. Using course books provides a context for teaching. Without course books, creating a context for teaching is a highly challenging and time-consuming task. Therefore, course books save teachers’ time and energy so that teachers can concentrate on using their creative skills in teaching naturally. Using the same course book in an institute or a country also enables teachers to standardize the teaching and gives a sense of professionalism (Garton and Graves, 2014). Furthermore, Abdelwahab (2013) adds that when one agrees to use a course book, supplementary materials such as teacher’s book, interactive whiteboard tools, CDs, audio CDs, and mostly photocopiable teacher’s resource book are also included in the course book. Hence, course books offer the inexperienced teachers a sense of self-confidence and security by the guidance of the teacher’s book (Tomlinson, 2008). IWB (Interactive Whiteboard) tools catch the learner’s motivation and photocopy friendly materials provide teachers with enough supplementary materials and more time. In addition to those advantages, besides teaching the language, they create a global view and improve critical thinking and life

skills (Maley, 2016). Course books carry details of social and cultural values (Cunningsworth, 2005) like all other social products and spread those values all across the world. These aspects of the course books which are also known as the “hidden curriculum” include 21st Century Skills such as critical thinking skills and global world view and reshape learners thinking. Learning a language cannot be limited to formal learning, learners need to be able to study at home. Course books provide an opportunity for learners by preparing them for future courses or practicing to catch up for a missed lesson without teacher support (O’Neill, 1982). When students feel the need to practice more, course books make it possible and allow student’s self-study. Considering all the advantages mentioned so far, it is understandable why course books are used all over the world.

Opponents of course books argue that teachers serve course books instead of course books serving teachers and learners. This view holds that course books should be in agreement with the learning aims, but most of the time course books themselves become the aims (Cunningsworth, 2005). The ready to teach content may be irrelevant or inappropriate to learners but still, teachers follow it strictly without adding their own flavor (Graves, 2007). This viewpoint argues that course books limit the teachers’ creativity or deskills the teacher. Moreover, instead of teachers, course books decide which approach to be used in class. The learning activities in the course book direct the approach to be used in the class. Course books dominate the method or approach which was fashionable when the course book was written. Language is a medium of communication, whereas the emphasis of most of the course books is still grammar. Meddings and Thornbury (2009) claim that ELT materials serve to be “grammar Mc Nuggets” which takes time away from practicing communicative activities. The very much desired communicative component of today is at jeopardy because of the continuing grammar focus.

There is a tendency with almost all course books dictating the use of PPP (Presentation-Practice-Produce) even if it is not the first time students are taught the language structure (Garton and Graves, 2014). After learners’ numerous attempts to learn a language item in English, they are taught in the same style over and over again. Cunningsworth (2005) also adds that the heavy dependence on course books cause perfunctory activities which reduce the learner participation in communicative activities. Another point is that coursebooks underestimate “the intellectual and

emotional maturity of learners” when they are at a lower language level proficiency (Tomlinson, 2008). Course books tend to assume that earlier levels of English proficiency indicate a young age in learners. However, in reality, all age groups such as adults can be at A1 or A2 level. There are a diversity of learners from all language levels and age groups because of the increasing number of language learners. Learners have different needs, motives and learning styles. Course books do not take the learner differences into consideration or respond to all the learners with different needs (Ansary & Babaii, 2002). In a nutshell, these doubts about course books make them “necessary evils” (Sheldon, 1988: 237).

2.2 Global, Glocal, and Local Publishing Houses

Coursebook discussion cannot be studied without mentioning the impact of publishing houses. A few publishing houses occupy an important place in the global market. Their popularity is first and foremost due to English gaining popularity as a lingua franca. People around the world are learning English either as a foreign or a second language. This increases the demand for teaching materials in English. Therefore, publishing houses write global materials for learners that can be utilized in any part of the world.

Global books are produced in English spoken countries and designed to be used in language classrooms around the world (Gray, 2002: 1). They have some benefits such as providing standardization, which increases distribution and availability in different contexts. Realizing that English is a lingua franca, besides teaching language, course books carry cultural constructs. They function as a bridge to introduce the target and the local cultures to learners and contribute to globalization. They also open learners’ minds to comprehend their place in the global world. One important consideration is that contents in the global coursebooks portray English as a powerful global language. The main reason for global course books to be chosen is that nonnative teachers trust the “accuracy of English use” (Po and Minh, 2014: 41). However, it is impossible for global course books to satisfy all the customers including learners and teachers equally. Littlejohn (2012) relates the process of McDonaldization in language teaching. McDonaldization is a term developed by Ritzer (1993) (in Littlejohn, 2012), the term refers to the world-renowned Mc Donald’s international expansion. Mc Donald’s offers customers predictability, efficiency, calculability, and control. The term does not only refer to the food industry. McDonaldization of the

materials results in a prepacked, predictable and standardized teaching environment (Littlejohn, 2012). Another limitation of the global coursebook proposed by Gray (2002) is the constraint of materials because of the big goal of appealing to the worldwide market to sell the highest number of books to the largest market possible. This overarching goal hinders any personalized or local touch that language learners may hope for.

In the hopes of rendering a common ground in cultural contexts, some taboo mechanism is practiced in global language course books. Taboo contents for global textbooks are known as PARSNIP, which stands for Politics, Alcohol, Religion, Sex, Narcotics, Isms, and Pork. Because of the publishers' constraints on the contents of global coursebooks, editors redress the course books (Gray, 2010). With the decaffeinated (Thornbury, 2002) course books, publishers assure that any nationality can use the materials without feeling offended (Majer, 2018). With the aim of increasing their sales and profits, publishers prefer to be on the safe side. For the sake of being on the safe side, they run the risk of turning the course books into "anodyne" (Meddings, 2006) and "the soft, fudgey, sub-journalistic, woman's magaziney world of EFLese course materials" (Rinvolutri, 1999 as cited in Thornbury, 2010: para. 4). This manipulation of global textbooks is contrary to the mission of teaching English since teaching language is not the only role or function of ELT materials. English course books are also responsible for raising learner's awareness about the world we live in. Rashidi and Safari (2011), who are popular advocates of Critical Pedagogy in ELT classroom, criticize global course books for not reflecting the serious issues in life and this results in inauthentic, artificial course book content. To have 'a one size fits all' (Gray, 2010) course books model ignores the specific cultures and traditions of learners. Sometimes cultural information they include makes teachers feel uncomfortable (Gray, 2000). With this in mind, global coursebooks need to be studied carefully through critical lenses.

No matter how hard publishers try not to be offensive, global books cannot be sensitive to all learners' culture equally. A so-called global course book which is suitable for adult learners in small groups in a European country could hardly be appropriate for crowded groups of learners in Africa (Cunningsworth, 1984). Global books may have aspects having no equivalence for students in their own culture and context. When confronted with such a situation, a teacher will have to teach in the first

place the context which students should learn the language through, and then they can focus on the language patterns. Learners need personalized and localized teaching materials in order for effective learning to take place. Tomlinson and Masuhara (2013) observe on a visit to classes in Turkey that high school students in Turkey are interested and more participative in learning when the activities that are adapted by their teachers are localized and personalized. Publishing houses started to notice the need for localization in their course books. Gray and Tomlinson as in Barrios and de Debat (2014) introduce the term glocal to counteract the negative effects of globalized course books. Glocal books are published by the same global publishing houses, but they try to shift from global content to more local content. Unfortunately, glocal books cannot go far in achieving a long term effect. For example, in *Speakout Starter* (2016) there is a reading text about Grand Bazaar which gives evidence that they are trying to localize the book, and yet the same book also has videos of British humor which is not funny for Turkish students. This example shows that localization in glocal books is misunderstood, therefore; there is definitely a need for local books to be exploited in local contexts.

There are several other reasons for the necessity of local books. Tomlinson (2008) concludes there is a tendency to prepare students for exams. Global and glocal books prepare students for international exams like Cambridge Exams, but they are not compatible with the demands of the Ministry of National Education. They do not prepare students for the national exams of MoE, which has a decisive role in students' further education in Turkey. This pinpoints the importance of the teaching context and relevance of the course book to the student culture and their daily realities. In addition to these, a student-centered learning atmosphere helps learners achieve the learning aims more easily, and consequently, students are motivated to communicate and use the language. To create a student-centered environment teacher needs to activate students' schemata, and this is possible with materials which students have background knowledge. Local textbooks can provide the necessary platform for the background knowledge we seek to achieve. MacIntyre, Dörnyei, Clement and Noels (1998) (as cited in Siegel, 2014) expresses that a previous familiarity with the topic improves learner's self-confidence. In short, "the absence of local was a problematic aspect of global coursebooks" (Gray, 2002: 164). Similarly, the inadequacy of local points or misunderstanding of localization has been an issue for glocal books. Local books,

which are created for a specific country or region, focus on the aims of the MoNE and offer the benefit of familiarity (Graves and Garton, 2014). Local book writers share the background, interests, and characteristic of the language learners (Cunningsworth, 1984). Moreover, they have the advantage of comparing L1 and L2. The price of the local course book is another advantage because local course books are cheaper than global books, and thus, learners coming from low-income families can afford it (Po and Minh, 2014). In a nutshell, as Tomlinson (2012) discusses ELT world needs more global, glocal and local books which give opportunities for localization, personalization, and choice. English language teachers need to continue to work on the specific needs of their learners and demand for localized language textbooks.

2.3 Course Books' Impact on Communication-based Teaching

The key to learning a language is exposure to language input and active involvement of the learner in the production of output. The more language input a learner is exposed to, the faster the learning will be accomplished. This means that coursebooks should allow for the active participation of learners. A language course which primarily focuses on the language system and structure cannot qualify learners for real use of language (Cunningsworth, 2005). Communicative orientation is key to real language use. Most of the time, the aim of learning a language is to communicate. As a means of communication, language should be practised in classes as a rehearsal of real life. Students need to perceive social situations and select the appropriate language. In order to have communicative competence and performance, it is vital to use communicative approach in course books and the teaching praxis.

In addition to the communicative praxis in language classes, learners should be motivated to continue to learn outside of the classroom. Materials should not only be suitable for self-study, but they should also enhance the learner autonomy to continue learning. Cotteral in Harmer (2007), suggests using real-life materials to promote learner autonomy. With the popularity of CLT, the focus on materials has also changed to resemble real-life language use. Tomlinson (2012) denotes “Authentic materials can provide meaningful exposure to language, motivate learners, help them develop a range of communicative competencies and enhance positive attitudes towards learning a language” (161). Similarly, Peacock (1997) also proves the positive effect of using authentic materials on learning with an experimental study in his research. Authenticity increases motivation to learn a language because it reflects scenarios from

the life of learners. Authentic texts promote “purposeful reading” (Pang, Muaka, Bernhardt, & Kamil, 2003: 15). While some course books try to use real-life language, they simplify the text to be able to teach the language aim, which can take away the naturalness of the language input. Richards (2014) criticizes such textbooks because simplification turns the language in course books into unnatural, artificial texts. Instead of simplifying the authentic texts, Pang et al. (2003) suggest using topics that learners already have background knowledge. However, the benefits of using a course book outweigh its handicaps. The discussions on the pros and cons of course book use continue, but as it is clear, benefits of course book use outweigh its disadvantages. Therefore, despite the disadvantages proposed for the use of coursebooks, there are more people who use a coursebook than those who do not use.

2.4 Teaching Young Learners

There is a tendency to start teaching English at the primary level in many countries in the world. English is perceived “as the passport to global communication” (Arnold and Rixon, 2008: 39) and English enables the learner to comprehend from a different and novel point of view (Akkaya and Zabitgil Gülseren, 2016).

Learning English at a young age brings some unique features to the learning contexts. Taking the differences between adults and young learners into consideration, there are some points to consider when teaching YL (Young Learners).

Despite the fact that there are some common features for each age group, each child develops at a different rate. Teachers of YL should observe their learners’ development and create appropriate learning environments for them. When compared to adults, children are more eager to learn. Catching young learners’ interest is easier especially when their teacher knows what they are interested in. Yet children’s attention span is short, and a variety of activities is essential to keep their interests alive (Scott and Ytreberg, 1990). Hence, given the opportunity of tasks that are suitable for kids’ development and considering the learners’ interest and likes, they will be interested and engaged in learning (Linse & Nunan, 2005).

To learn a language, the input is pivotal. If learners do not have enough and meaningful input, learning cannot be improved. The comprehensible input (Krashen, 1982) should be a bit above the learner’s actual level of competence. Visual aids, puppets, tone and voice of the teacher can assist young learners in understanding the

slightly higher level input. Young learners under the age of twelve are not abstract thinkers, so they have difficulty in understanding grammatical structures and need to have a product to see their progress in learning a language (Meddings and Thornbury, 2009; Cameron, 2005; Phillips, Burwood & Dunford, 1999). One more difference between adults and young learners is that young learners learn by their social environments and interaction with their peers. Vygotsky (1978) proposed the Zone of Proximal Development theory which “is the distance between the actual development and the level of potential development” (131). This theory is supported by Bruner’s scaffolding theory because children can reach their potential level with the help of others such as parents, teachers, or sometimes peers. In the primary age level, children have more strong friendships and they are affected by their friends (Pinter, 2011). Materials writers and teachers should take advantage of children’s newly constituted social ties. While teaching English, teachers can take advantage of this social environment. Children don’t have the same motives as adults for learning a language. They do not think of language as a tool for future prospects or about long term goals such as having a better life in adulthood. They only live in the present moment. Hence, YL need to have a motive to use the language. Also, young learners need to be praised by their teachers and peers (Cameron, 2005). Their main motive is to act and be accepted in society. They like praises and acceptance. The only reason for them to study is sometimes to receive a praise of stickers or well done. Besides, traditional teaching style is not sufficient for them. They need to move physically and be involved in learning process (Scott and Ytreberg, 1990). They mostly care about having fun. Scott and Ytreberg (1990) assert that teachers can teach anything to young learners with the help of games. Adult learners and young learners have different characteristics and needs which determine the methodology and materials to be used with them. Teachers of YL consider this when choosing a coursebook for their teaching.

2.5 Materials for Young Learners

In many countries including Turkey, teaching English to YL starts at a very early age. In Turkey, kids start learning English when they are 2nd graders in state schools, and in private institutions very young learners, who are at the age of three, are encouraged to learn a foreign language. What teachers, parents, stakeholders should expect from children as language output and what the learning aims should be are important issues for materials writers. Pinter (2011) states that governments and policy

makers offer to YL opportunities to see a new language item in a limited way and raise language awareness. According to Turkish national curriculum, children are expected to enjoy their learning and have a positive attitude towards the target culture. They hope to raise respect and awareness of other cultures of the world (T.C. Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı, 2018). Material writers should keep in mind that the goal of teaching YL is to “sensitize to English” and have a positive effect and attitude towards learning a language (Stec, 2013: 1171). Considering the characteristics of YL and the aims of the curriculum, material writers should remember that course books should be child friendly and should meet the national aims and goals (Arnold and Rixon, 2008).

Most children cannot understand the abstract concepts at the age of 11. They need to think and interact with concrete products in the target language (Stec, 2013). Even at the age of ten or eleven, it is difficult to grasp grammar rules; therefore, teachers should explain the minimum amount of grammar rules (Scott and Ytreberg, 1990).

YL don't have the motive to learn a language, so language materials should give learners reasons to learn and use the language. Their materials should focus on the product and use the target language as a means of interaction in the class. Vygotsky claims that the child is part of the social environment, so YL enjoy working in pairs or groups. Therefore, materials for YL should be organized to include activities and tasks which require social interactions such as games, songs, team projects, arts and crafts (Meddings and Thornbury, 2009). Course books should utilize plenty of Task Based and Communicative approaches as well as Total Physical Response as the methodology. Also, eclectic approach will be a valuable asset as it combines a variety of approaches and methods. Children's interests should be the key consideration in the creation of coursebook content.

Children need to be informed about the details of an activity. They like routines and familiar activities (Scott and Ytreberg, 1990). Materials should include a warm up before an activity like a jazz chant to make students ready for the activity.

Moreover, materials should keep up with the developing technology and needs of the day. There is a lot of educational software aiming to raise autonomous learning for YL. Award winning *Little Bridge* can be an example of such an educational

software. This game based software is for children between the ages 6 to 12. Most global course books for YL have supplementary game software so that learners can carry on with their learning out of the classroom. It is easier for YL to make something into habit, the software application make them autonomous learners. Nevertheless, Arnold and Rixon (2008) disprove educational software because of being “disappointingly Behaviourist in design” (51). Hence, activities in materials for young learners should involve a focus on the functionality of the language with the little focus on the grammar (Meddings and Thornbury, 2009; Arnold and Rixon, 2008; Cameron, 2005). Communicative approach should be at the center of the language learning process.

Teaching YL in Turkey doesn't date back to very old times. Teaching YL course at universities for undergraduate learners of ELT departments is still in the growing stage (Çelik and Arıkan, 2012). Another mission of the materials development for young learners include the training of teachers. Since teachers lack experience in teaching YL, they need to be trained in teaching YL (Nunan, 2013). Teachers' guide or book should scaffold the teacher who is inexperienced in teaching young learners.

If specific features of YL are taken into consideration, they will have more successful and enjoyable teaching atmosphere.

2.6 Why to Evaluate Materials

To be able to acquire a language, comprehensible or meaningful input is fundamental (Krashen, 1982). English is learnt as a foreign language in Turkey. Learners do not have the opportunity to practice the language outside of the classroom. They only have their books as a source of input and this results in the heavy dependence on course books. Generally, teachers rely extensively on course books. Course book is the first thing to be blamed when the learning aim is not achieved. Experienced teachers are able to create their own materials, but creating materials is time consuming for them (Mahfoodh and Bhanegaonkar, 2013). While for the experienced teachers course books are time savers, for the inexperienced teachers they serve as a strict guide (Williams, 1983). Even if a teacher wants to try Dogme approach, it may not be possible because of the institutions' standardization.

There are various reasons for making the course book pivotal. Creating one's own materials consumes time, money, and energy, which makes adopting a course book compulsory (Işık, 2018). It is difficult to teach without course books no matter what the reason is, they play a crucial role in teaching a second language (Mahfoodh and Bhanegaonkar, 2013; Johnson et al., 2006; Mukundan and Nimehchisalem, 2012).

The abundance of course books in the market makes choosing the right book difficult (Cunningsworth, 2005; McDonough, Shaw and Masuhara, 2013). Publishers and authors highly promote their materials to be able to compete in the market, so “[w]e need a means of looking inside the Trojan Horse to see what lies within” (Littlejohn, 2011: 181). Therefore, the vast number of materials and reaching them easily entail materials evaluation a big challenge. In Cambridge online dictionary (“Evaluation”, 2019) evaluation is defined as “the process of judging something’s quality, importance, or value, or a report that includes this information”. Evaluation is a procedure which involves examining materials to find out their value (Sarı, Ülgü & Ünal, 2014: 61). AbdelWahab (2013) defines evaluation “as a powerful means of improving the quality of education” (55) and Tomlinson (2011) explains it “an attempt to measure the value of materials” (3). Despite various definitions of evaluation, they all concur that evaluation is to examine and to check the materials to determine how suitable it is for a specific learning/teaching context (Richards, 2014; McDonough, Shaw and Masuhara, 2013; Mahfoodh and Bhanegaonkar, 2013). Moreover, evaluation is an “integral part of teaching” (AbdelWahab, 2013: 56). There are varied explanations for the need to evaluate.

Due to the heavy dependence on course books and the disadvantage of writing one's own materials, there is an urge to implement a course book, which meets all the needs of the learners (Uyar, Çepik, Doğan, Özmen & Aydoğan, 2014). Considering the variety of materials in the market, choosing the right book that answers the learners' needs is only possible through careful evaluation (Bahumaid, 2008). However, Sheldon (1988) informs that teachers tend to choose their course book according to its popularity instead of using a proper evaluation method. This may result in a disappointment because of the need to adapt the book extensively as those popular coursebooks do not always work well in the teaching context. Even if a book seems perfect when a teacher checks the layout, blurb, illustrations and the content page,

there is no one perfect course book that works for the teaching context. Thus, evaluation does not mean choosing the best book but it means choosing the best fit between the teaching objectives and the learners (Cunningsworth, 1984). No matter how equipped the course book is, it still needs evaluation to check if it meets the learners' needs in a specific context. Evaluation also shows which parts in a book needs adaptation. In short, evaluation is an ongoing process which improves the quality of education (Abdelwahab, 2013). It provides information about the suitability of the course book for a particular institute setting (Demir and Ertaş, 2014). Moreover, an effective evaluation informs the educator about the lacks and strengths of course books (Mahfoodh and Bhanegaonkar, 2013). The results help teachers, curriculum planners and material writers improve the course book and decide whether it is possible to adapt the materials or not. Teachers obtain the necessary information to adapt, modify and improve the course book (Ho and Minh, 2014).

2.7 How to Evaluate Materials

Materials are at the heart of teaching; their effect on learning is indisputable. Considering their high effect on learning and their variety in the market, looking for the best fit is essential. All contexts require materials evaluation whether teachers are allowed to choose their own materials or handed by a director or a ministry.

Even a course book is designed and written for a specific context, it is still not suitable for every individual or for every context. Therefore, course book evaluation is a must to provide all learners with having the same benefits from the materials since evaluation shows the teacher what her/his learners need and what is missing in the book. Evaluation makes the adaptation possible to include all students in learning. Course books are evaluated to check the congruence between the learner needs and materials, and it enables teachers to choose the most appropriate coursebook so that learners can use the language effectively (Cunningsworth, 1984).

There are many parties involved in the evaluation process. Administrators, teachers, students and publishers are some of the major holders. Publishers also evaluate their materials to ensure that their product will be effective (Amrani, 2011). Evaluation also provides the information that publishers need to improve the materials.

Zohrabi (2011) advocates that course books need evaluation at every stage of teaching, before, while and after use to find the deficiencies and improve the course book. There are three types of evaluation with different aims; pre-use or predictive evaluation, in-use evaluation and post-use or retrospective evaluation. Each type of evaluation is designated by the aims of the evaluator. Predictive or pre-use evaluation means evaluating the materials to “examine the potential performance of a textbook” (Mahfoodh and Bhanegaonkar, 2013: 3) to decide whether to choose the textbook or not. In-use evaluation refers to evaluating the materials in use to find out the strengths and weaknesses of the book (Cunningsworth, 2005), and how to adapt it. In-use evaluation also shows “how well the book functions in the classroom” (Richards, 2014: 32). Retrospective or post-use evaluation is the end of course evaluation to give feedback on the course book. Lisna (2016) highlights that retrospective evaluation is especially important because a course book can be evaluated effectively after the course has been completed. Teachers are informed through retrospective evaluation about how to modify the activities in the book to make it more practical for future use or whether it is worth using the same course book or not (Ellis, 1997).

Retrospective evaluation can be done in two ways: impressionistically and empirically. Impressionistic evaluation can be carried out through macro, micro and external evaluation (McDonough, Shaw and Masuhara, 2013; Ellis, 1997). External evaluation means evaluating and holding a general view about the course book from the blurb, the introduction, the table of contents page. While micro evaluation is a narrow focus consisting specific aspects of the course book, macro evaluation is made up of micro evaluations that are carried out during the teaching (Ellis, 2011). Almost all teachers evaluate their materials impressionistically before preparing their lesson plans. However, empirical evaluation is a more serious and experience needed task. It consists of gathering data in a systematic way. It is less preferable because gathering the necessary data is time consuming. A checklist which is a useful tool to evaluate teaching materials (Cunningsworth, 1984; Abdelwahab, 2013) is required for empirical evaluation. It makes the evaluation more objective and valid (Mukundan and Nimehchisalem, 2012). A checklist helps the teacher judge the book and decide whether to adapt or adopt (Mahfoodh and Bhanegaonkar, 2013).

Sheldon (1987) emphasises the importance of asking the right questions to evaluate the materials. A checklist provides the evaluator with the questions to better understand the textbook. The best book is the one which fits the learning aims and the learner needs. To be able to ask the right questions, the evaluator needs to identify the learning aims and objectives and check the congruence between the two through a well - designed checklist including proper items. In materials selection the agreement between the materials and learning aims and objectives is highly important (Nunan, 1991). Although several generalized checklists are available in literature to serve the teachers, no evaluation checklist can be implemented for any course book evaluation since every learning environment has its own specific aims and goals (Mahfoodh and Bhanegaonkar, 2013). Demir and Ertaş (2014) state “a checklist designed for a particular context might be inapplicable to the other” (247). To be able to serve the specific needs of specific contexts, some evaluation criteria need to be adjusted (Işık, 2018). Therefore, the items in a checklist should be local and suitable for the learning aims. Generalized checklists most of the time need to be adapted to include the learning aims and learner needs. Instead of using the pre-packaged criteria, one should adapt the checklist criteria based on the individual needs, user priorities, learner’s wants and course book’s offerings (Şimşek and Dindar, 2018).

A checklist may be qualitative or quantitative. While a qualitative checklist consists of open – ended questions gathering subjective information, a quantitative checklist allows more objective information through questionnaire. Quantitative checklist is one of the most objective ways to evaluate although it is not totally objective. There are many variables affecting the evaluation such as the experience of the evaluator and student’s cultural background. Therefore, a quantitative checklist can be supported by a qualitative checklist to make the evaluation more objective (Demir and Ertaş, 2014). In this study, the eclectic criteria in Demir and Ertaş (2014) and the checklist in Mukundan and Nimehchisalem (2012) have been adapted. This quantitative checklist is accompanied by the qualitative checklist through interviews with English teachers of 2nd grade students.

CHAPTER III

METHODOLOGY

In the previous chapter, literature review focused on the use of course books, global, glocal and local course books in teaching young learners. Also, why and how materials are evaluated was discussed. This chapter presents the research design, participants, data collection procedures, data analysis and the limitations of the study.

3.1 Research Design

This study aims at unveiling the effectiveness of the course book “English 2” from the teachers’ point of view. This study will employ a triangulation research design. Triangulation research includes the use of both qualitative and quantitative research design. Using both qualitative and quantitative research designs allows a better understanding of the problem and strengthens the results of one type of research (Creswell, 2012). Quantitative data are elicited through a Likert scale and the results of questionnaire are supported by qualitative data. Quantitative approach includes four types of research designs: descriptive, correlational, quasi-experimental and experimental designs. Descriptive research design depicts the details of a situation and social setting (Neuman, 2014). Descriptive research design is used to show the results in numbers. Likert scales ensure to measure people’s attitudes in terms of ordinal level categories (Neuman, 2014). In this study, respondents will have a five range of Likert scale from strongly disagree to strongly agree. Besides the likert scale questionnaire, to elicit in depth information, open - ended questions are asked to respondents and face to face interviews will be carried out. “Open - ended response to a question allows the participant to create the options for responding” (Creswell, 2012: 218). It is difficult to get detailed information from closed - ended questions solely. Through open - ended responses, participants can add forgotten points of the book to improve the materials. Interviews will be recorded and transcribed to strengthen the quantitative data and they will also provide possibilities for a deeper evaluation.

3.2 The Context of the Study

To be able to understand and interpret the results, being aware of the context of the study is important. In Turkey, after the amendment of the law in 2012 the primary education was divided in three tiers and English has been taught to 2nd graders since then. Books that are used in state schools are chosen by the Board of Education and they are distributed by the Ministry of Education. During this distribution, teachers may face some problems. Some teachers could not receive teacher's book, CDs, or some received the books late. Known as digital natives, the generation learns better when the teaching is intertwined with technology. Through the Fatih Project, most schools became compatible with technology and smart boards though there are still some schools lacking this opportunity ("Fatih Projesi", 2019).

3.3 Participants

The target population of this study is the teachers using the book "English 2" in state - run schools. To reach the target population, online platforms on Facebook will be used. The questionnaire will be shared through the group "İlkokul İngilizce Öğretmenleri" which has 37.826 members. However, the group includes teachers working at private schools and also teachers teaching English in Primary school not necessarily 2nd graders. Since it is an online platform which teachers can access from anywhere in Turkey, the participants of the questionnaire will be random English teachers teaching in Turkey. 4 teachers who teach 2nd graders in state schools on the Asian side of Istanbul will be interviewed. Teachers to be interviewed have been chosen on the Asian side of Istanbul because it is easy for the researcher to reach them for a face to face interview.

3.4 Instrumentation

In this study, both interview and Likert scale methods will be used to evaluate the book from the teachers' point of view. There are various types of interview for a qualitative research; unstructured, semistructred and structured, individual, group, face - to - face, mediated and focus group interviews (Tracy, 2013). Structured interviews are strictly planned with the same order interview questions. Interviewer follow a procedure. Semi-structured interviews use interview questions but also allow the interviewer and interviewee have conversation. In this study, semi-structured interview will be carried out because it allows to elicit information and to create a more

natural environment. Students should be included in the evaluation because they are the most effective stakeholders, however, the target learners of this study are too young to respond to the researcher's questions. For the reliability concerns, the student questionnaire will not be administered. Checklist for the Likert scale was adapted from Abdelwahab (2013) and Demir & Ertaş (2014) with their permission. The quantitative data are obtained by a means of a five-point Likert scale (See Appendix 1). It is easier to express opinions through a Likert scale. Demir and Ertaş (2014) suggested an eclectic checklist among twenty – three evaluation forms in the literature pool. Their checklist gathered data by means of Yes/No scale and consisted of 56 items. Abdelwahab (2013) offered a detailed evaluation checklist including more than a hundred items. His checklist consisted of three-point scale; good, satisfactory and poor scales. The checklist used in this study is an integration of the checklists proposed by Abdelwahab (2013) and Demir and Ertaş (2014). It includes 57 items because the length of the checklist affects the evaluation. There are nine categories. Some items in the teachers' Likert scale were adapted to be appropriate for young learners and frequent items were omitted.

Item #21 “The textbook contains fun elements” was altered to make it more specific and concrete for young learners as “The textbook contains fun elements such as songs, stories, and videos”.

Item #51 “The textbook is supported efficiently by audio” is enriched to be compatible with the time as “The textbook is supported efficiently by audio, video and Internet-based materials”.

Item #57 “The course book has online supplementary materials/tests and e-format” is added by the researcher because the 21st century learners are digital natives, who are born into technology, using technology-based components such as LMS (learning management systems), interactive games, and mobile applications is not a luxury or a marketing strategy.

In statistics Cronbach alpha is one the most common measure to check the internal consistency. The number of items in a scale have a relation with the reliability. The Likert scale was piloted for the book Happy Route, which was used to teach 2nd

graders in 2017 and 2018. Reliability of the items was calculated by using Cronbach alpha and according to the result, the teacher questionnaire was found reliable.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.972	.972	57

Four teachers will be interviewed to obtain teachers' opinions and expectations about teaching young learners and the materials. By means of the teacher interview, this study unveils whether the course book meets teachers' expectations or not.

3.4.1 Teacher Questionnaire

The teacher Likert scale consists of 57 items and was classified into nine categories. The categories are layout and physical makeup, objectives, methodology, content, skills, vocabulary, grammar, pronunciation and teaching aids. Distribution of the items is as follows:

<u>Categories</u>	<u>Number of Items</u>
Layout and physical make up	1 – 13 (13)
Objectives	14 – 16 (3)
Methodology	17 – 19 (3)
Content	20 – 27 (8)
Skills	28 – 41 (14)
Vocabulary	42 – 45 (4)
Grammar	46 – 48 (3)
Pronunciation	49 – 50 (2)
Teaching aids	51 – 57 (7)

The first category includes items that can be analysed by checking the blurb. The items are about the properties such as paper quality, font size and type, size and

weight of the book and being attractive. These items are important since they highly affect learning. Especially for young learners, font size and font type have extra importance because they may find reading the words difficult.

The second category aims to find out the match between the book and the objectives designated by the Ministry of Education.

In the third category, the aim is to check the appropriateness of the methodology used in the book. Teachers using Grammar Translation Method while teaching YL will end up with disappointment because it is not suitable for YL. The items under the methodology category are about the student centeredness and the compatibility with YL.

In the next category, items aim to assert the suitability of the content in terms of motivating the learners. The items in that category are about whether or not the content is real life like and natural, also whether the content helped learners to show respect for cultural and personal differences, which is also an aim designated by MoNE (T.C. Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı, 2018).

Under the fifth category, skills are subcategorized as Reading, Listening, Speaking and Writing. 2nd graders are not expected to write paragraphs. Item #41 “Writing tasks in the book have achievable goals and take learners capabilities into consideration” tried to figure out if there are any writing activities achievable for YL such as completing and writing the target vocabulary.

Teaching vocabulary forms the basis of teaching YL. In the sixth category, how the vocabulary is taught is the main question.

Under the grammar category, there are three questions searching for the balance and contextualization of grammar.

In the eighth category, the items try to gather data about how pronunciation is taught.

The last category, teaching aids includes seven items from teacher’s book to students’ interactive game CDs. YL born as digital natives need to be active and participate in their own learning. To achieve this, digital education components and cutouts, flashcards, posters, and photocopiable materials are pivotal. In an EFL context, they need audios and videos that show real-life language use. The items under the last

category discuss whether or not the book has these components or whether or not they are achievable and accessible.

Teachers will evaluate the items by means of a five-point Likert scale as follows:

1 = Strongly disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly agree

3.4.2 Teacher Interview

Four English teachers will be interviewed to obtain in - depth qualitative data about their expectations from materials for YL. Semi-structured interview questions were prepared by the researcher to elicit the teachers' perspectives on teaching English to YL and the materials. The aim of the interview questions is to check the congruence between the questionnaire results and teachers' expectations. Furthermore, the interview questions provide the teachers' suggestions for materials.

3.5 Data Collection Procedure

The questionnaire will be distributed through English teachers' groups on social media by means of an online questionnaire. The data will be gathered in the second term of the 2018 – 2019 academic year. The evaluation is in use evaluation since teachers expressed their opinions about the book while using it. The target population is limited because only English teachers of the 2nd graders in state schools who use the book “English 2” are the target population. The online Likert scale enables random participants. However, the interviews will be only possible with the teachers on the Anatolian side of İstanbul. For the interviews, the researcher will go to schools and record the interviews. In order not to disturb the teachers, the researcher will have to wait for the break times. Teachers will be interviewed in Turkish since expressing oneself in their native language prevents misunderstandings and moreover, it creates a stress-free environment.

3.6 Data Analysis

In this study, the descriptive research design was conducted. The data collected will be analyzed using SPSS (v.20) program. Frequencies and percentages will be analyzed and presented visually in tables and graphs. Interviews will be recorded and transcribed.

3.7 Limitations of the Study

This study has some limitations that need to be taken account. The first limitation is the lack of students' opinions on the book. Since students are at the center of learning, they have the right to express their opinions and share their ideas about their own learning. However, the target population of this study is too young to express their opinions through surveys. This study can be improved by holding face - to - face student interviews including detailed questions or through class observations.

Another limitation is the number of participants. Since the number of the participants is limited, this may affect the generalization of the study. Further studies need to be conducted with more participants.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter, the results and findings of the instruments are presented. The results and findings are presented under the research questions.

4.1 Findings of the Questionnaire

Table 4.1.1: Layout of the book

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	32.6	32.6	32.6
Disagree	13	28.3	28.3	60.9
Not Sure	11	23.9	23.9	84.8
Agree	5	10.9	10.9	95.7
Strongly Agree	2	4.3	4.3	100.0
Total	46	100.0	100.0	

Chart 4.1.1: Teachers' Opinions about the Layout of the Course Book

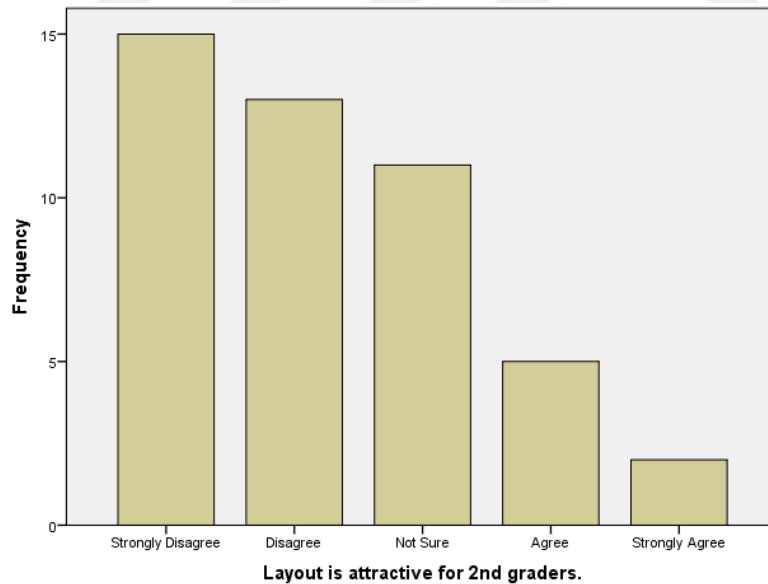


Table 4.1.1 and Chart 4.1.1 show the teachers' opinions about the layout of the course book. 32.6 % strongly disagreed and 28.3 % disagreed with the item. According to the teachers' responses (60.9 %), the book "English 2" is not appropriate for YL in terms of layout.

Table 4.1.2: Mean Score of the Responses Given to the Course Book’s Reflection of Learners’ Preferences in terms of Layout, Design, and Organization

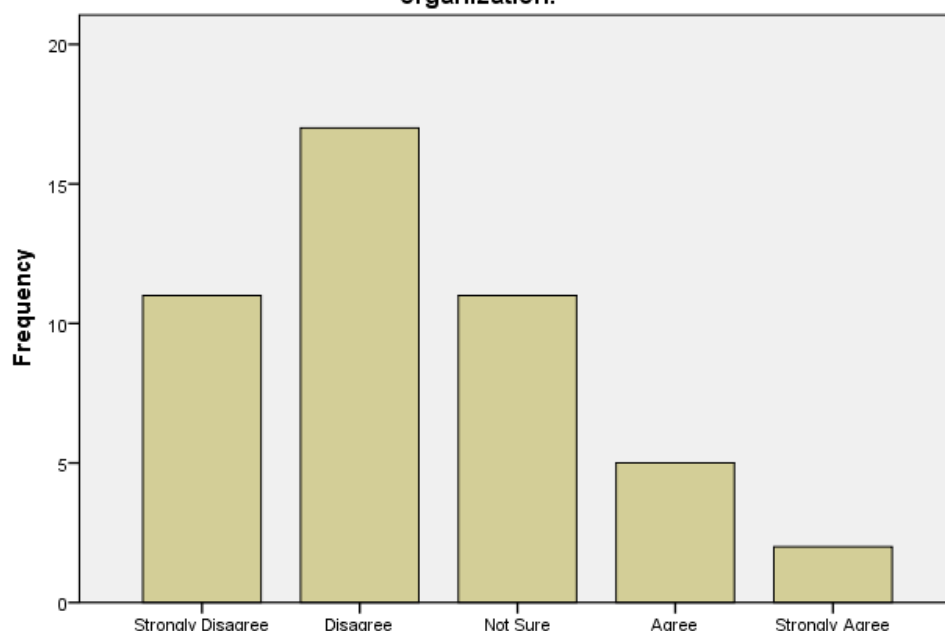
Statistics

The course book reflects learners' preferences in terms of layout design and organization.

N	Valid	46
	Missing	0
Mean		2.3478
Median		2.0000
Mode		2.00

Chart 4.1.2: Teachers’ Opinion on Course Book’s Reflection of Learners’ Preferences in terms of Layout, Design, and Organization

The course book reflects learners' preferences in terms of layout design and organization.

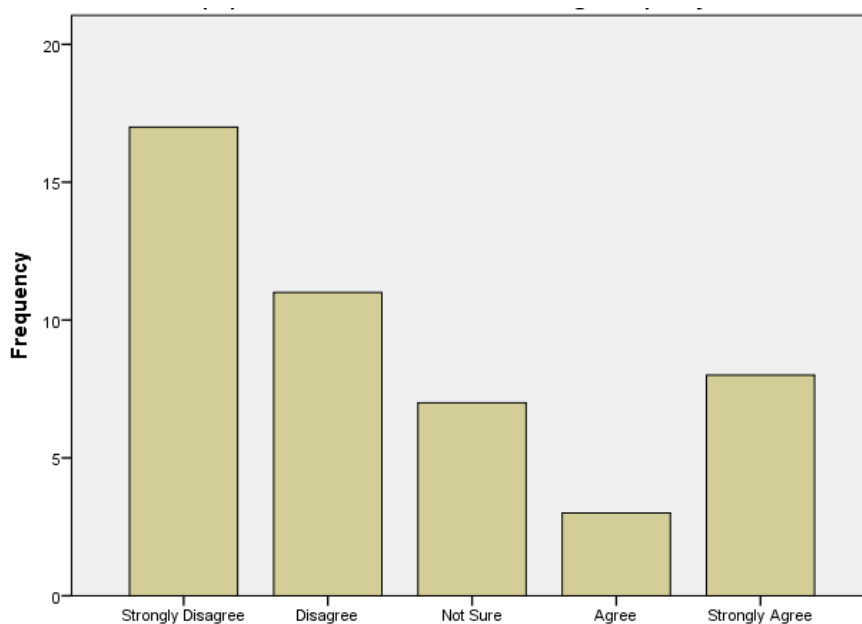


Responses given to Item 2 present similar results of the responses given to Item 1. Both items are about the layout, design, and organization. Mean score for this item is 2.34. The result indicated that teachers were not happy with the layout and they did not think the course book reflected learners’ preferences in terms of layout, design, and organization.

Table 4.1.3: Mean Score of the Teachers' Opinions about the Paper Quality of the Course Book

The paper used for the textbook is of good quality.		
N	Valid	46
	Missing	0
Mean		2.4348
Median		2.0000
Mode		1.00

Chart 4.1.3: Teachers' Opinion about the Paper Quality of the Course Book



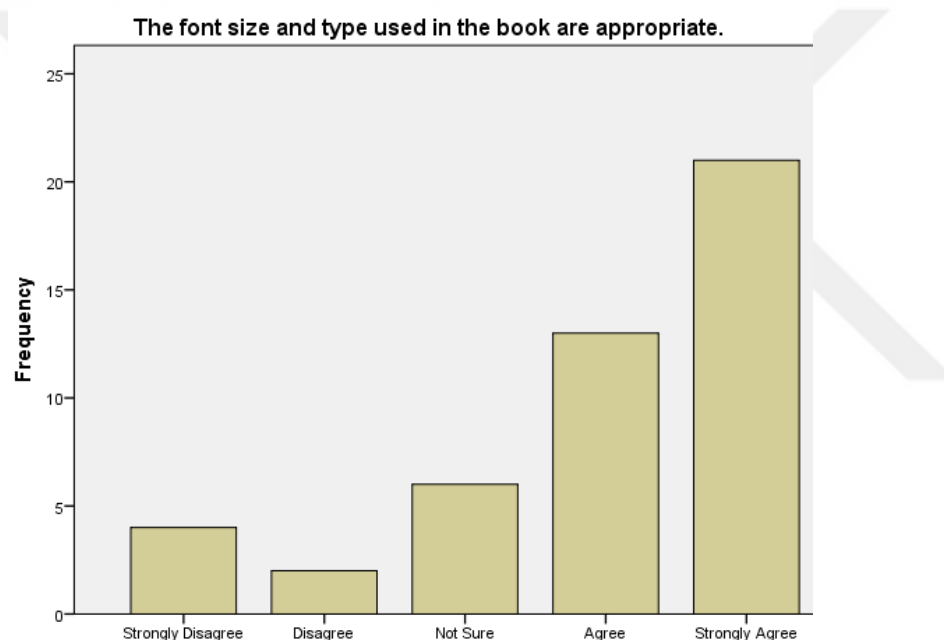
Paper quality is also one of the factors that affect learning. According to the mean score of the item, 37 % of teachers thought that paper used for the coursebook was not qualified enough. Paper quality can affect durability and student's motivation indirectly.

Table 4.1.4: Teachers’ Opinions on Appropriateness of the Font Size and Type.

The font size and type used in the book are appropriate.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	8.7	8.7	8.7
Disagree	2	4.3	4.3	13.0
Not Sure	7	15.2	15.2	28.3
Agree	12	26.1	26.1	54.3
Strongly Agree	21	45.7	45.7	100.0
Total	46	100.0	100.0	

Chart 4.1.4: Teachers’ Opinions on Appropriateness of the Font Size and Type



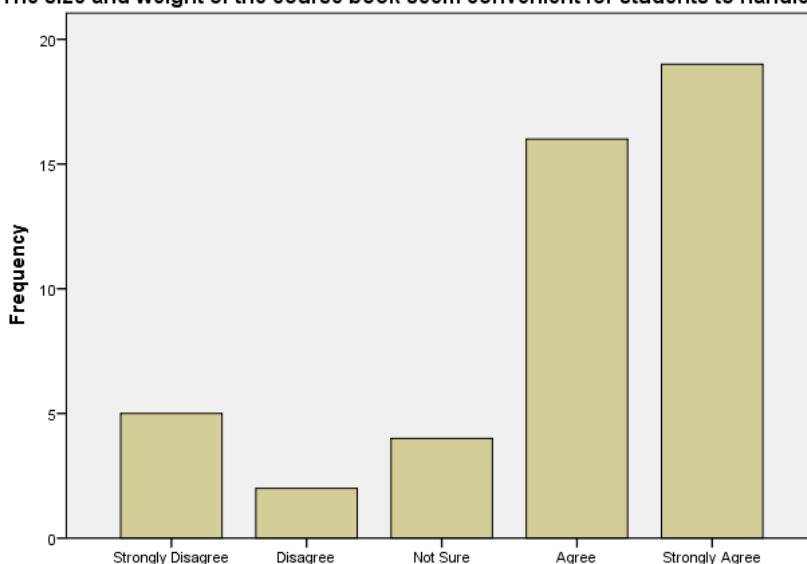
Students using the book English 2 are 7 or 8 years old. They have just learned how to read and they may find reading the words in small font size. For this age, font size and type should ensure that students do not find the word illegible. From Chart 4.1.4, it is clearly inferred that the book is reasonable in terms of font size and type. 26.1 % of teachers agreed that the book was appropriate in terms of font size and type. 45.7 % of teachers strongly agreed that the font size and the type used in the book was suitable. 71.8 % of teachers in total thought positively for the font size and the type in the book.

Table 4.1.5: Teachers’ Opinions about the Convenience of the Course Book’s Size and Weight

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	10.9	10.9	10.9
Disagree	2	4.3	4.3	15.2
Not Sure	5	10.9	10.9	26.1
Agree	15	32.6	32.6	58.7
Strongly Agree	19	41.3	41.3	100.0
Total	46	100.0	100.0	

Chart 4.1.5: Teachers’ Opinions about the Convenience of the Course Book’s Size and Weight

The size and weight of the course book seem convenient for students to handle.

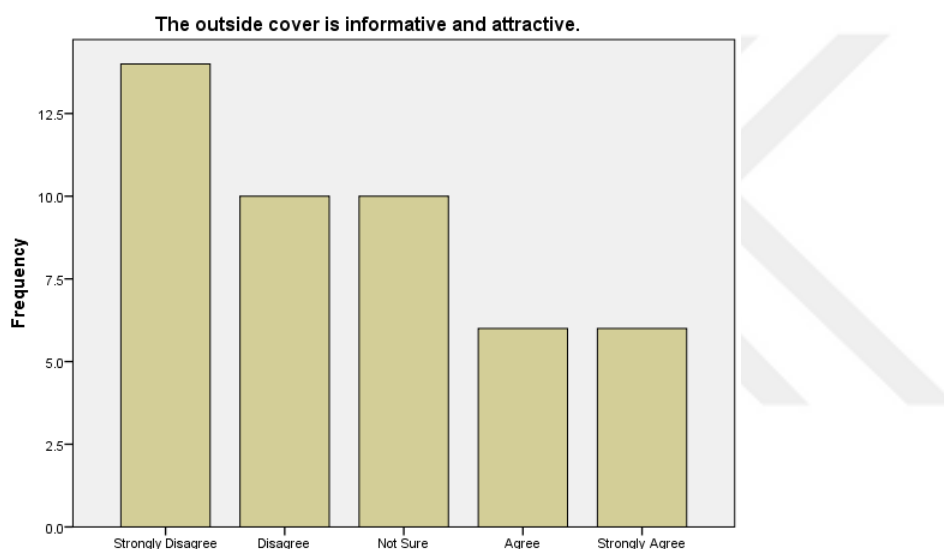


Carrying a heavy backpack creates serious muscle problems; therefore, the book’s size and weight are also important factors. Most of the state schools do not provide a private locker with a key for students so they have to carry heavy school bags every day. According to the responses given to both item 4 and item 5, teachers believed that the book English 2 presented suitable font type and size. Moreover, according to Table 4.1.5 and Chart 4.1.5, they also agreed that the course book’s size and weight are manageable for a 7/8-year-old child. 73.9 % of teachers were satisfied with the size and the weight of the book.

Table 4.1.6: Teachers’ Opinions about the Outside Cover of the Course Book
The outside cover is informative and attractive.

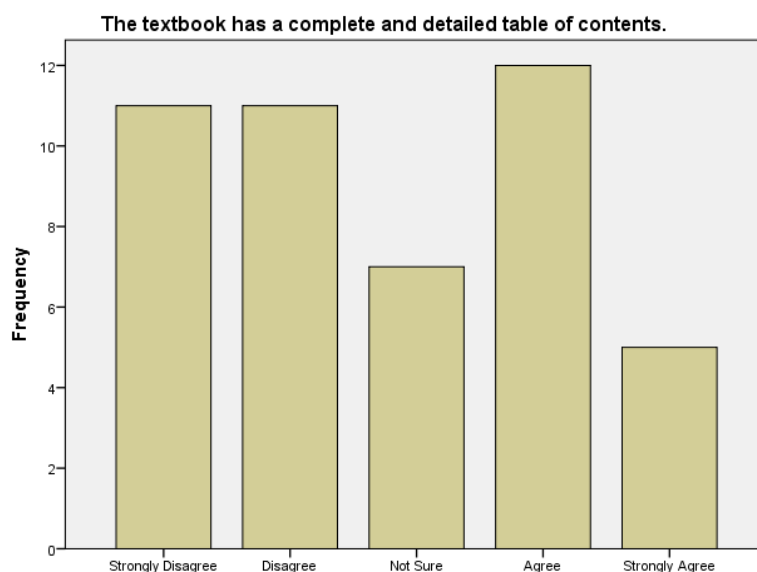
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	30.4	30.4	30.4
Disagree	10	21.7	21.7	52.2
Not Sure	10	21.7	21.7	73.9
Agree	6	13.0	13.0	87.0
Strongly Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

Chart 4.1.6: Bar Chart of the Teachers’ Opinions about the Outside Cover of the Course Book



The course book does not allow external evaluation by checking the blurb. Most of the teachers (52.2 %) believed that the outside cover of the book was not informative or attractive. 30.4 % of teachers strongly thought the outside cover was not informative or attractive 21.7 % of teachers disagreed that the outside cover was informative and attractive enough. The blurb of the book does not provide any clues about the course book such as level, components, methodology and why to choose it. The only information that can be informed from the cover is to teach what and to whom (See Appendix 3).

Chart 4.1.7: Teachers’ Opinions about the Table of Contents in the Course Book



**Table 4.1.7: Teachers’ Opinions about the Table of Contents in the Course Book
The textbook has a complete and detailed table of contents.**

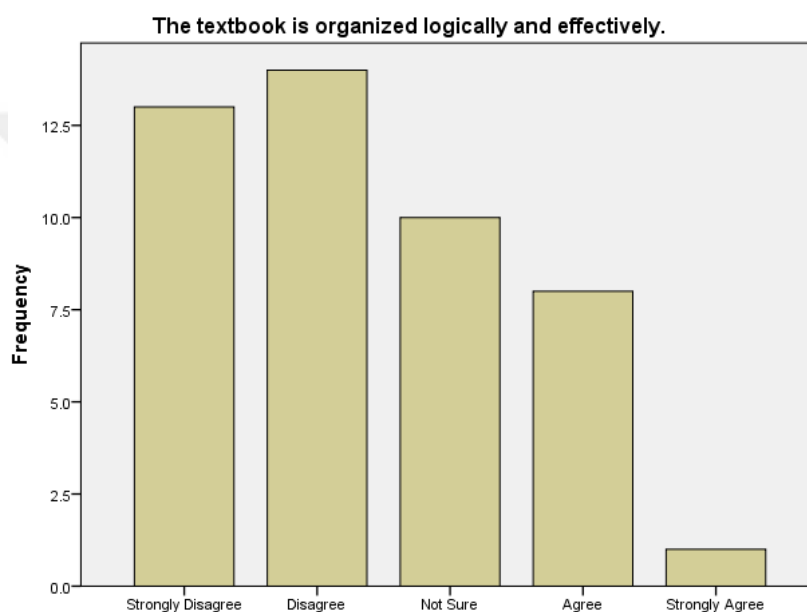
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	23.9	23.9	23.9
Disagree	11	23.9	23.9	47.8
Not Sure	7	15.2	15.2	63.0
Agree	12	26.1	26.1	89.1
Strongly Agree	5	10.9	10.9	100.0
Total	46	100.0	100.0	

Teachers cannot reach a consensus about the table of contents. This is the result of teachers’ varied expectations for the table of contents page. The book has a table of contents (See Appendix 2); yet, it is not as detailed and complete as global coursebooks available. Table of contents in global books informs about the syllabus design in the book. Teachers’ comparison between global and local books and their expectations of the table of contents ends up with this unbalanced result. While the bar chart indicates that according to teachers’ responses, the course book has a complete and detailed table of contents, mean score for this item (2, 76) shows that teachers are almost not satisfied with the table of contents. 47,8 % of teachers did not find table of contents page detailed and informative.

Table 4.1.8: Teachers' Opinions about the Organization of the Course Book
The textbook is organized logically and effectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	28.3	28.3	28.3
Disagree	14	30.4	30.4	58.7
Not Sure	10	21.7	21.7	80.4
Agree	8	17.4	17.4	97.8
Strongly Agree	1	2.2	2.2	100.0
Total	46	100.0	100.0	

Chart 4.1.8: Teachers' Opinions about the Organization of the Course Book
The textbook is organized logically and effectively.



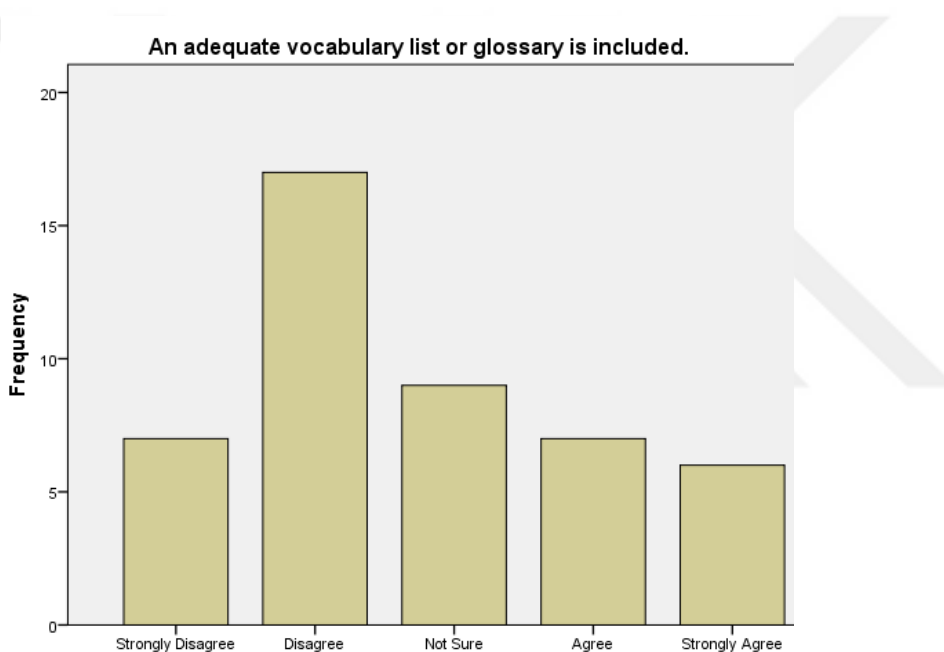
Most of the teachers (58.7%) thought the organization of the book was not satisfactory. 28.3 % of teachers strongly disagreed and 30.4 % of teachers disagreed that the textbook was organized logically and effectively. Giving directions and asking for clarification is aimed to be learned earlier than numbers and colors. However, most of the students know the numbers and colors. The organization shows the book is not sequenced from simple to complex.

Table 4.1.9: Teachers’ Opinions about the Glossary of the Course Book

An adequate vocabulary list or glossary is included.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	15.2	15.2	15.2
Disagree	17	37.0	37.0	52.2
Valid Not Sure	9	19.6	19.6	71.7
Agree	7	15.2	15.2	87.0
Strongly Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

Chart 4.1.9: Teachers’ Opinions about the Glossary of the Course Book

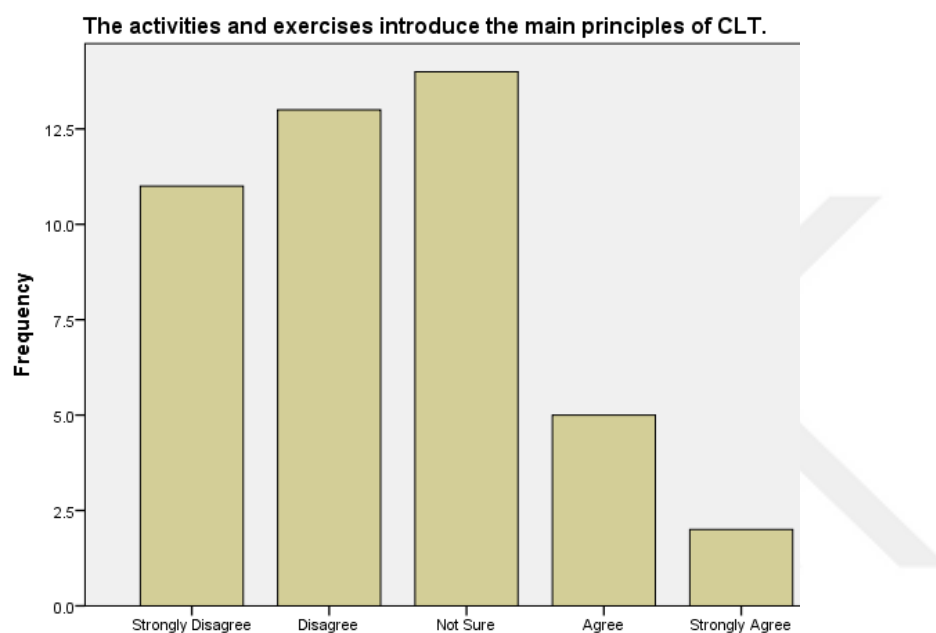


Although there is a vocabulary list on the back pages of the book, 37 % of teachers disagreed that the book had an adequate vocabulary list. 52.2 % of teachers did not find the vocabulary list adequate. This result shows that teachers even do not know the book includes a word list or the responses may be the reflections of teachers’ overall dissatisfaction with the book (See Appendix 4 for the glossary page).

Table 4.1.10: Teachers’ Opinions about the Activities and Exercises of the Course Book

The activities and exercises introduce the main principles of CLT.	
Mean	2.4222
Median	2.0000
Mode	3.00

Chart 4.1.10: Teachers’ Opinions about the Activities and Exercise of the Course Book



Motive to learn a language is varied, but the main reason of learning a language is to communicate. Therefore, the activities in the book should create the necessary environment to communicate. The bar chart indicated that teachers were not sure if the activities introduce the main principles of CLT or not. The activities in the book enable teacher – student interaction. Although there are some communicative activities that require student –student interaction, they are not adequate enough according to teachers.

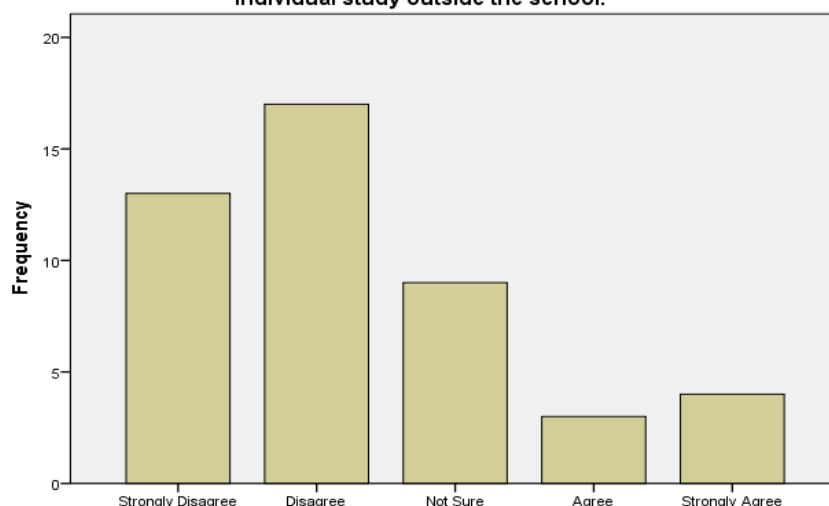
Table 4.1.11: Teachers’ Opinions about the Course Book’s Integration with Technology

The course book can easily be integrated into technology, thereby allowing for individual study outside the school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	28.3	28.3	28.3
Disagree	17	37.0	37.0	65.2
Not Sure	9	19.6	19.6	84.8
Agree	3	6.5	6.5	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.11: Teachers’ Opinions about the Course Book’s Integration with Technology

The course book can easily be integrated into technology, thereby allowing for individual study outside the school.



The book has listening audios. Apart from the audios, children need technological components and applications for self-study. Teachers’ responses pointed out this lack of the book. Chart 4.1.11 illustrates that 37 % of teachers disagreed that the book allowed individual study outside the school through integration with technology. 28.3 % strongly disagreed that the book integrated teaching with technology. 65.2 % of teachers certainly thought the book did not allow learners individual study with the technological support.

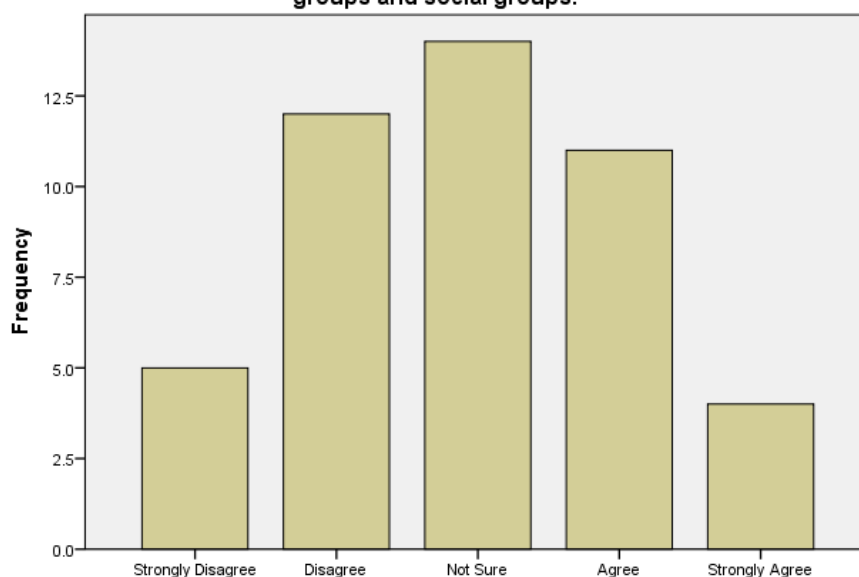
Table 4.1.12: Teachers’ Opinions about the Course Book’s Positive Views of Ethnic Origins

The textbook expresses positive views of ethnic origins, occupations, age groups, and social groups.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	10.9	10.9	10.9
Disagree	12	26.1	26.1	37.0
Not Sure	14	30.4	30.4	67.4
Agree	11	23.9	23.9	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.12: Teachers’ Opinions about the Course Book’s Positive View of Ethnic Origins

The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.

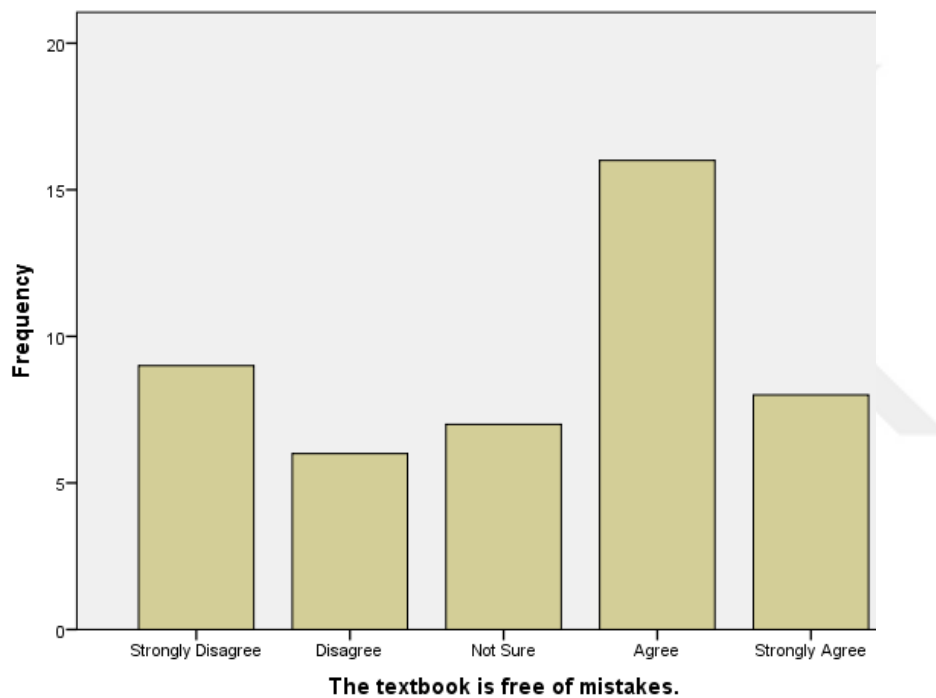


30.4 % of teachers were not sure about the course book’s view of ethnic origins, occupations, age groups, and social groups because it is not clearly expressed. 37.0 % of teachers did not think the book presented variety of ethnic origins and groups. 32.6 % of teachers had a positive belief that the book expressed positive views of ethnic origins, occupations, age groups and social groups. The book does not present either a positive or negative view of ethnic origins, occupations, age groups, and social groups. Although the subjects allow the presentation of racial, ethnic and social varieties, the writers of the book prefer to be uninterested.

Table 4.1.13: Teachers' Opinions about the Mistakes in the Course Book
The textbook is free of mistakes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	19.6	19.6	19.6
Disagree	6	13.0	13.0	32.6
Valid Not Sure	7	15.2	15.2	47.8
Agree	16	34.8	34.8	82.6
Strongly Agree	8	17.4	17.4	100.0
Total	46	100.0	100.0	

Chart 4.1.13: Teachers' Opinions about the About the Mistakes in the Course Book

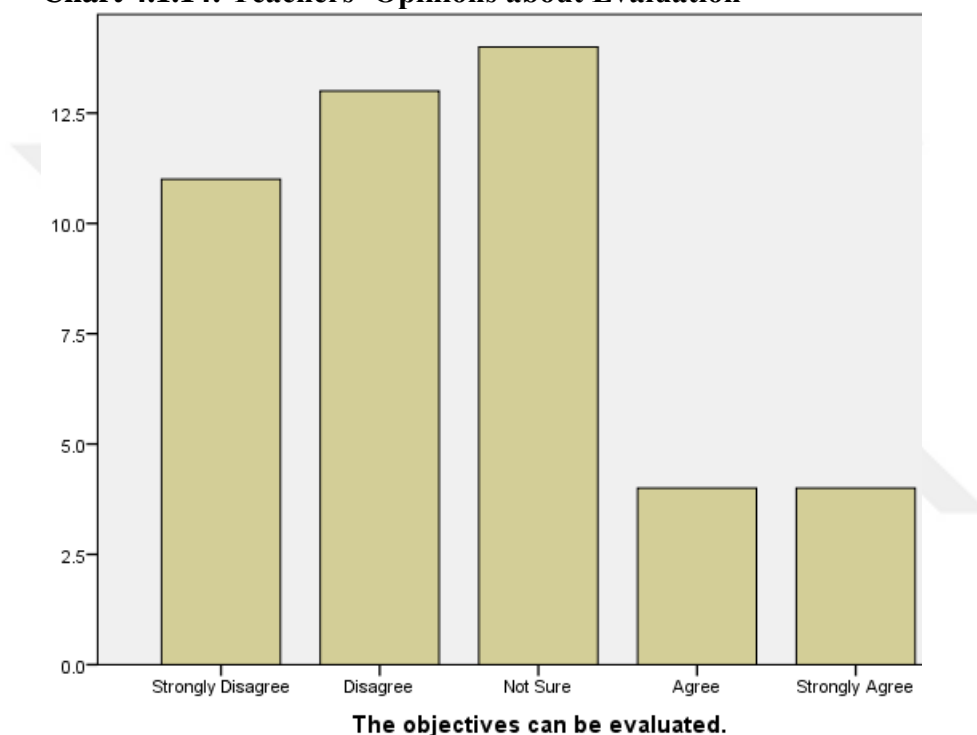


Materials and teachers are the main resources of learning in an EFL context. 2nd grade students are familiar with English words for the first time after they learn how to read. Mistakes can highly affect their learning in a negative way. Chart 4.1.13 obviously demonstrates that teachers (52.2 %) thought there are no mistakes in the book.

Table 4.1.14: Teachers' Opinions about the Evaluation
The objectives can be evaluated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	23.9	23.9	23.9
Disagree	13	28.3	28.3	52.2
Not Sure	14	30.4	30.4	82.6
Agree	4	8.7	8.7	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.14: Teachers' Opinions about Evaluation



Teachers were not sure whether or not the book had specific objectives to be evaluated. YL do not have written exams, yet their learning must be observed so that teachers can give feedback on their learning. In the book, there are only two revision parts in every five units, at the end of unit five and ten. Hence, it can be expressed that in the book, objectives can be evaluated. Yet the evaluation parts are not enough according to 52.2 % of teachers' responses.

Table 4.1.15: Congruence between the objectives and the national syllabus and curriculum

The objectives agree with the national syllabus and curriculum.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	6.5	6.5	6.5
Disagree	5	10.9	10.9	17.4
Not Sure	13	28.3	28.3	45.7
Agree	15	32.6	32.6	78.3
Strongly Agree	10	21.7	21.7	100.0
Total	46	100.0	100.0	

Chart 4.1.15: Congruence between the Objectives and the National Syllabus and Curriculum

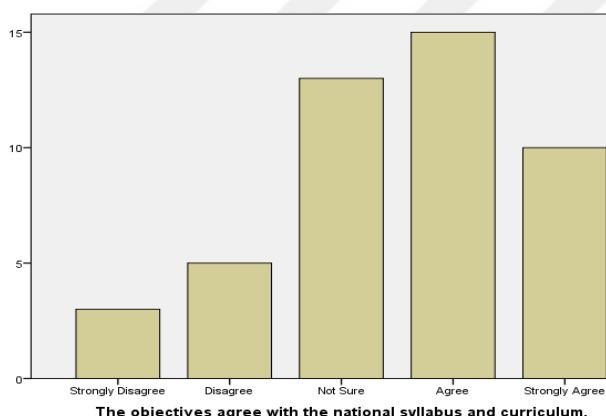


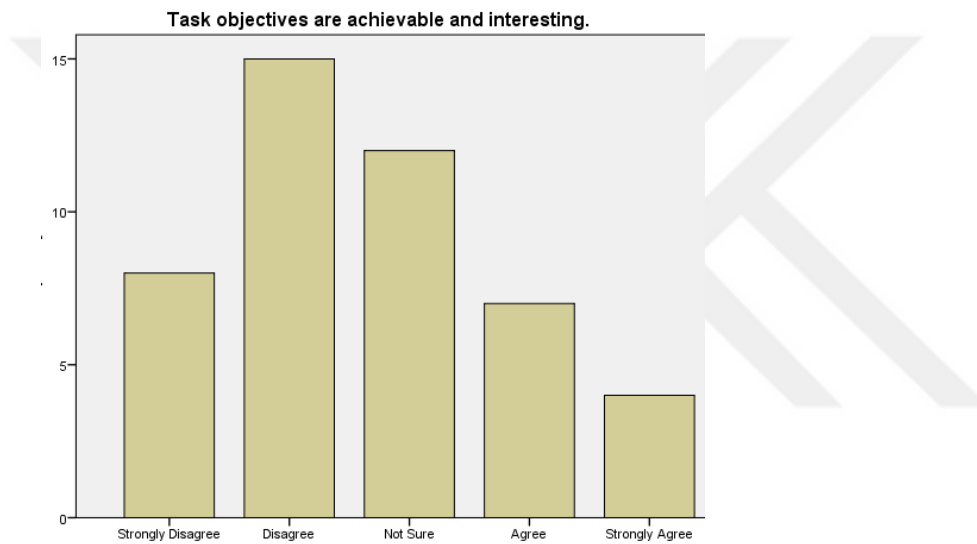
Chart 4.1.15 indicated that teachers believed the objectives in the book agreed with the objectives of the national syllabus and curriculum. There is a congruence between the book and the national curriculum. 28.3 % of teachers are not sure about this item and this shows they do not know what the objectives of the national syllabus and curriculum involve. 54.3 % of teachers thought the objectives in the book agreed with the national syllabus and the curriculum.

Table 4.1.16: Teachers’ Opinions about the Task Objectives

Task objectives are achievable and interesting.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	17.4	17.4	17.4
Disagree	15	32.6	32.6	50.0
Not Sure	12	26.1	26.1	76.1
Agree	7	15.2	15.2	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.16: Teachers’ Opinions about the Task Objectives

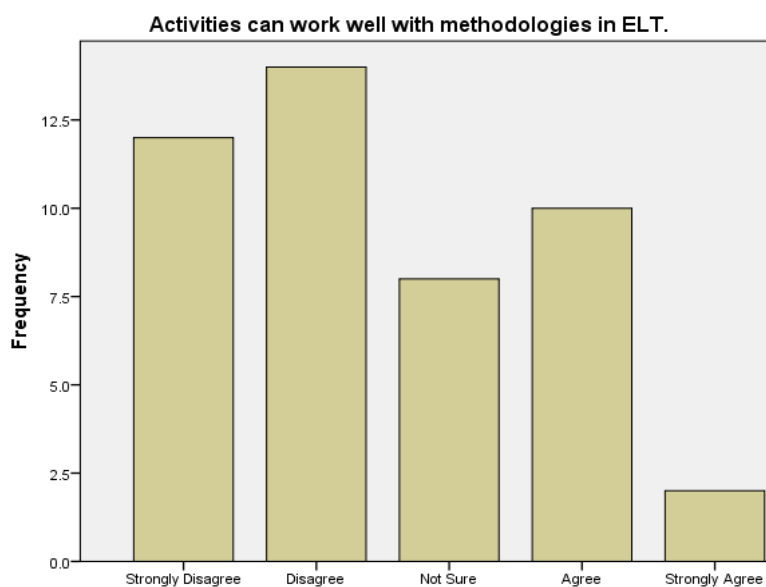


50.0 % of teachers believed that the tasks were not achievable or interesting for YL. When the book is scrutinized, the repetitive drawing activities will be noticed. Some of the drawing activities may take time and they may be away from learning objective. Furthermore, drawing tasks may also be unachievable for 2nd graders.

Table 4.1.17: Teachers' Opinions about the Methodologies Activities can work well with methodologies in ELT.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	26.1	26.1	26.1
Disagree	14	30.4	30.4	56.5
Not Sure	8	17.4	17.4	73.9
Agree	10	21.7	21.7	95.7
Strongly Agree	2	4.3	4.3	100.0
Total	46	100.0	100.0	

Chart 4.1.17: Teachers' Opinions about the Methodologies

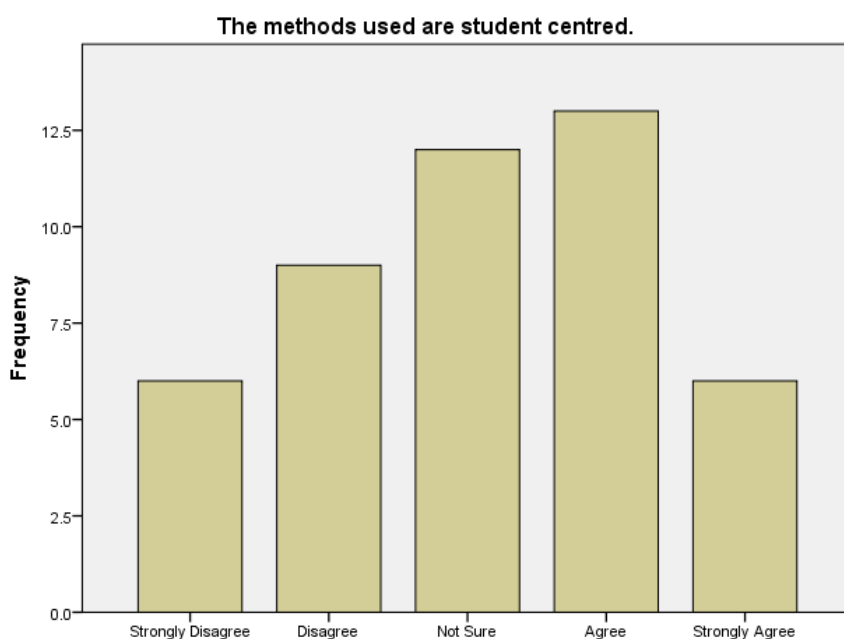


TPR and CLT are the best methods to teach YL. However, 30.4 % of teachers expressed that the activities in the book did not work well with such methodologies that were suitable for teaching YL. In total 56.5 % of teachers thought the book did not teach through suitable methods for YL.

Table 4.1.18: Student Centeredness in the Course Book
The methods used are student centered.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	13.0	13.0	13.0
Disagree	9	19.6	19.6	32.6
Not Sure	12	26.1	26.1	58.7
Agree	13	28.3	28.3	87.0
Strongly Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

Chart 4.1.18: Student Centeredness in the Book



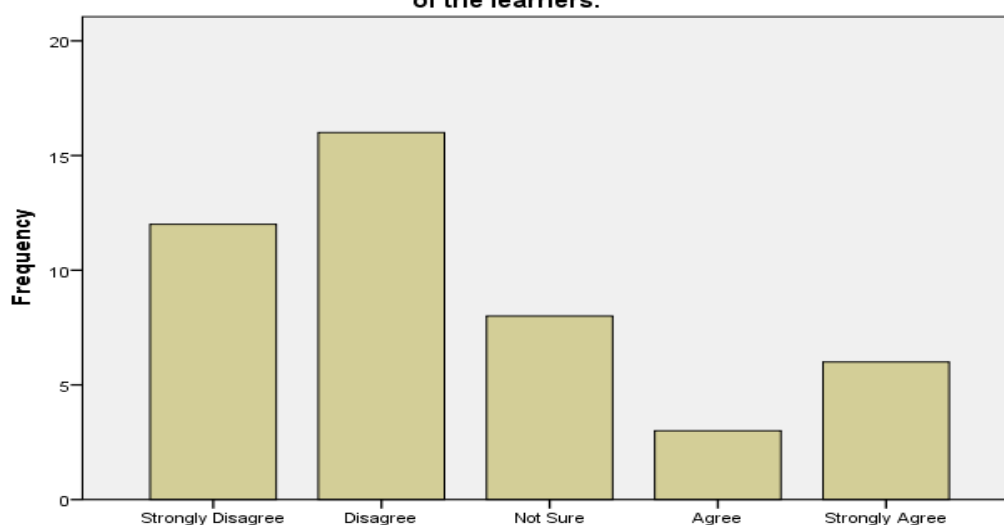
To achieve learning, the learner needs to be involved actively in learning. According to the bar chart 4.1.18, the book allows students to be in the center of their learning. 41.3 % of teachers thought the activities in the book allowed students to be in the centre of learning.

Table 4.1.19: Mean Score of Teachers’ Opinions about the Appropriacy with Age, Learners’ Needs and Interests

The methods used in the book are compatible with the age, needs and interests of the learners.		
N	Valid	46
Mean		2.4444
Median		2.0000
Mode		2.00

Chart 4.1.19: Teachers’ Opinions about the Appropriacy with Age, Learners’ Needs and Interests

The methods used in the book are compatible with the age, needs and interests of the learners.

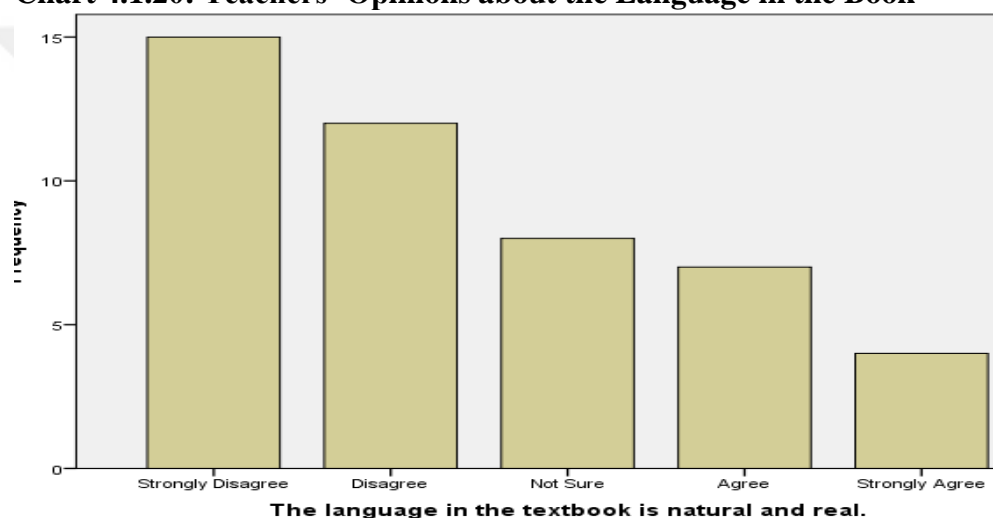


The mean score for Item 19 is 2.44, which shows that the book is not compatible with the learners’ age, needs and interests. Bar chart 4.1.19 shows teachers disagreed that the book was suitable for learners’ age, needs and interests.

Table 4.1.20: Teachers' Opinions about the Language in the Book
The language in the textbook is natural and real.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	32.6	32.6	32.6
Disagree	12	26.1	26.1	58.7
Not Sure	8	17.4	17.4	76.1
Agree	7	15.2	15.2	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.20: Teachers' Opinions about the Language in the Book



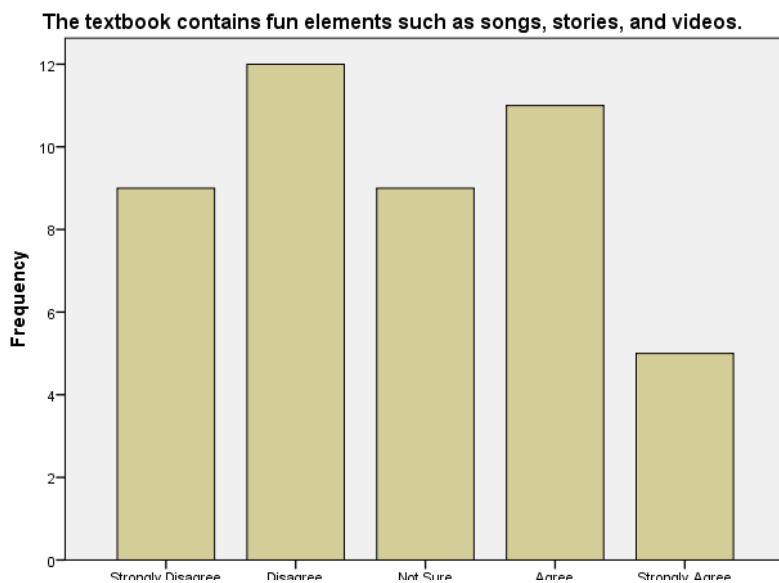
The language in the book is not natural because it does not include daily, real life like dialogues. Instead it presents isolated words such as numbers, colours, action verbs in the playground. Teachers' responses to the item approve this fact. The bar chart 4.1.20 demonstrated that teachers did not believe the language in the course book was natural and real. 58.7 % of teachers thought the language in the book was not natural or real.

Table 4.1.21: Fun Elements in the Book

The textbook contains fun elements such as songs, stories, and videos.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	19.6	19.6
	Disagree	12	26.1	45.7
	Not Sure	9	19.6	65.2
	Agree	11	23.9	89.1
	Strongly Agree	5	10.9	100.0
	Total	46	100.0	100.0

Chart 4.1.21: Fun Elements in the Book

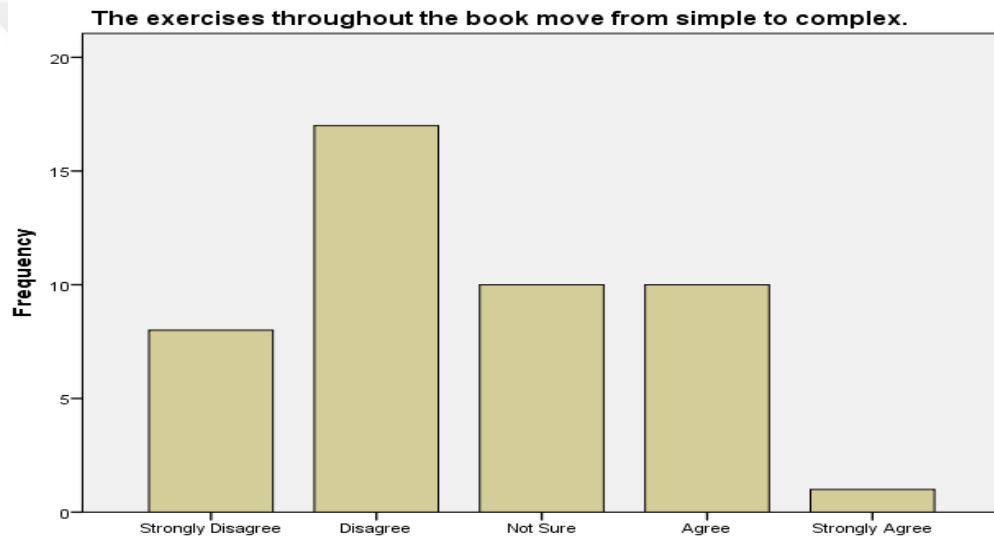


Teachers' responses given to Item 21 are varied. This may result from teachers' varied expectations. The book has audios, listening parts, stories and songs, but there are no videos accompanied by. There are more teachers (26.1%) who think that fun elements in the book are not enough than the ones (23.9 %) who are satisfied with fun elements in the book.

Table 4.1.22: Teachers’ Opinions about the Level of the Exercises in the Book
The exercises throughout the book move from simple to complex.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	17.4	17.4	17.4
Disagree	17	37.0	37.0	54.3
Not Sure	10	21.7	21.7	76.1
Agree	10	21.7	21.7	97.8
Strongly Agree	1	2.2	2.2	100.0
Total	46	100.0	100.0	

Chart 4.1.22: Teachers’ Opinions about the Level of the Exercises in the Book

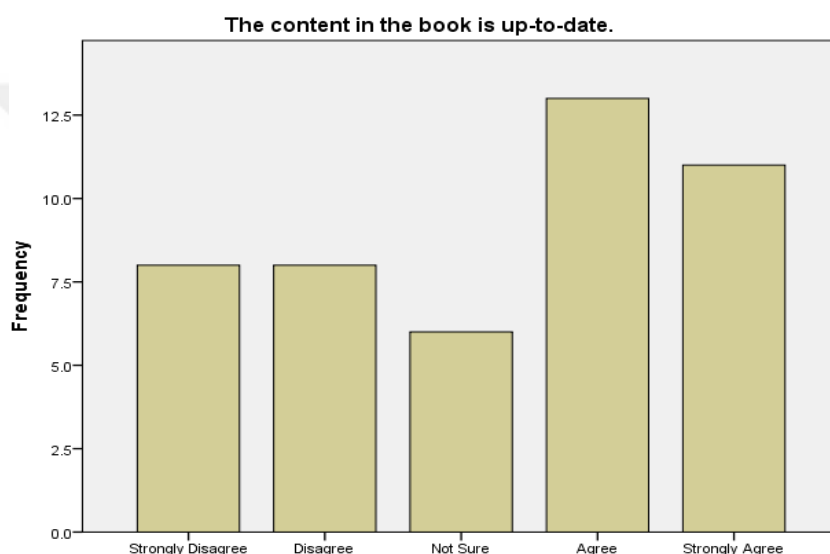


37 % of teachers asserted that the exercises in the book did not move from simple to complex. 17.4 % of teachers strongly believed the book was not sequenced from simple to complex. 54.3 % of teachers did not agree that the book was organized from simple to complex. In Unit 2 introduce yourself task and act out tasks are presented first, then there is a simpler task, which is preparing a name badge.

Table 4.1.23: Teachers' Opinions about the Content
The content in the book is up-to-date.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	17.4	17.4	17.4
Disagree	8	17.4	17.4	34.8
Not Sure	6	13.0	13.0	47.8
Agree	13	28.3	28.3	76.1
Strongly Agree	11	23.9	23.9	100.0
Total	46	100.0	100.0	

Chart 4.1.23: Teachers' Opinions about the Content
The content in the book is up-to-date.



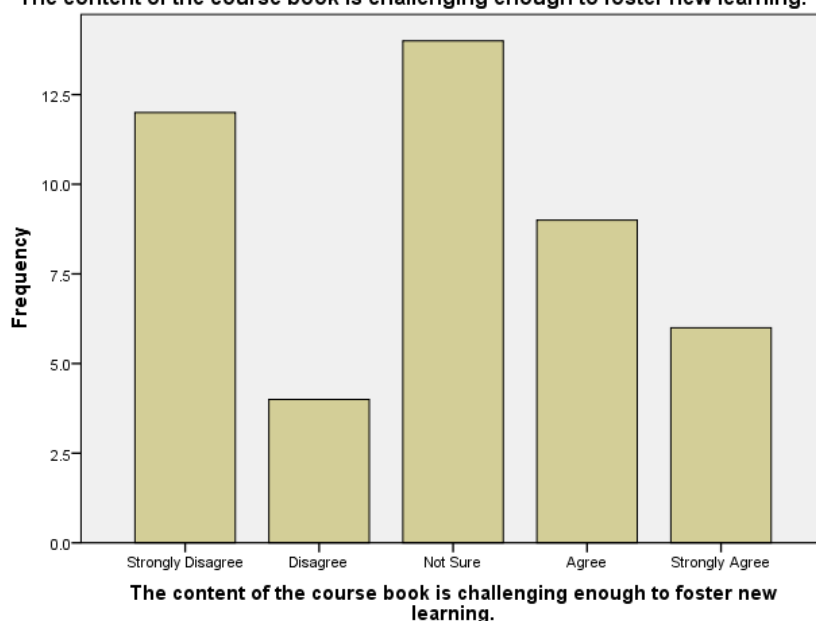
According to the Chart 4.1.23, teachers agreed that the content was up to date. There were no old fashioned characters that were unfamiliar to kids. All the characters in the book were created for the book. 52.2 % of teachers found the book up-to-date in terms of its contents.

Table 4.1.24: Mean Score of Teachers' Opinions about the I+1

Statistics		
The content of the course book is challenging enough to foster new learning.		
N	Valid	46
Mean		2.8444
Median		3.0000
Mode		3.00

Chart 4.1.24: Teachers' Opinions about the I+1

The content of the course book is challenging enough to foster new learning.



Krashen (1982) assumes learning a language takes time and the best method to improve productive skills is possible by a comprehensible input, which is a level beyond the learner's actual level. Hence, the content must be challenging enough to ensure new learning. The mean score (2.84) and the bar chart 4.1.24 reflect that teachers are not of the same opinion about the difficulty in the book. This may be the result of the learners' background information which is not the same in each context. Some YL learn topics such as numbers and colors before they start primary school. On the other hand, for some students, 2nd grade is the first time that they get exposed to a foreign language.

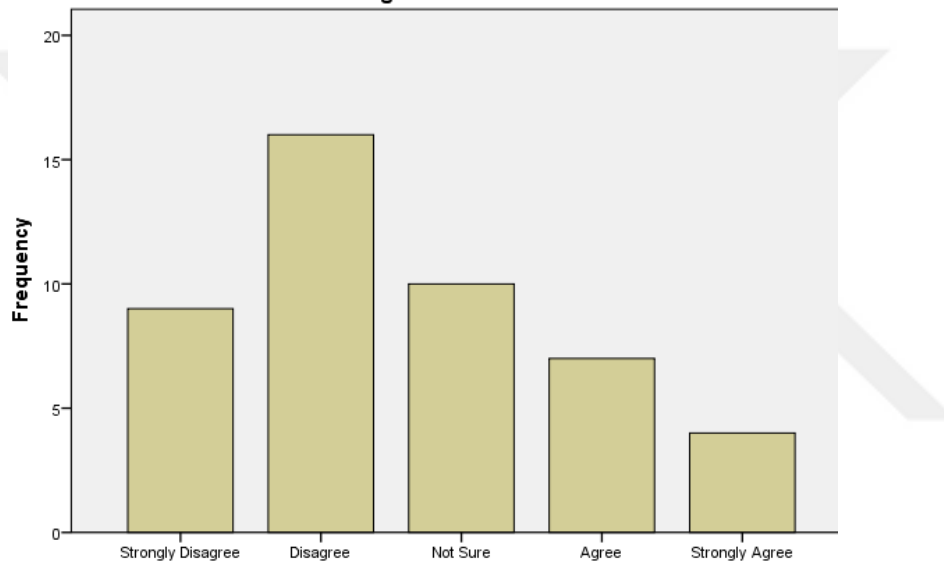
Table 4.1.25: Teachers' Opinions about the Cultural Elements

The topics and texts in the course book include elements from both local and target culture.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	19.6	19.6	19.6
Disagree	16	34.8	34.8	54.3
Not Sure	10	21.7	21.7	76.1
Agree	7	15.2	15.2	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.25: Teachers' Opinions about the Cultural Elements

The topics and texts in the course book include elements from both local and target culture.

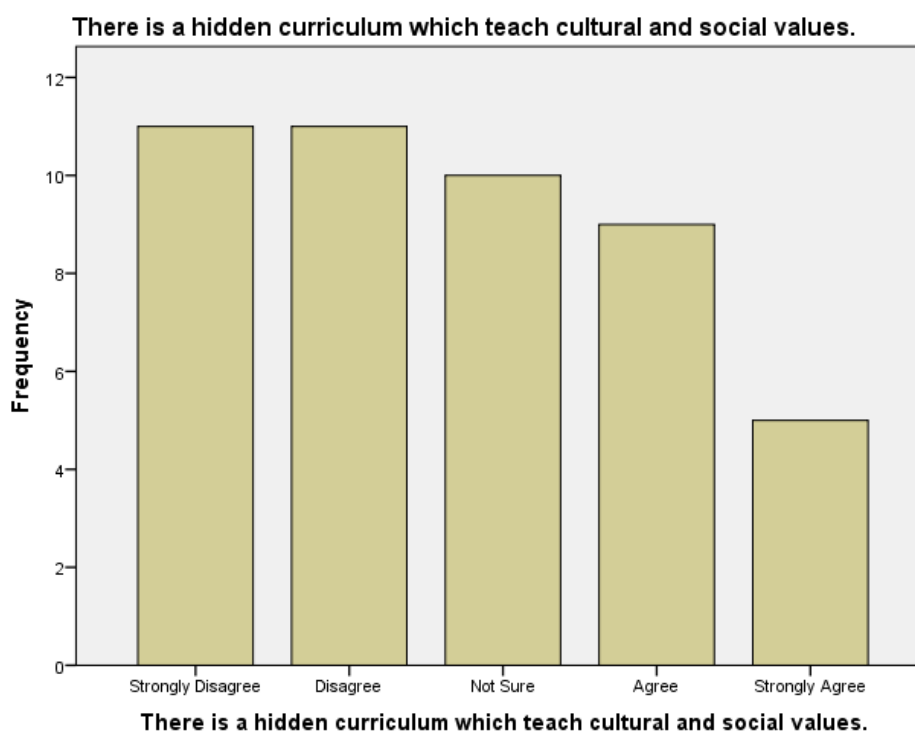


34.8 % of teachers asserted that the book did not include cultural elements either from local or target culture. In the book, some of the characters are named in Turkish and English. Except this fact, it is difficult to express that the book represents elements from target culture. 54.3 % of teachers in total believed there were no elements from both local and target culture.

Table 4.1.26: Mean Score of Teachers' Opinions about the Hidden Curriculum

N	Valid	46
	Missing	0
Mean		2.6957
Median		3.0000
Mode		1.00 ^a

Chart 4.1.26: Teachers' Opinions about the Hidden Curriculum

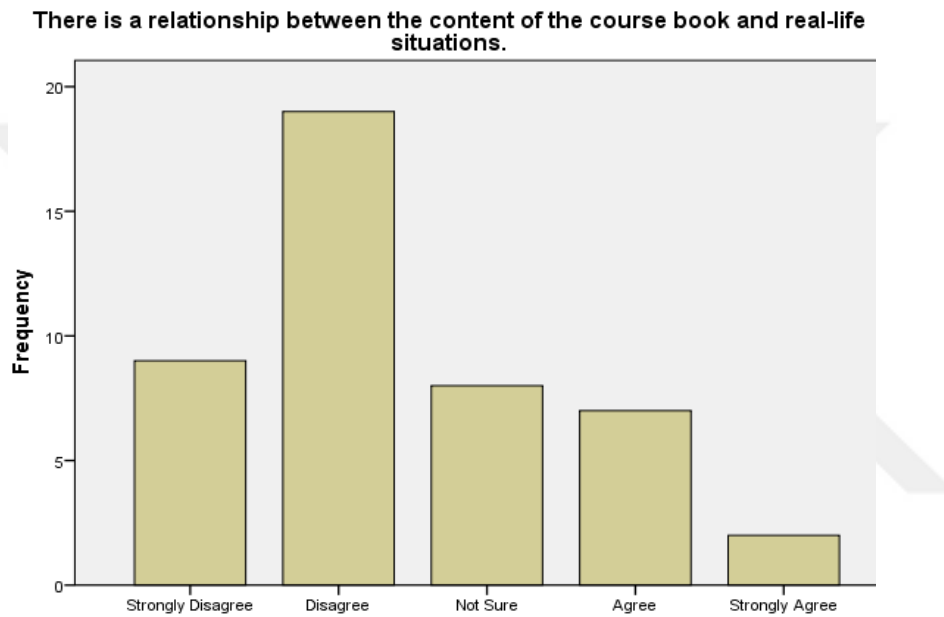


The hidden curriculum means teaching values subconsciously through a visual, a story or a recording. Mean score for this item is 2.69. It can be inferred that teachers did not think that there was a hidden curriculum in the book.

Table 4.1.27: Mean Score of Teachers’ Opinions about the Agreement between the Content and Real Life Situation

Statistics		
There is a relationship between the content of the course book and real-life situations.		
N	Valid	46
Mean		2.4222
Median		2.0000
Mode		2.00

Chart 4.1.27: Teachers’ Opinions about the Agreement between the Content and Real Life

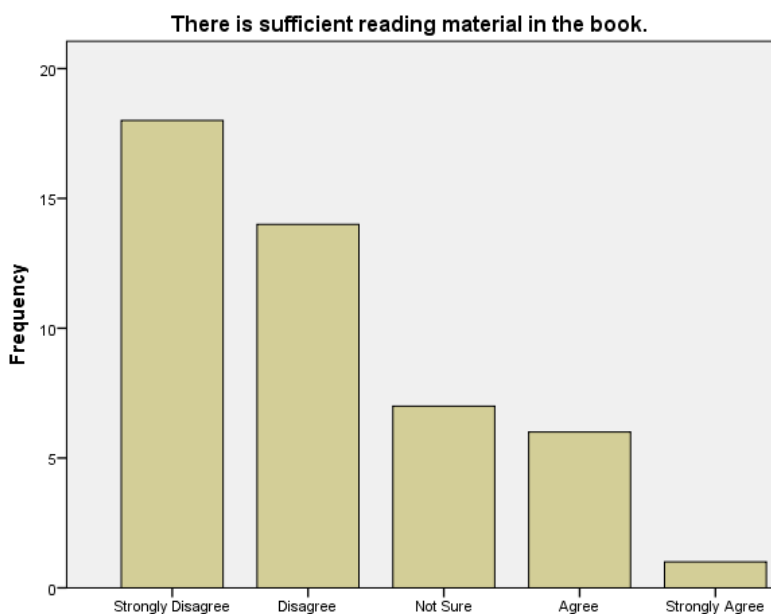


The relationship between the content of the coursebook and real – life situations has also effect on motivation. Mean score for the Item 27 is 2.42. This score and the Chart 4.1.27 clearly indicated that teachers thought there was no relationship between the content and the real life. The content was far from being authentic and real - life like.

**Table 4.1.28: Teachers' Opinions about the Reading Materials in the Book
There is sufficient reading material in the book.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	39.1	39.1	39.1
Disagree	14	30.4	30.4	69.6
Valid Not Sure	7	15.2	15.2	84.8
Agree	6	13.0	13.0	97.8
Strongly Agree	1	2.2	2.2	100.0
Total	46	100.0	100.0	

**Chart 4.1.28: Teachers' Opinions about the Reading Materials in the Book
There is sufficient reading material in the book.**

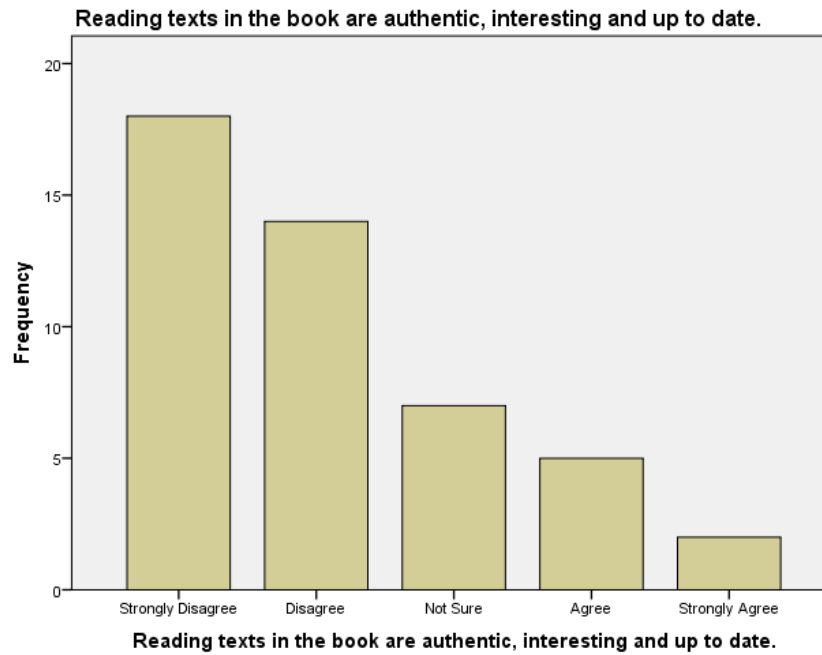


39.1 % of teachers believed that the reading texts in the book inadequate. Throughout the book there is only one instruction about reading which consists only one sentence. There are stories in each unit but they only improve listening skills as there are no written texts for the stories. If the stories in each unit had included written dialogues, apart from the audios, teachers would have had the opportunity to adapt the stories into reading texts. 69.6 % of teachers in total found the reading texts in the book not enough.

Table 4.1.29: Teachers' Opinions about the Authenticity in Reading Text

Reading texts in the book are authentic, interesting and up to date.		
	Valid	46
Mean		2.1087
Median		2.0000
Mode		1.00

Chart 4.1.29: Teachers' Opinions about the Authenticity in Reading Texts



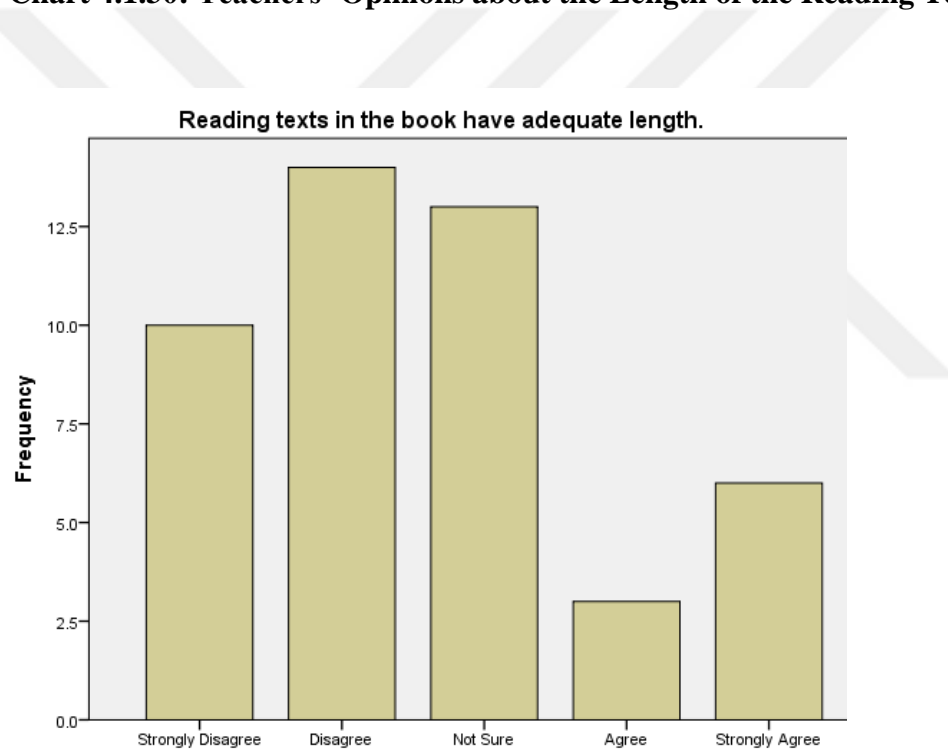
There are almost no reading texts in the book and the ones are not authentic according to teachers' opinions. The bar chart 4.1.29 visualizes teachers' dissatisfaction with the reading texts in the book. Mean score for this item is 2.10 and it illustrates that reading texts are not authentic, interesting or up - to - date.

Table 4.1.30: Teachers’ Opinions about the Length of Reading Texts

Reading texts in the book have adequate length.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	21.7	21.7	21.7
Disagree	14	30.4	30.4	52.2
Not Sure	13	28.3	28.3	80.4
Agree	3	6.5	6.5	87.0
Strongly Agree	6	13.0	13.0	100.0
Total	46	100.0	100.0	

Chart 4.1.30: Teachers’ Opinions about the Length of the Reading Text

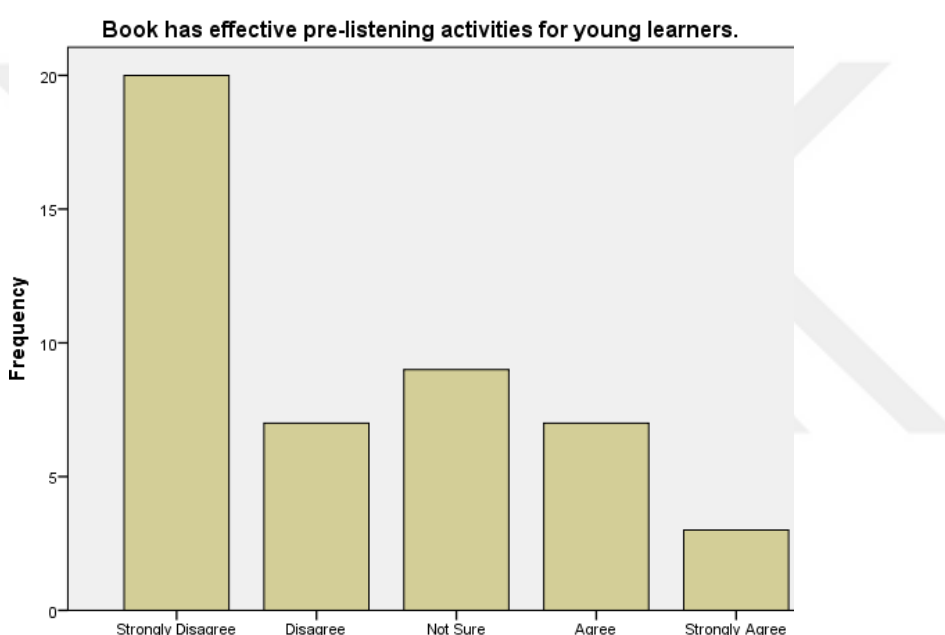


30.4 % of teachers thought the reading texts did not have appropriate length for YL. 52.2 % of teachers in total thought reading texts were not enough for learners. 28.3 % of teachers were not sure about the length of the reading texts.

Table 4.1.31: Teachers' Opinions about the Pre-Listening Activities
Book has effective pre-listening activities for young learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	43.5	43.5	43.5
	Disagree	7	15.2	15.2	58.7
	Not Sure	9	19.6	19.6	78.3
	Agree	7	15.2	15.2	93.5
	Strongly Agree	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

Chart 4.1.31: Teachers' Opinions about the Pre-Listening Activities



Almost half of the teachers (43.5%) strongly disagreed that the listening texts had pre-listening activities. The book consists neither warm up nor pre-listening tasks. More than half of the teachers (58.7 %) expressed the book did not have effective pre-listening activities.

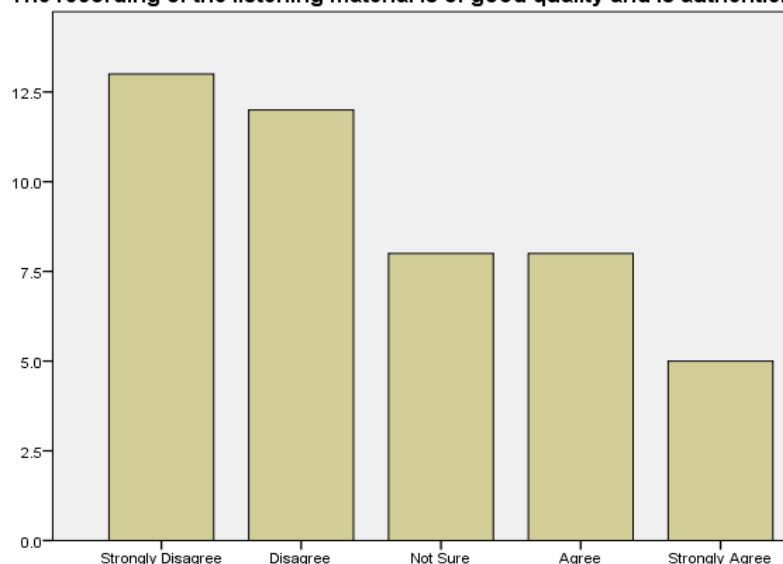
Table 4.1.32: Teachers’ Opinions about the Quality and Authenticity of Listening Texts

The recording of the listening material is of good quality and is authentic.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	28.3	28.3	28.3
Disagree	12	26.1	26.1	54.3
Not Sure	8	17.4	17.4	71.7
Agree	8	17.4	17.4	89.1
Strongly Agree	5	10.9	10.9	100.0
Total	46	100.0	100.0	

Chart 4.1.32: Teachers’ Opinions about the Authenticity and Quality of Listening Texts

The recording of the listening material is of good quality and is authentic.



54.3 % of teachers found the listening materials of poor quality and not authentic. All the audios were accessible to public, downloadable and qualified enough but in terms of authenticity, it was hard to accept that listening tasks were authentic enough according to teachers’ responses.

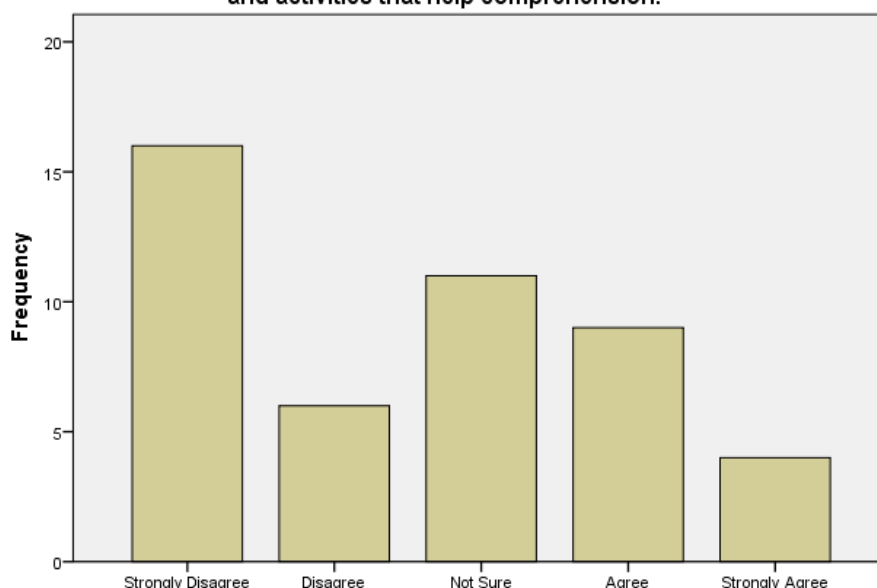
Table 4.1.33: Teachers’ Opinions about the Comprehension Questions for Listening Texts

The listening materials are accompanied by background information, questions and activities that help comprehension.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	34.8	34.8	34.8
Disagree	6	13.0	13.0	47.8
Not Sure	11	23.9	23.9	71.7
Agree	9	19.6	19.6	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.33: Teachers’ Opinions about the Comprehension Questions of Listening Texts

The listening materials are accompanied by background information, questions and activities that help comprehension.

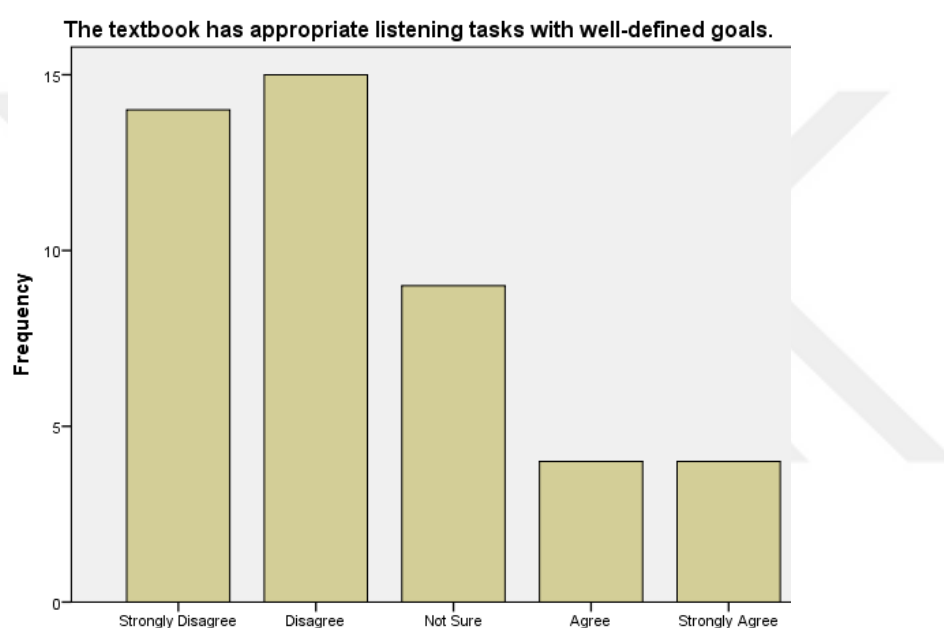


Listening texts mainly include the instruction “Listen and follow”. They do not have any comprehension questions or background information about the audio. 47.8 % of teachers also thought the book was weak in terms of background information, questions and activities for listening texts.

Table 4.1.34: Mean Score of the Teachers' Opinions about the Appropriacy and the Goals of the Listening Texts

Statistics		
The textbook has appropriate listening tasks with well-defined goals.		
N	Valid	46
	Missing	0
Mean		2.3261
Median		2.0000
Mode		2.00

Chart 4.1.34: Teachers' Opinions about the Appropriacy and the Goals of Listening Texts



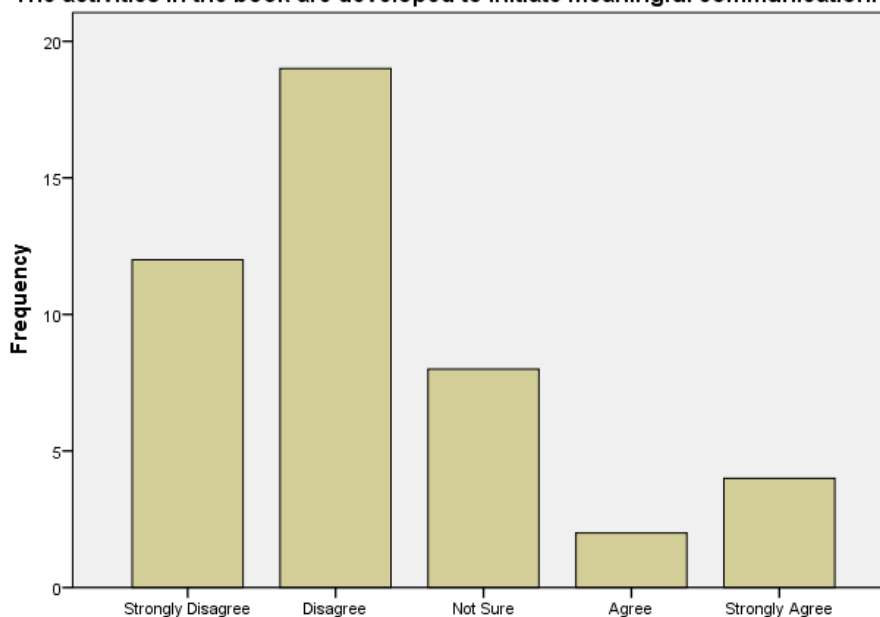
The mean score for this item is 2.32. According to the mean score, teachers believed that listening tasks did not have well-defined goals. Listening texts served as a means of teaching vocabulary. The goal for listening to audios was vague. It seemed the only reason for the presence of listening audios was to make learners hear the target vocabulary.

Table 4.1.35: Teachers' Opinions about the Activities in the Book

Statistics		
The activities in the book are developed to initiate meaningful communication.		
N	Valid	46
Mean		2.2667
Median		2.0000
Mode		2.00

Chart 4.1.35: Teachers' Opinions about the Activities in the Book

The activities in the book are developed to initiate meaningful communication.



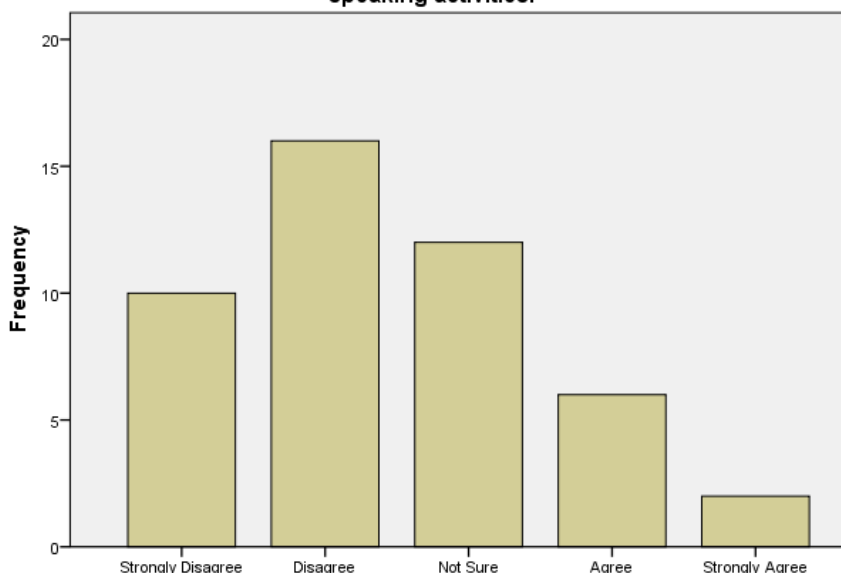
Motivation is one of the key factors affecting the learning. Reasons to communicate increase motivation. Hence, activities are expected to initiate meaningful communication. However, the book English 2 lacks the activities that initiate meaningful communication. The bar chart 4.1.35 and the mean score (2.26) pointed out that teachers thought the activities did not allow meaningful communication.

Table 4.1.36: Teachers' Opinions about Speaking Activities in the Book
The course book includes adequate individual speaking activities and group speaking activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	21.7	21.7	21.7
Disagree	16	34.8	34.8	56.5
Not Sure	12	26.1	26.1	82.6
Agree	6	13.0	13.0	95.7
Strongly Agree	2	4.3	4.3	100.0
Total	46	100.0	100.0	

Chart 4.1.36: Teachers' Opinions about Speaking Activities in the Book

The course book includes adequate individual speaking activities and group speaking activities.



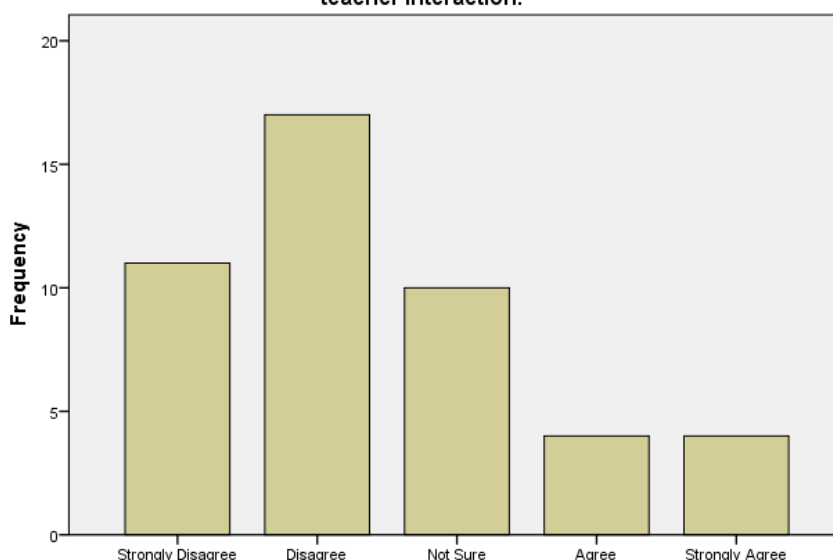
Although there are some speaking activities in the book, 34.8 % of teachers thought speaking activities were not enough. Book mainly consists of listening and speaking activities and provides learners with pair speaking activities yet, according to the bar chart 4.1.36, it seemed that more than half of the teachers (56.5 %) were not happy with the speaking activities.

Table 4.1.37: Teachers’ Opinions about the Interaction in the Book
Activities in the book are developed to encourage student-student and student-teacher interaction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	11	23.9	23.9	23.9
Disagree	17	37.0	37.0	60.9
Not Sure	10	21.7	21.7	82.6
Agree	4	8.7	8.7	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.37: Teachers’ Opinions about the Interaction in the Book

Activities in the book are developed to encourage student-student and student-teacher interaction.



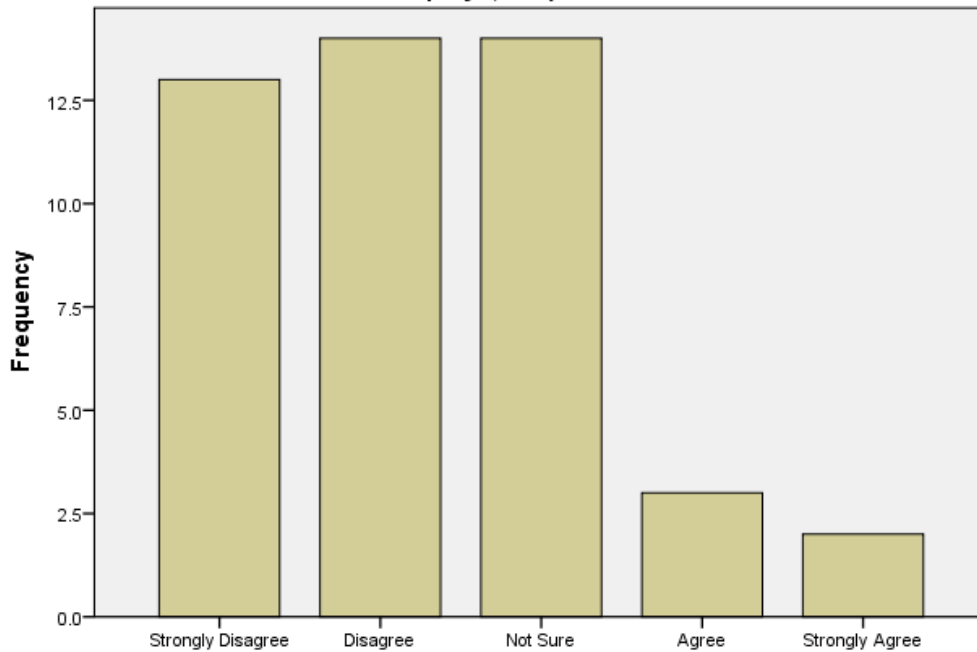
Varied interaction takes away the class management problems and creates an enjoyable, engaging learning atmosphere. 37 % of teachers thought that activities in the book did not encourage students’ interaction with each other and their teacher. 23.9 % of teachers strongly disagreed that the activities encouraged varied interaction. 60.9 % of teachers expressed that the activities in the book were not developed to increase student – student and student – teacher interaction.

Table 4.1.38: Teachers' Opinions about the Materials for Spoken English

There is sufficient material in the book for spoken English (e.g. dialogues, role-plays, etc.)		
N	Valid	46
	Missing	0
Mean		2.2826
Median		2.0000
Mode		2.00 ^a
a. Multiple modes exist. The smallest value is shown		

Chart 4.1.38: Teachers' Opinions about the Materials for Spoken English

There is sufficient material in the book for spoken English (e.g. dialogues, role-plays, etc.)

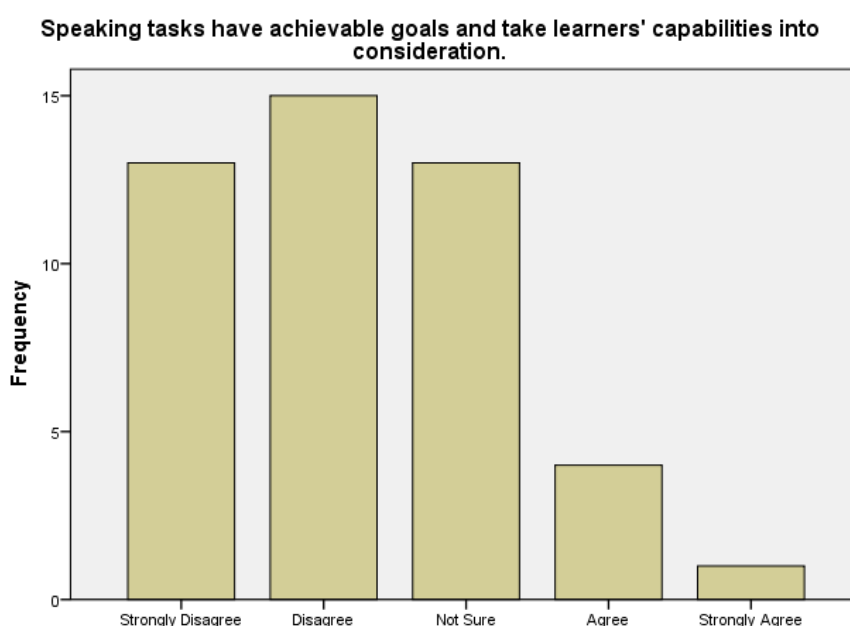


It was difficult to infer teachers' opinions from the bar chart 4.1.38 because responses seemed very close to each other. However, mean score for this item is 2.28 and it indicated that teachers thought the amount of materials for spoken English was not enough.

Table 4.1.39: Teachers' Opinions about the Goals of Speaking Tasks
Speaking tasks have achievable goals and take learners' capabilities into consideration.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	28.3	28.3
	Disagree	15	32.6	60.9
	Not Sure	13	28.3	89.1
	Agree	4	8.7	97.8
	Strongly Agree	1	2.2	100.0
	Total	46	100.0	100.0

Chart 4.1.39: Teachers' Opinions about the Goals of Speaking Tasks



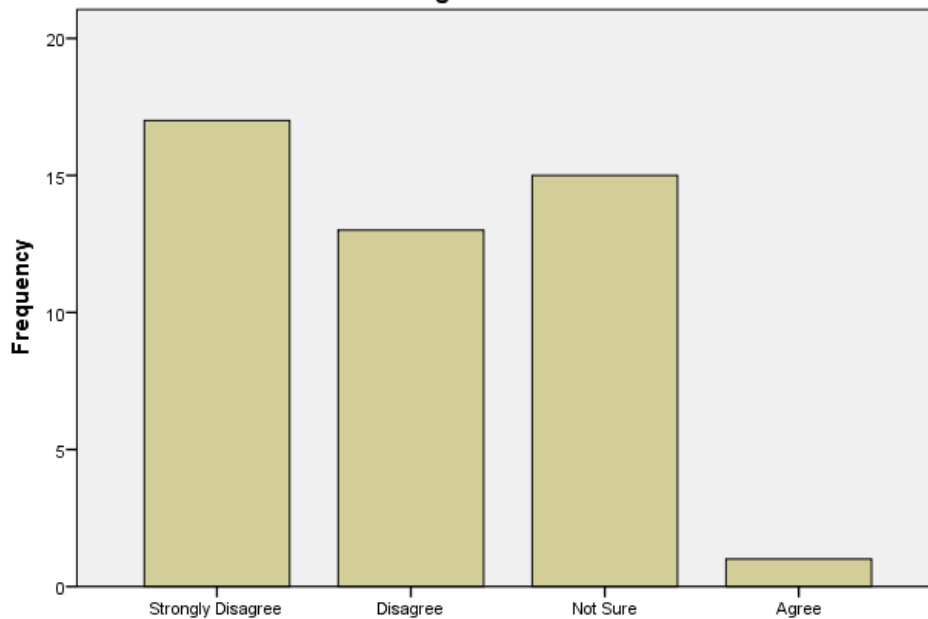
The responses given to the item 39 depends on teachers' expectations for speaking tasks. Speaking tasks in the book serve as a practice of the target language. After teaching action verbs in Unit 6, there is a speaking task practicing the target language "Do you (action verb)? Yes, I do." (85). Although the speaking task is a revision of the target language, 32.6 % of teachers thought the speaking tasks in the book did not have achievable goals and take learners' capabilities into consideration. More than half of the teachers (60.9 %) thought speaking tasks were not achievable.

Table 4.1.40: Teachers' Opinions about the Writing Tasks in the Book

Statistics		
The textbook leads students from simple controlled writing activities to guided writing activities.		
N	Valid	46
	Missing	0
Mean		2.0000
Median		2.0000
Mode		1.00

Chart 4.1.40: Teachers' Opinions about the Writing Tasks in the Book

The textbook leads students from simple controlled writing activities to guided writing activities.



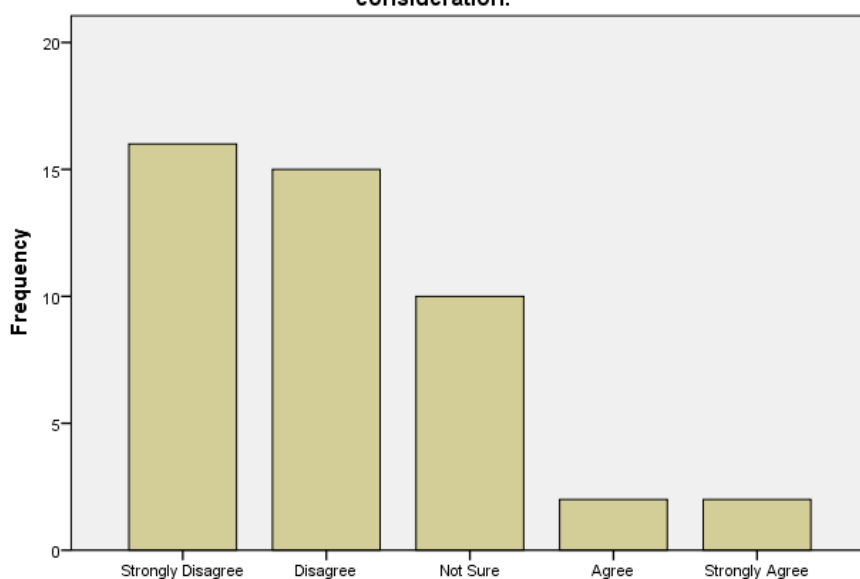
According to the National curriculum, writing long sentences are not aimed at 2nd grade. Nevertheless, it is accepted to introduce doable writing tasks. In the book, students are expected to write the target words but they need to be supported as it is the first time they have written in English. Mean score for this item is 2 and it indicates that teachers thought the writing tasks were away from being simple controlled to guided writing activities.

Table 4.1.41: Teachers' Opinions about the Goals of Writing Tasks in the Book

Writing tasks in the book have achievable goals and take learner capabilities into consideration.		
N	Valid	46
	Missing	0
Mean		2.0889
Median		2.0000
Mode		1.00

Chart 4.1.41: Teachers' Opinions about the Goals of Writing Tasks in the Book

Writing tasks in the book have achievable goals and take learner capabilities into consideration.



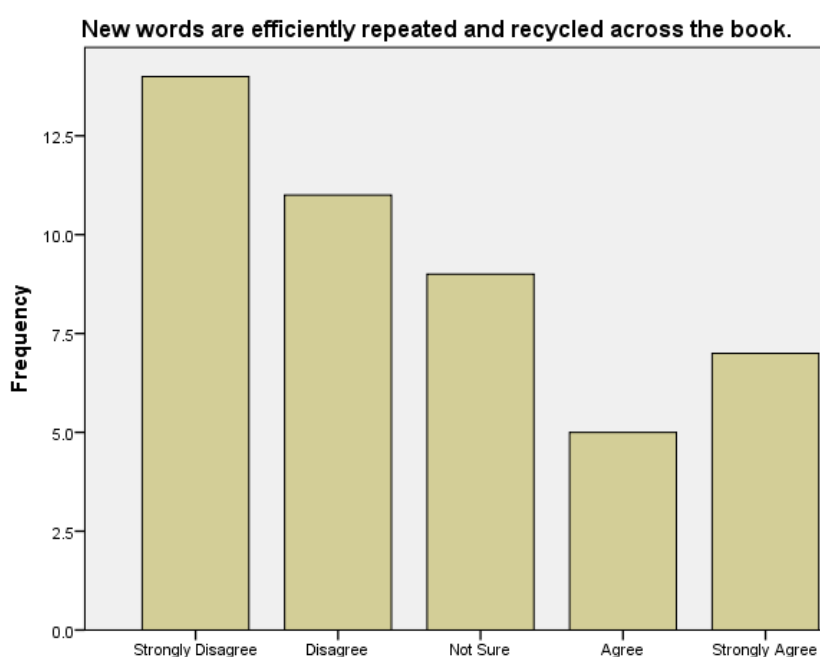
Mean score for Item 41 is 2.08. Mean score and the bar chart 4.1.41 indicated that writing tasks in the book did not include achievable goals and they did not take learner capabilities into consideration. Although writing activities in the book mainly consisted of writing of isolated words and they are compatible with the curriculum, teachers (Chart 4.1.41) were not satisfied with the writing tasks.

Table 4.1.42: Teachers’ Opinions about the Repetition of the New Words in the Book

New words are efficiently repeated and recycled across the book.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	30.4	30.4	30.4
Disagree	11	23.9	23.9	54.3
Not Sure	9	19.6	19.6	73.9
Agree	5	10.9	10.9	84.8
Strongly Agree	7	15.2	15.2	100.0
Total	46	100.0	100.0	

Chart 4.1.42: Teachers’ Opinions about the Repetition of the New Words in the Book



YL forget what they have learnt as fast as they learn. To provide permanent learning, words should be recycled throughout the book. 30.4 % of teachers believed the vocabulary in the book was not recycled and repeated in different units. 54.3 % of teachers thought the words were not repeated and recycled. It is possible that students may forget the vocabulary about the action verbs in the park in Unit 6 at the end of the book because students do not use them in the following units.

Table 4.1.43: Teachers’ Opinions about the Appropriacy of the Vocabulary Load in the Book

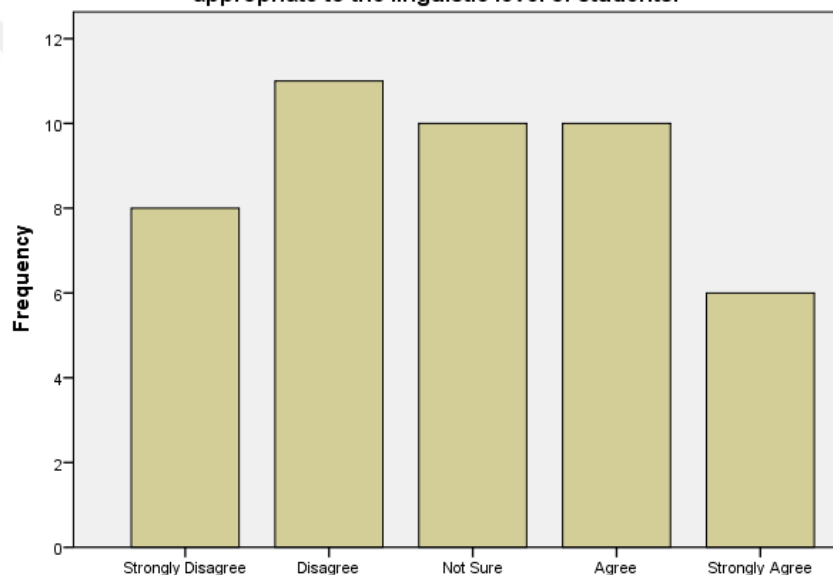
Statistics

The vocabulary load (number of new words to be taught in each lesson) is appropriate to the linguistic level of students.

N	Valid	46
	Missing	0
Mean		2.8889
Median		3.0000
Mode		2.00

Chart 4.1.43: Teachers’ Opinions about the Appropriacy of the Vocabulary Load in the Book

The vocabulary load (number of new words to be taught in each lesson) is appropriate to the linguistic level of students.

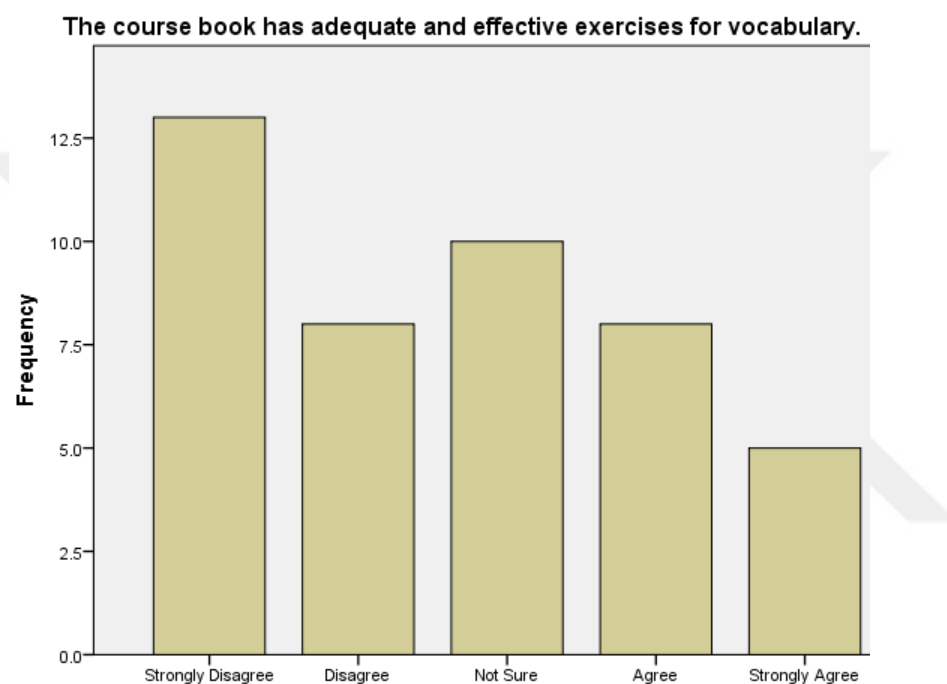


The responses given to this item is varied. Appropriacy of vocabulary load depends on some conditions such as previous education of the learner. Learners may already know some of the target words before they start going to primary school. The definition between ESL and EFL interfere with each other since English is everywhere. Even newborn babies are exposed to English via their audible toys. Therefore, learners may be familiar with some of the target words. The responses in the bar chart 4.1.43 seem very close to each other. It can be inferred that for learners who are exposed to English previously, the vocabulary load is not much, but for the ones who learn English at the 2nd grade for the first time vocabulary load may be heavy.

Table 4.1.44: Mean Score of Teachers' Opinions about the Exercises for Vocabulary

Statistics		
The course book has adequate and effective exercises for vocabulary.		
N	Valid	46
	Missing	0
Mean		2.6364
Median		3.0000
Mode		1.00

Chart 4.1.44 Teachers' Opinions about the Exercises for Vocabulary



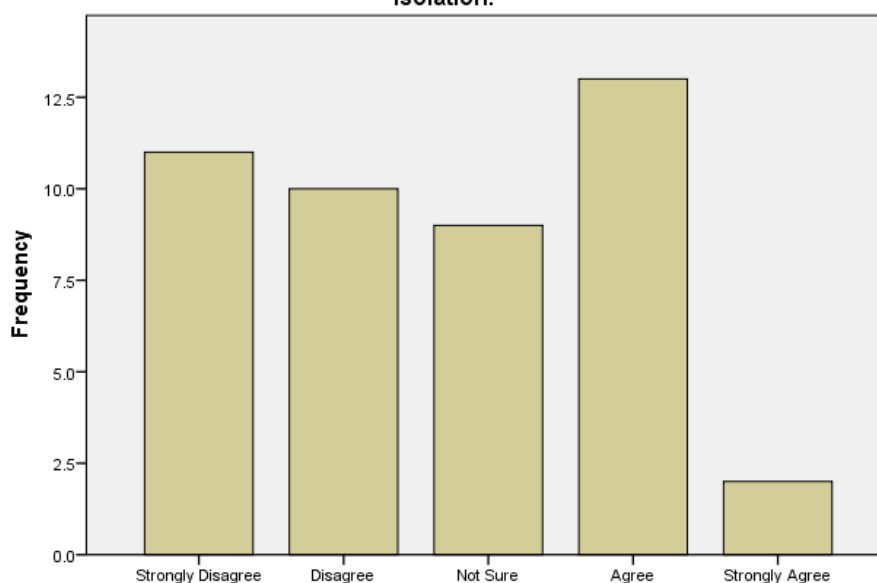
Mean score for this item is 2.63. Although the bar chart 4.1.44 pinpoints that teachers claimed the book did not include enough and effective exercises for vocabulary, the mean score shows not all the teachers share the same point of view. Teaching vocabulary is the fundamental aim of the book. Therefore, exercises are mainly for vocabulary. Though, responses given to this item show teachers' dissatisfaction with the exercises for vocabulary.

Table 4.1.45: Mean Score of Teachers' Opinions about Presentation of Vocabulary

Statistics		
Words which will be taught are contextualized as opposed to being presented in isolation.		
N	Valid	46
	Missing	0
Mean		2.6667
Median		3.0000
Mode		4.00

Chart 4.1.45: Teachers' Opinions about the Presentation of Vocabulary

Words which will be taught are contextualized as opposed to being presented in isolation.

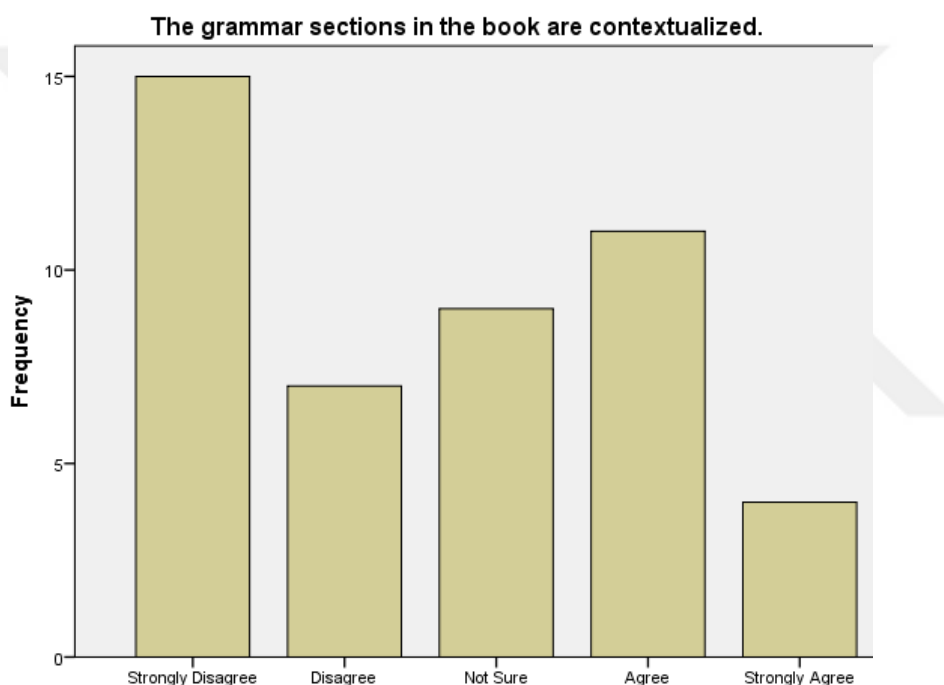


Words are learnt effectively when presented in rich contexts (Lewis, 2002). This item tries to find out whether or not target words are contextualized. Even though the bar chart 4.1.45 indicates that teachers think words are taught in contexts, mean score is 2.66. This mean score reflects that teachers are not sure if words are taught in context or not.

Table 4.1.46: Teachers’ Opinions about Presentation of Grammar
The grammar sections in the book are contextualized.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	32.6	32.6	32.6
Disagree	7	15.2	15.2	47.8
Valid Not Sure	9	19.6	19.6	67.4
Agree	11	23.9	23.9	91.3
Strongly Agree	4	8.7	8.7	100.0
Total	46	100.0	100.0	

Chart 4.1.46: Teachers’ Opinions about the Presentation of Grammar



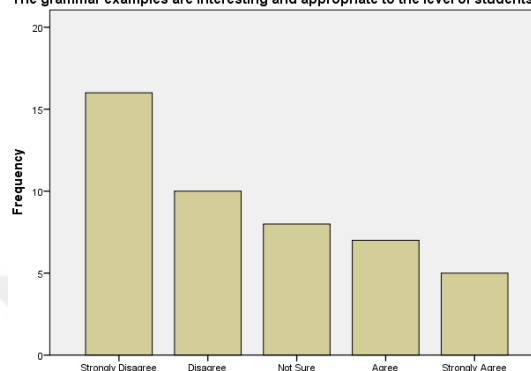
In the book, grammar is presented as chunks. To teach how to express ability, animals and their abilities are taught through sentences such as “I’m a bird. I can fly”. 32.6 % of teachers strongly disagreed that grammar was contextualized. 47.8 % of teachers believed that grammar was not taught in context.

Table 4.1.47: Teachers' Opinions about Grammar Examples

The grammar examples are interesting and appropriate to the level of students.		
N	Valid	46
	Missing	0
Mean		2.4565
Median		2.0000
Mode		1.00

Chart 4.1.47: Teachers' Opinions about Grammar Examples

The grammar examples are interesting and appropriate to the level of students.



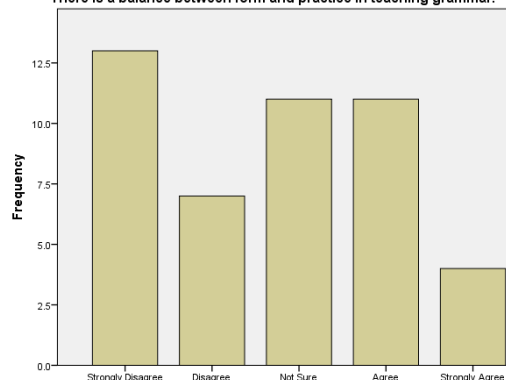
Item 47 finds out whether or not grammar examples are interesting and appropriate to students' level. Mean score for the item is 2.45. According to teachers' responses, examples to teach grammar are not interesting or suitable for learners' level.

Table 4.1.48: Teachers' Opinions about the Balance between Form and Function
There is a balance between form and practice in teaching grammar.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	28.3	28.3
	Disagree	7	15.2	43.5
	Not Sure	11	23.9	67.4
	Agree	11	23.9	91.3
	Strongly Agree	4	8.7	100.0
	Total	46	100.0	100.0

Chart 4.1.48: Teachers' Opinions about the Balance between Form and Function

There is a balance between form and practice in teaching grammar.



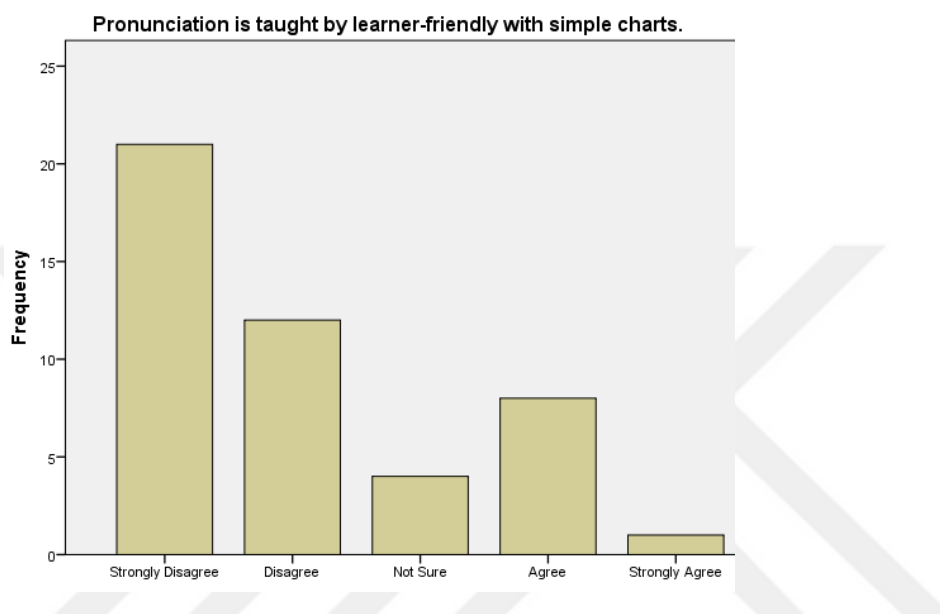
In the book, grammar is taught in chunks to be memorized. Teachers (28.3%) think there is no balance between form and function while teaching grammar.

Table 4.1.49: Teachers' Opinions about Pronunciation Statistics

Pronunciation is taught by learner-friendly with simple charts.

N	Valid	46
	Missing	0
Mean		2.0435
Median		2.0000
Mode		1.00

Chart 4.1.49: Teachers' Opinions about Pronunciation



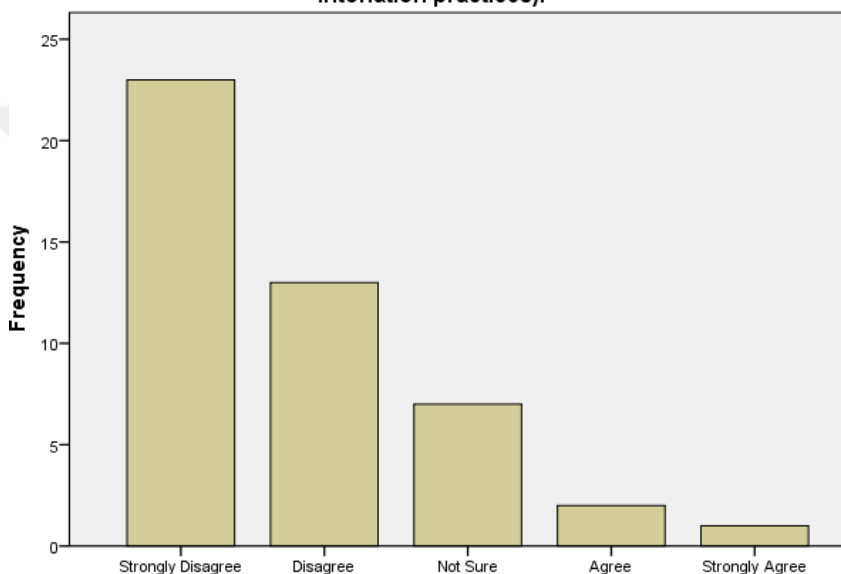
Learning a language at young age has advantage mostly on pronunciation. Despite many listening audios in the book, there is no mention about IPA chart or word stress and intonation. Mean score for this item is 2.04 and the result demonstrates this lack of the book.

Table 4.1.50: Mean Score of Teachers' Opinions about Teaching Natural Pronunciation

The textbook highlights and practices natural pronunciation (with stress and intonation practices).		
N	Valid	46
	Missing	0
Mean		1.8043
Median		1.5000
Mode		1.00

Chart 4.1.50: Teachers' Opinions about Teaching Natural Pronunciation

The textbook highlights and practices natural pronunciation (with stress and intonation practices).



Bar chart 4.1.50 clearly demonstrates that 50 % of teachers strongly disagree that the book focuses on natural pronunciation. There are no pronunciation activities throughout the book. Mean score for the item is 1.80, which shows there are almost no pronunciation activities in the book.

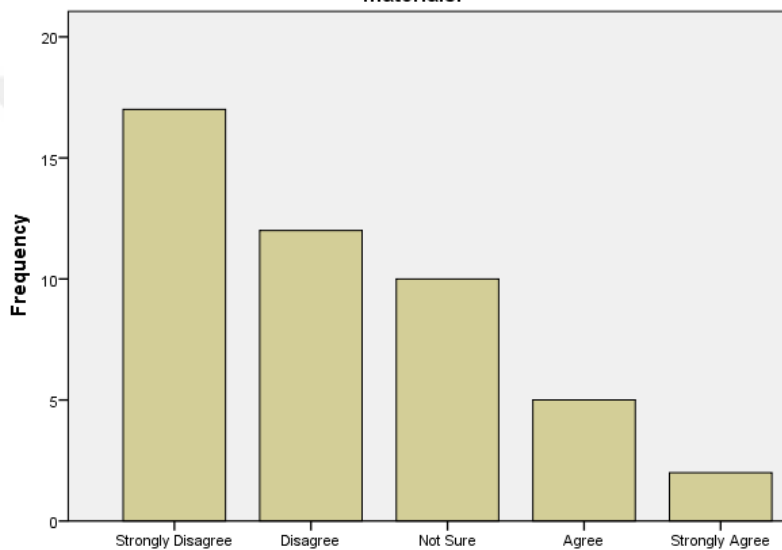
Table 4.1.51: Teachers’ Opinions about Supporting Materials

The textbook is supported efficiently by audio, video and internet-based materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	37.0	37.0	37.0
Disagree	12	26.1	26.1	63.0
Not Sure	10	21.7	21.7	84.8
Agree	5	10.9	10.9	95.7
Strongly Agree	2	4.3	4.3	100.0
Total	46	100.0	100.0	

Chart 4.1.51: Teachers’ Opinions about Supporting Materials

The textbook is supported efficiently by audio, video and internet-based materials.

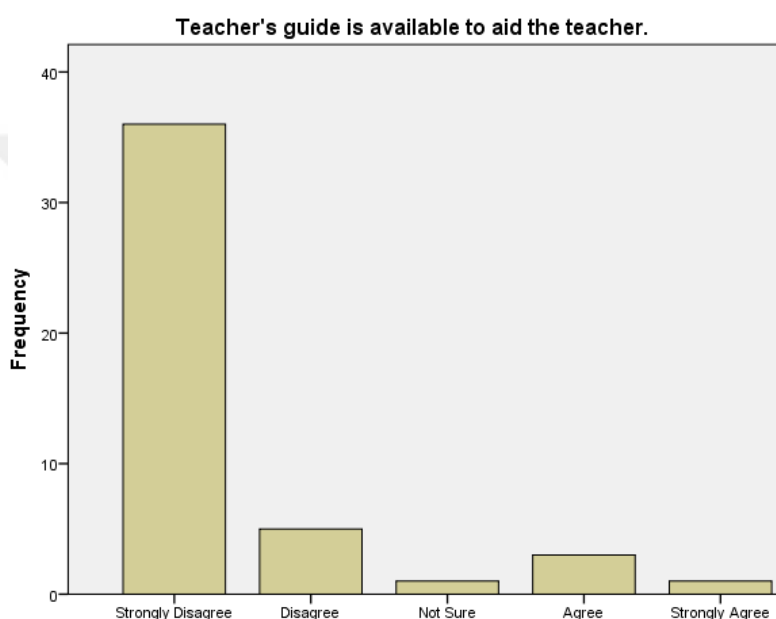


37 % of teachers strongly stated there were no audios, videos or internet based materials accompanying the book. 63.0 % of teachers in total expressed that the book was not supported by any video, audio and internet based materials. Multimedia is a must for digital natives but the bar chart 4.1.51 clearly demonstrates this lack of the book.

Table 4.1.52: Teachers' Opinions about Teacher's Book
Teacher's guide is available to aid the teacher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	36	78.3	78.3	78.3
Disagree	5	10.9	10.9	89.1
Not Sure	1	2.2	2.2	91.3
Agree	3	6.5	6.5	97.8
Strongly Agree	1	2.2	2.2	100.0
Total	46	100.0	100.0	

Chart 4.1.52: Teachers' Opinions about Teacher's Book

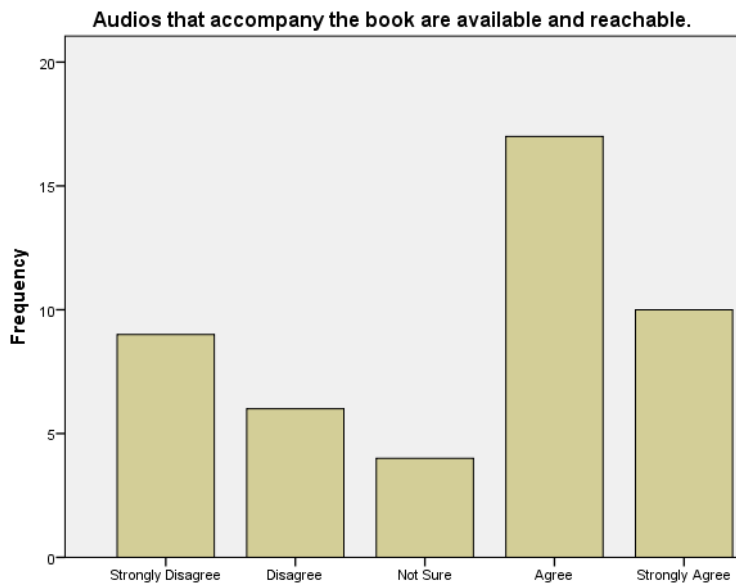


A great number of teachers (78.3 %) strongly claimed that either accessing the teacher's book was difficult or teacher's book had no help. 89.1 % of teachers stated that teachers book was not accessible or did not suggest ideas for teachers. Çelik and Arıkan (2012) report that undergraduate teachers studying in the departments of ELT need to be trained to teach YL. Teaching learners of different ages requires different types of approaches and methods. Teacher's book must consider this need and aid teachers accordingly instead of serving solely as an answer key.

Table 4.1.53: Teachers’ Opinions about Availability of the Audios
Audios that accompany the book are available and reachable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	19.6	19.6	19.6
Disagree	6	13.0	13.0	32.6
Not Sure	4	8.7	8.7	41.3
Agree	17	37.0	37.0	78.3
Strongly Agree	10	21.7	21.7	100.0
Total	46	100.0	100.0	

Chart 4.1.53: Teachers’ Opinions about Availability of the Audios



58.7 % of teachers claimed that audio files used in the book were accessible. Audio files and pdf version of the book can be downloaded by anyone through EBA which is a website run by MoNE to share the materials used.

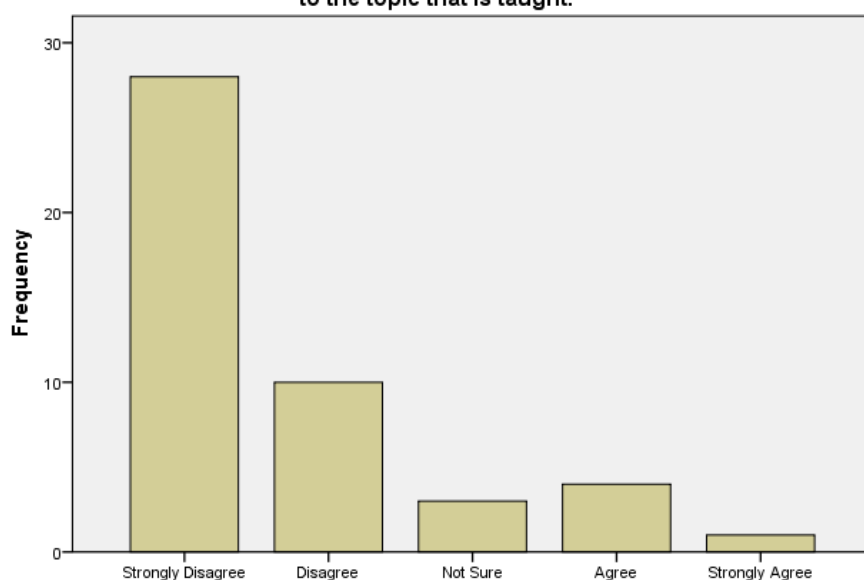
Table 4.1.54: Teachers' Opinions about Posters and Flashcards

The posters and flash cards that accompany the book are available and suitable to the topic that is taught.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	60.9	60.9	60.9
Disagree	10	21.7	21.7	82.6
Not Sure	3	6.5	6.5	89.1
Agree	4	8.7	8.7	97.8
Strongly Agree	1	2.2	2.2	100.0
Total	46	100.0	100.0	

Chart 4.1.54: Teachers' Opinions about Posters and Flashcards

The posters and flash cards that accompany the book are available and suitable to the topic that is taught.



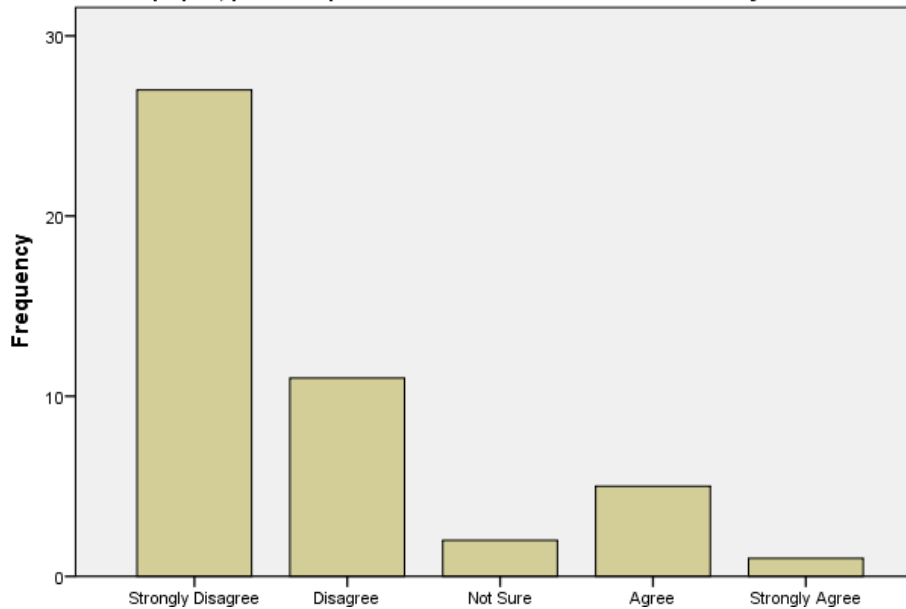
Mean score for item 54 is 1.69. Besides the low mean score, bar chart 4.1.54 obviously pinpoints the lack of posters and flashcards. There are no posters and flashcards available. 82.6 % of teachers informed that posters and flashcards that accompany the book were not available and suitable for the target language and aim.

Table 4.1.55: Teachers' Opinions about the Components of the Book

Statistics		
The materials accompanying the book such as tapes, visuals, extra worksheet paper, photocopiable material etc. are learner friendly.		
N	Valid	46
	Missing	0
Mean		1.7391
Median		1.0000
Mode		1.00

Chart 4.1.55: Teachers' Opinions about the Components of the Book

The materials accompanying the book such as tapes, visuals, extra worksheet paper, photocopiable material etc. are learner friendly.



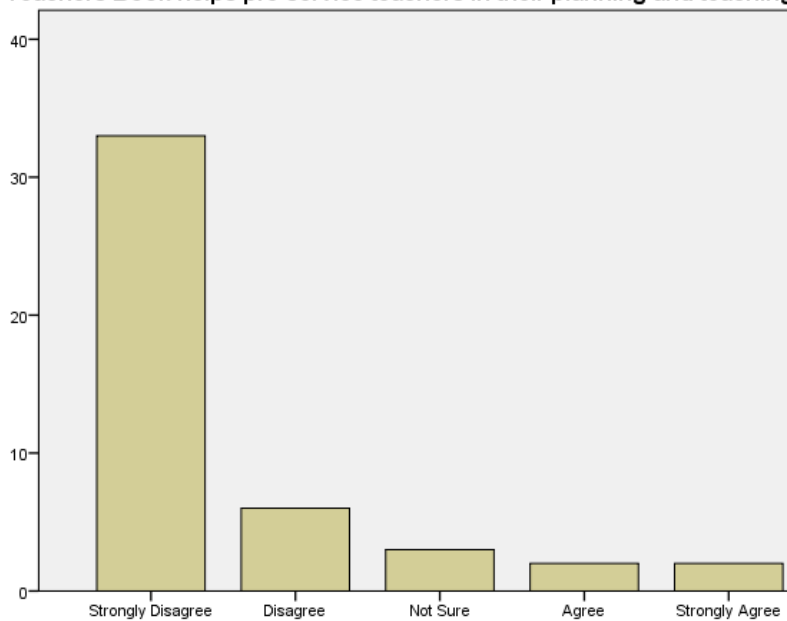
Mean score for Item 55 is 1.73. The bar chart 4.1.55 and the mean score reflected the components of the book such as extra worksheet materials, photocopiable materials and visuals are not learner friendly.

Table 4.1.56: Teachers' Opinions about the Teacher's Book
Teacher's Book helps pre-service teachers in their planning and teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	33	71.7	71.7	71.7
Disagree	6	13.0	13.0	84.8
Valid Not Sure	3	6.5	6.5	91.3
Agree	2	4.3	4.3	95.7
Strongly Agree	2	4.3	4.3	100.0
Total	46	100.0	100.0	

Chart 4.1.56 Teachers' Opinions about the Teacher's Book

Teachers Book helps pre-service teachers in their planning and teaching.



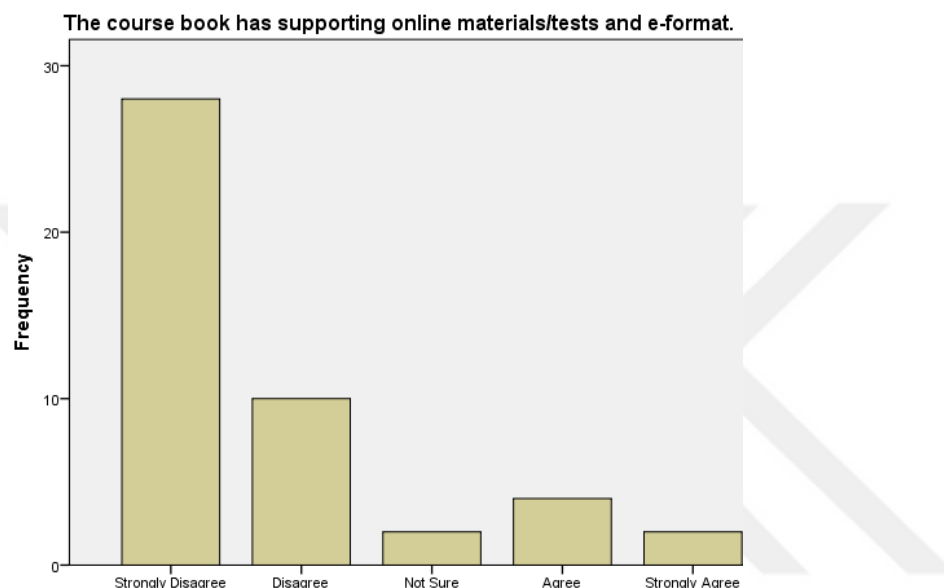
According to 71.7 % of teachers, teacher's book did not assist teaching but served as an answer key. 13.0 % thought teachers' book did not provide teachers with teaching ideas. In total 84.8 % of teachers believed teachers book had no advantage. Despite the fact that inexperienced teachers need to be assisted, teacher's book does not propose any ideas and suggestions for teachers.

Table 4.1.57: Teachers’ Opinions about Supporting Online Materials/ Tests and E-format

The course book has supporting online materials/tests and e-format.

N	Valid	46
	Missing	0
Mean		1.7391
Median		1.0000
Mode		1.00

Chart 4.1.57: Teachers’ Opinions about Supporting Online Materials/ Tests and E-format



There are some features of digital natives, who are born into technology. Learning by means of technology and using multimedia devices facilitate learning. Digitized components of global books promote in the market. The bar chart 4.1.57 and mean score shown in Table 4.1.57 reflect this lack of the book. Through the smart board version of the book, the course will be more student centered and engaging. This lack of the book has a serious impact on learning.

4.2 Findings Related to Research Questions for the Questionnaire

Items on the questionnaire provide a response to the research questions. Items 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50 are related to the first research question. The items pinpoint teachers’ opinions about the skills and language in the book. The second research question seeks to answer what teachers’ opinions about the approach used in the book. The items 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 point out teachers’ opinions about the approach in the book. Next research question is about the components of the book such as teacher’s

book, posters, and workbook. The items from 51 to 57 are about supporting materials and components of the book. Last research question is about layout and physical make-up of the book. The items from 1 to 13 cover issues such as the layout of the book.

4.2.1 Research Question 1

What are the 2nd grade English teachers' opinions about the course book in terms of teaching language and subskills?

Responses given to the items that are related to teaching skills are averaged out. Mean score of the items related to RQ1 is 2.37. This score is an obvious indicator of teachers' dissatisfaction with teaching language and subskills in the book.

Table 4.2.1.1: Mean Score for RQ1

Statistics

RQ1

N	Valid	46
	Missing	0
Mean		2.3722
Median		2.4783
Mode		3.00

4.2.2 Research Question 2

What are the 2nd grade English teachers' opinions about the appropriacy of the course book's approach to the learners?

Table 4.2.2.1: Mean Score for RQ2

Statistics

RQ2

N	Valid	46
	Missing	0
Mean		2.7315
Median		2.8516
Mode		2.93 ^a

a. Multiple modes exist. The smallest value is shown

Although the book includes student centered exercises, teachers believe that there is still need for age and level appropriate approaches in the book. The best approaches to

teach young learners are CLT and TBLT. However, in the book, the activities are neither communicative nor task based. Mean score for the 2nd research question shows that teachers think the approaches used in the book are not suitable for learners.

4.2.3 Research Question 3

What are the 2nd grade English teachers' opinions about the availability of the supplementary materials provided by the course book?

Table 4.2.3.1: Mean Score for RQ3

Statistics

RQ3

N	Valid	46
	Missing	0
Mean		1.9503
Median		1.7143
Mode		1.71

Third research question points out the lack of the book's components. Mean score for this question is 1.95. The result indicates that the book does not provide a satisfactory teacher's book and the other components such as multimedia devices like smart board version of the book and online practicing programs to be utilized in class or out of the class to allow learners practice.

4.2.4 Research Question 4

What are the 2nd grade English teachers' opinions about the course book *English 2* in terms of layout and physical make up?

Table 4.2.4.1: Mean Score for RQ4

Statistics

RQ4

N	Valid	46
	Missing	0
Mean		2.7452
Median		2.8571
Mode		2.86

The last question covers the physical make up and layout of the book. The items in that part are about physical features of the book such as cover page, font size and the paper quality. They can be answered by checking the blurb, which is an example of

external evaluation. Mean score 2.74 demonstrates that teachers find the physical make up and lay out of the book inadequate.

4.3 Results of the Interview

In this study, four teachers were interviewed. The interview was held in Turkish to avoid misunderstandings. Not to name the teachers, they will be mentioned as I1, I2, I3, and I4. Answers to the following questions were sought.

1. What are the needs of young learners? Do you think the course book you are using is appropriate for young learners' needs, for your approach and for the purpose of the curriculum?
 2. What kind of materials do you need to support learning for young learners?
 3. What are your opinions about a course book for young learners?
 4. What do you expect from an effective 2nd graders' course book?
-
1. What are the needs of young learners? Do you think the course book you are using is appropriate for young learners' needs, for your approach and for the purpose of the curriculum?

At first, teachers described the young learners' needs, then explained whether the course book met their needs or not and what should be done to answer this need. All the interviewees concurred that YL need visual support, board and card games, videos and listening materials. I2 pointed out that learners needed to touch realia and added the importance of task based learning. She compared the book with a global one and exemplified "when teaching the word *tree*, students can cut and build a tree model and learn the word better." Even though she did not name the approach, she defined task based learning. I4 also agreed with I2 and added "when a student achieves a task, she/he feels pleasant and this will motivate the learner". Different from other interviewees, I4 also stated the importance of language exposure through authentic reading and listening texts. They agreed that the book is compatible with the curriculum. However, they did not think the book meets the learners' needs. I1 expressed that she did not like the course book, but the main problem was the limited teaching hours. Comparing the book with the 3rd grader's material, only the I2 was satisfied with the book since she thought the book covers repetitions, and the layout is good. I4 mentioned the importance of authentic materials and stated that the book did

not present authentic materials. I2 detailed “texts are artificial and exercises do not base either CLT or TBLT and I think, it is a huge gap.” Even though teacher’s book was not asked in the interview, all the teachers mentioned about deficiencies of the teacher’s book.

2. What kind of materials do you need to support learning for young learners?

Responses for the 2nd question also indicate the deficiencies of the course book. All the teachers that were interviewed expressed that they used extra videos. I3 explained that she used dramas and extra visuals. From extra visuals, which all the teachers mentioned and prepared, flashcards could be understood. I2 and I1 used an outsource book and copied it for students.

3. What are your opinions about a course book for young learners?

Through this question, teachers’ suggestions to improve the book were obtained. I1 informed “a course book for YL should include exercises with up to date heroes and YL should be able to paint the pictures but the most important thing that a course book should include is enjoyable videos which kids like” If I2 had chance to write a course book, she informed that she would use a rewritable and erasable material instead of ordinary A4 paper. I3 suggested using online learning systems and more videos. She gave an example of a global book which has online homework system. The last interviewee suggested really practical ideas. She informed that a board game template could be added to the students’ or teacher’s book. Hence, teachers would benefit from the same game in different units to achieve different objectives. Besides, the students’ book or components of the book should include different stories and CDs so that learners will face with the target language in a context. She also added that the book does not include any stories or even a simple cartoon. She also suggested to support materials through technology based components such as implementing videos for the stories in the book. I4 expressed “I think 2nd grader’s book is quite ordinary. It does not include any authentic texts, exercises are away from being communicative and they do not support the learner’s creativity.”

4. What do you expect from an effective 2nd graders’ course book?

I4 expected a variety of listening audios and speaking exercises, then reading and some writing exercises – even if writing is not obligatory according to the

curriculum. All the interviewees agreed to have songs and task based activities in a 2nd grader's book. I4 stated "The products which the learners created could be used in a story later in the book". Then she exemplified that learners could create a finger puppet to learn the target vocabulary through a task and later they could use the same puppet in a story in the book. One of the most important lacks of a 2nd grader's book is teacher's book. Teachers need to be supported through practical ideas. Teachers also expected that a course book should allow learners to practice out of the class. Both teacher's book and students' book should enable learners practice out of the class. I2 explained when she used to teach in secondary school, in the high school entrance exam there were no English questions, parents and learners did not understand the importance of English at that time. When 2nd graders started learning English, the parents' and learners' point of view has changed. I2 was happy with the change and she advised everyone should discuss the good and bad points that affect teaching to improve learning. The first interviewee suggested CDs and flash cards or vocabulary cards to be sent directly to the teacher.

All the teachers expressed their ideas about the course book negatively. However, their suggestions should be taken into consideration.

CHAPTER V

CONCLUSION

In this chapter, the summary of the study, implications and suggestions for teachers, material writers, ministry of education and further studies will be presented.

5.1 The Summary of the Study

This study aimed at evaluation of 2nd Grader's Book *English 2* from teachers' perspectives. Teachers' opinions were highly precious since they are the practitioners of the book. Both qualitative and quantitative research designs were used to obtain data. 46 teachers responded the questionnaire and four teachers were interviewed to strengthen the findings of the questionnaire.

Findings of both the questionnaire and the interviews reflect teachers' negative opinions towards the book. Since data were collected while the teachers were using the book, this evaluation is an example of in-use evaluation and items in the questionnaire find out both external and internal features of the book.

Responses given to the items were analyzed by calculating the arithmetic means. All the findings were demonstrated through visuals. In the light of teachers' responses, it can be inferred that teachers do not find the book *English 2* satisfying. Teachers are pleased with the font size, type, the size and the weight of the course book for YL. They agree that the text book is free of mistakes. It is understood that the objectives of the course book agree with the national syllabus and curriculum. The other item that all teachers agree is that reaching the audios that accompany the book is possible and easy. Except these points, mean score of all the items is 2.49, which illustrates the teachers' negative opinions on the book.

Table 5.1.1 Mean Score of the Overall Items

Statistics		
N	Valid	46
	Missing	0
Mean		2.4974

Interview questions aimed to gather teachers' expectations and general opinions about the book. Teachers first stated YLs' needs and then informed whether the book corresponded this need or not. They found the book weak in terms of

including fun elements such as stories, songs, posters, flashcards and videos. Teacher's book also needs improvement and should serve as a guide. All the components should be sent to teachers in a whole pack. According to the open ended questions, it can be inferred that the book misses exercises that improve 21st century skills such as creativity, collaboration, problem solving and critical thinking.

5.2 Suggestions for Teachers

- a. Teachers should be familiar with the curriculum. Although there is no focus on writing activities, mean score of the item 40 and 41, which are about writing skill, showed teachers expected to teach more writing. Nonetheless, when the book is scrutinized, it will be noticed that writing activities in the book are enough.
- b. Teachers should not be afraid of adapting the book to correspond their learners' needs. Even though the book is local, it is used throughout the country. Even in the same class, a book does not fit all students because every individual has different backgrounds. Teachers should consider it is natural to have individual differences between learners. Therefore, teachers should provide adaptations accordingly instead of perfunctory activities.
- c. It is stated that the book lacks videos, games, stories and digital components. Teachers should benefit from the social media to support the book and improve themselves. It is obvious that the book needs to be supported. There are also online platforms and web pages which 2nd grade teachers can share ideas and materials.
- d. When the teachers were interviewed, they were all on the same pace when they explained the learner needs. Learners at that age need games and tasks which they can create a product. Teachers should create environments for an enjoyable learning atmosphere and provide games such as board, card, and kinaesthetic games to teach the target skills and language.
- e. Teachers should improve themselves in terms of digital literacy. Because their learners were born into a digital world, to be able to rapport with students and meet their needs, teachers should be familiar with their learners' needs.
- f. Teachers should acknowledge the importance of self-development. There are ELT conferences, seminars and webinars. Teachers should participate in these

events to improve themselves and meet their colleagues and share their opinions.

- g. It must be also kept in mind that teachers as practitioners in class should express their opinions about strengths and weaknesses of their teaching both to inform Ministry of National Education through their annual reports and to make a self-reflection.

5.3 Suggestions for Textbook Committee

- a. Interview results suggested some advices for textbook committee. Teaching can be supported in terms of four skills. Videos should accompany the book and be sent to teachers directly.
- b. Teaching vocabulary can be assisted through flash cards and posters.
- c. Instead of difficult drawing activities, materials should include stickers and paintings. Tearable cards, and materials must be attached within the book.
- d. Most of the schools have access smart boards (Fatih Projesi, 2019) so there must be an interactive, learner and teacher friendly smart board version available.
- e. Text book should include authentic materials that are simplified according to learners' level.
- f. YL need to feel the sense of completing a task, therefore book should involve more craft activities that are suitable to YL's level and motor skills.
- g. Even if it may increase the cost, digital game CDs should accompany the book. This will allow learners self-practice out of the class and most of the global books have the component.
- h. There should be online access for further practice for students to increase learner autonomy.
- i. Activities in the book should be changed into more communicative and task based exercises.
- j. There should be more pair and group work encouraging communicative language use.
- k. Teacher's book should include teaching suggestions considering the variety of teachers including both inexperienced and experienced teachers, and considering teaching YL is different than teaching to adults.

5.4 Suggestions for Ministry of National Education

- a. The materials should be sent as a whole package including teacher's book and listening audios. The ministry should provide the materials before the beginning of the instructional year so that teachers can prepare their lesson plans beforehand.
- b. Materials writer should meet teachers and instruct how teachers can utilize the book through a demo teaching.
- c. The Ministry of Education should provide trainings and webinars about how to teach YL.
- d. The Ministry of Education can create a web site for teachers to meet their colleagues and share ideas or encourage the use of EBA in terms of sharing ideas.
- e. The ministry can reward the teachers who believe in self-development and attend conferences and trainings.
- f. In three years, this is the third book that is assigned by Ministry of Education. Instead of choosing a new book every year, the book must be improved considering the findings and other researches about course book evaluation.

5.5 Suggestions for Further Research

The participants of this study were randomly chosen. However, not all schools share the same conditions and opportunities. Therefore, conducting a regional study can be more beneficial. Selçuk Avşar (2017) finds out a surprising fact in her research that while teachers have negative attitudes towards the book, academicians find it satisfying. In this study, although the book provides listening audios, mean score of the item was low. To be able to understand the reason behind, teachers need to be asked open ended questions. To respond this difference, there must be deeper and open ended questions.

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APPENDICES

APPENDIX 1

TEACHER QUESTIONNAIRE

Dear Colleagues, the purpose of this questionnaire is to provide data for M.A. thesis “Analysis and Evaluation of 2nd Graders’ Course Book: *İngilizce 2*”. The data from this questionnaire will **only be used for this study**. Your answers have great importance for the success of the study. Please read the questions carefully and cross in the best column for you.

1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree

I appreciate for your contributions and your objective answers in advance.

		General Attributes	1	2	3	4	5
Layout and Physical Make up	1.	Layout is attractive for 2nd graders.					
	2.	The course book reflects learners' preferences in terms of layout design and organization.					
	3.	The paper used for the textbooks is of good quality.					
	4.	The font size and type used in the book are appropriate.					
	5.	The size and weight of the course book seem convenient for students to handle.					
	6.	The outside cover is informative and attractive.					
	7.	The textbook has a complete and detailed table of contents.					
	8.	The textbook is organized logically and effectively.					
	9.	An adequate vocabulary list or glossary is included.					
	10.	The activities and exercises introduce the main principles of CLT.					
	11.	The course book can easily be integrated into technology, thereby allowing for individual study outside the school.					
	12.	The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.					
	13.	The textbook is free of mistakes.					
Objectives	14.	The objectives can be evaluated.					
	15.	The objectives agree with the national syllabus and curriculum.					
	16.	Task objectives are achievable and interesting.					
Methodology	17.	Activities can work well with methodologies in ELT.					
	18.	The methods used are student centered.					

	19.	The methods used in the book are compatible with the age, needs and interests of the learners.						
Content	20.	The language in the textbook is natural and real.						
	21.	The textbook contains fun elements such as songs, stories, and videos.						
	22.	The exercises throughout the book move from simple to complex.						
	23.	The content in the book is up-to-date.						
	24.	The content of the course book is challenging enough to foster new learning.						
	25.	The topics and texts in the course book include elements from both local and target culture.						
	26.	There is a hidden curriculum which teach cultural and social values.						
	27.	There is a relationship between the content of the course book and real-life situations.						
Skills			1	2	3	4	5	
Reading	28.	There is sufficient reading material in the book.						
	29.	Reading texts in the book are authentic, interesting and up to date.						
	30.	Reading texts in the book have adequate length.						
Listening	31.	Book has effective pre-listening activities for young learners.						
	32.	The recording of the listening material is of good quality and is authentic.						
	33.	The listening materials are accompanied by background information, questions and activities that help comprehension.						
	34.	The textbook has appropriate listening tasks with well-defined goals.						
Speaking	35.	The activities in the book are developed to initiate meaningful communication.						
	36.	The course book includes adequate individual speaking activities and group speaking activities.						
	37.	Activities in the book are developed to encourage student-student and student-teacher interaction.						
	38.	There is sufficient material in the book for spoken English (e.g. dialogues, role-plays, etc.)						
	39.	Speaking tasks have achievable goals and take learners' capabilities into consideration.						

Writing	40.	The textbook leads students from simple controlled writing activities to guided writing activities.					
	41.	Writing tasks in the book have achievable goals and take learner capabilities into consideration.					
Vocabulary	42.	New words are efficiently repeated and recycled across the book.					
	43.	The vocabulary load (number of new words to be taught in each lesson) is appropriate to the linguistic level of students.					
	44.	The course book has adequate and effective exercises for vocabulary.					
	45.	Words which will be taught are contextualized as opposed to being presented in isolation.					
Grammar	46.	The grammar sections in the book are contextualized.					
	47.	The grammar examples are interesting and appropriate to the level of students.					
	48.	There is a balance between form and practice in teaching grammar.					
Pronunciation	49.	Pronunciation is taught by learner-friendly with simple charts.					
	50.	The textbook highlights and practices natural pronunciation (with stress and intonation practices).					
Teaching Aids	51.	The textbook is supported efficiently by audio, video and internet-based materials.					
	52.	Teacher's guide is available to aid the teacher.					
	53.	Audios that accompany the book are available and reachable.					
	54.	The posters and flash cards that accompany the book are available and suitable to the topic that is taught.					
	55.	The materials accompanying the book such as tapes, visuals, extra worksheet paper, photocopiable material etc. are learner friendly.					
	56.	Teachers Book helps pre-service teachers in their planning and teaching.					
	57.	The course book has supporting online materials/tests and e-format.					

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APPENDIX 2

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APPENDIX 3

COVER PAGE OF *ENGLISH 2*



GLOSSARY

UNIT 1

airport
ambulance
basketball
biscuit
cake
cheetah
chimpanzee
cinema
coffee
doctor
e-mail
football
gorilla
handball
hockey
hotel
ice-cream
judo
kangaroo
lemon
microphone
milkshake
office
orchestra

panda
picnic
pizza
restaurant
salad
sandwich
stop
supermarket
taxi
tennis
train
university
video
wagon
yoghurt
zebra

UNIT 2

afternoon
Bye
evening
fine
Goodbye
great
Hello
Hi
how
morning
name
night
okay
Thanks
Thank you

APPENDIX 5

PERMISSION TO USE CHECKLIST

An Official Permission



Montasser Mohamed <dr.mmam73@gmail.com>

4/17/2019 11:26 AM



To: Selda Akkaya Urganci

Dear Selda

You send me an e-mail asking for my permission to adapt my checklist to young learners, and reproduce it in your thesis appendix. I accept using or reproducing it under the following conditions:

You will use the checklist only for your research study and will not sell or use it for any other purposes;

You will include a statement of attribution and copyright on all copies of the instrument.

Also, you will be kindly asked to send me a copy of your completed research study to me upon completion of the study and/or provide a hyperlink to the final manuscript.

Good Luck Selda, and do not forget to send my greetings to your supervisor Dr. Özlem Zabitgil Gülseren

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