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PERCEPTIONS OF EFL TEACHERS FOR THE

YOUNG LEARNERS' COURSEBOOKS IN TURKEY

MASTER OF ARTS THESIS

PREPARED BY

BUKET SELİN ŞENER

SUPERVISOR: PROF. DR. GÜLSEV PAKKAN

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ABSTRACT

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BUKET SELİN ŞENER

Institute of Educational Sciences

Supervisor: Prof. Dr. Gülsev PAKKAN

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The aim of the research is to evaluate English coursebook titled *Sunshine 4*, which is designed for fourth graders at state schools in Turkey through the perceptions of English language teachers.

The coursebook was assessed at both macro and micro level in terms of nine criteria. Quantitative and qualitative data were collected through teacher questionnaires applied to 70 English teachers of fourth grade learners in Ankara and classroom observations made by the researcher.

Analyses of questionnaires were made according to the score attained as a result of the answers given to the 20-question scale formed on the basis of 5-point Likert scale. The frequency, percentage distributions, pie charts and mean values regarding the sub-dimensions of the scales of the data have been analyzed by statistical analyses. The data collected through classroom observations were regularly kept in the journals by the researcher.

According to quantitative and qualitative results, it was elicited that both language teachers and the researcher agreed on the missing points of the coursebook in general. It has been claimed that the coursebook should have been designed according to some criteria important for young learners. It has been also stated that the content, the selection and organization of the content, the level of the coursebook, vocabulary items, consideration of development of

learner autonomy, consideration of visual learning style difference, physical appearance and technical aspects have been disregarded parts of the coursebook

Nevertheless, according to the results, it was indicated that grammar parts of the coursebook seemed to have satisfied the language teachers.

Keywords: young learners' coursebook, young learners

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN

ÇOCUK DERS KİTAPLARINI DEĞERLENDİRMESİ

BUKET SELİN ŞENER

Eğitim Bilimleri Anabilim Dalı

Tez Danışmanı: Prof. Dr. Gülsev PAKKAN

Temmuz 2017

Bu çalışmanın amacı devlet okullarında ilkokul 4.sınıf öğrencileri için tasarlanan *Sunshine 4* adlı İngilizce ders kitabını öğretmen algıları çerçevesinde değerlendirmektir.

Ders kitabı dokuz ölçüt bakımından hem makro hem de mikro düzeyde değerlendirilmiştir. Nicel ve nitel veriler Ankara'da 4. sınıf öğrencilerinin 70 İngilizce öğretmenine uygulanan anketler ve araştırmacı tarafından yapılan sınıf gözlemleri aracılığıyla toplanmıştır.

Anket analizleri 5 li likert tipi ölçeklemeyle oluşturulan 20 soruluk ölçeğe verilen cevaplar neticesinde elde edilen puana göre yapılmıştır. Araştırma verilerinin değerlendirilmesinde istatistikî yöntem olarak; ölçeklerin alt boyutlarına ait frekans, yüzde dağılımları, pasta grafikleri ve ortalama değerleri hesaplanmıştır. Sınıf gözlemleri aracılığıyla toplanan veri araştırmacı tarafından düzenli olarak günlüklerde tutulmuştur.

Nicel ve nitel sonuçlara göre, yabancı dil öğretmenlerinin ve araştırmacının ders kitabının eksik noktaları hakkında genelde hemfikir oldukları ortaya çıkmıştır. Ders kitabının çocuklara yönelik önemli ölçütlere göre tasarlanmış olması gerektiği vurgulanmıştır. İçerik, içeriğin seçimi ve organizasyonu, ders kitabının düzeyi, kullanılan sözcükler, otonom öğrenmenin göz önüne alınması, görsel öğrenme biçimleri, fiziki görüntü ve teknik yönlerin ders kitabında göz ardı edilen bölümler olduğu belirtilmiştir.

Ancak, verilere göre, ders kitabının dilbilgisi bölümlerinin yabancı dil öğretmenlerine yeterli geldiği saptanmıştır.

Anahtar kelimeler: Çocuklar için yazılan ders kitapları, ilkokul öğrencileri

To my daughters 'MAYA&ALYA'
who are the most beautiful gifts of the world…

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Nowadays around the world, the significance of English cannot be disregarded because English is the most common language spoken. Thanks to developing technologies, English is playing a crucial role in many fields including science, technology and education which is the most important area where English is needed. Especially, as a developing country, Turkey should utilize this world-wide spoken language. This can mainly come true wih the efficiency of education.

English is seen as a world language by many people and parents. It is possible to say that the earlier children start learning English, the better they learn. Learning a foreign language at early ages has many benefits and opportunities. Numerous researches have proven that learners who have learnt a foreign language earlier perform much better than the other who have not learnt on several tests. A research directed by York University in Canada implies that learning a foreign language at earlier provide the learners a benefit in learning to read. As they grow older, this advantage goes on and grows.

Much importance has been given to the teaching of English to young learners in recent years in our country. In accordance with this, the grade at which English is taught at state schools in Turkey has been lowered to 2nd grade in order to get effective results and provide more exposure to English to young learners.

English language teaching starting with the second grade for the first time, has been included in the curriculum of Primary Education in 2012-2013 academic year with the resolution number 69, dated to 25.06.2012, by the Board of Education. The new English language teaching program has been designed by following the principles of the *Common European framework of reference for languages: Learning, Teaching, Assessment (CEFR).* As the

English language curriculum has been changed, new coursebooks have been prepared for all levels by Ministry of National Education, as well.

Coursebooks are significant materials during language learning and teaching process for both learners and teachers. The smart boards, slides, films, flashcards, posters, maps, CDs/CD players, workbooks etc. are other examples of English teaching materials. However, coursebook is the most crucial and basic one among those teaching and learning materials because they are widely used by English language teachers in the classrooms. To emphasize the crucial role of "coursebook" in ELT, Dubin and Olshtain (1986) point out that the tangible element that gives language course face validity to many learners and teachers is the coursebook. Besides, Benevento (1984) stresses that "whenever foreign language teachers meet each other, the first words after "how do you do? are usually "What Course book do you use? (p.6).

As coursebook is seen as a significant element in teaching and learning English by both teachers and learners, coursebooks need to supply specific criteria. Firstly, a coursebook should meet the needs of the learners and satisfy the teachers. Hutchinson and Torres (1994) define a coursebook as "an important mean of satisfying the range of needs that emerge from the classroom and its wider context" (p.327). Furthermore, level of the coursebook, content, selection and organization of the content, vocabulary items/grammar, physical appearence of the coursebook and consideration of learning style differences should be taken into consideration as some of the criteria. On the other hand, the activities in the coursebook should provide an appropriate balance for the four language skills (reading, writing, listening, speaking), since it is necessary for the users of ELT coursebooks to acquire the linguistic knowledge through the context of the document to communicate in a foreign language. The coursebook also should include sufficient pair and groupwork for learners. Additionally, the activities in the coursebook should involve sufficient number of games, songs, tangible tasks and dramatizations for young learners. Besides, the activities in the coursebook should encourage enough communicative and meaningful practice. Additionally, it is significant that coursebooks should be designed taking the development of learner autonomy into consideration as a criterion so that the learners can be aware of their knowledge and skills that they have to develop. Tomlinson (1998) states that so as to influence learners, materials should raise their curiosity, interest and attention. Tomlinson (1998) adds that language materials should allow learners to develop confidence about their language skills and

themselves as language learners. Coursebooks need to be designed to provide learners to learn the language through thematic/topic content (family/school, etc) and linguistic content (grammar, vocabulary, skills). They also should help learners oster their language learning by providing useful activities, visuals, examples etc.

It should be mentioned that teaching a language to young learners and teaching a language to teenagers or adults are completely different issues. Young learners have different characteristic features and needs. That is why coursebooks of young learners should be designed taking those features and needs into consideration so as to foster young learners' language learning and motivate them to the lesson. Scott and Ytreberg (2004) state that young learners have amazing ability to absorb language through play and other activities that they find enjoyable so coursebooks of young learners should provide effective teaching tools for children and teachers.

Since coursebooks are considered as a basic and crucial part of teaching and learning English by both language teachers and learners, there should be standards and criteria of coursebooks that are based on the student's needs during the course in order to improve in target language learning. Therefore, coursebook selection and evaluation process for a course seems to be a very significant issue.

In Turkish education system, coursebooks play very important roles for the efficiency of English language teaching process because in our country schools are the unique places where learners are exposed to foreign langue. A coursebook influences both language learning and classroom interaction. That is to say, in Turkey, coursebooks have a great importance as much as the role of the language teacher during the process of learners' English language teaching.

In Turkey, language teachers who teach at state schools have to use coursebooks that are suggested by Ministry of National Education. Learners heavily depend on their language teachers and the particular coursebook during the course. That is why coursebooks have vital importance during language teaching and learning process for both teachers and learners. Therefore, Ministry of National Education has taken new decisions in recent years and teaching English to young learners has become compulsory at second grades at state schools in Turkey in 2012. With new decisions, new coursebooks have been prepared to teach English better for young learners, once again, the importance of the coursebooks arises.

1.2 Statement of the Problem

It is possible to say that the selection of a coursebook may cause a successful or unsuccessful implementation of the course. But, it is hardly possible to find a coursebook that fits every learner group. According to Grant (1987) 'perfect book does not exist' (p.8) , but the purpose is to reveal the best possible coursebook that meets learners' needs and appeals to language teachers. Since '*Sunshine 4*' is a compulsory coursebook at fourth grade which has been prepared by Ministry of National Education, this research aims to assess the coursebook through the perceptions of the English language teachers.

1.3 Research Questions

This study seeks answers to the following questions:

1- What are the perceptions of the teachers of the 4th graders about the coursebook?

2- Which variables indicate difference in perceptions of the teachers about the coursebook?

1.4 Purpose of the Study

As in our country learners and language teachers heavily depend on the coursebooks during learning and teaching process, coursebooks are seen as indispensible material of the process.

After the renovations made by Ministry of National Education in recent years, coursebooks of primary schools have been changed in order to foster the English language teaching quality. Therefore, the coursebook titled *Sunshine 4* was suggested by the Ministry of National Education in 2014 to be used in the 2015-2016 academic year.

The purpose of this study is to evaluate *Sunshine 4* from the perceptions of the teachers, which was prepared by the Ministry of National Education as an instructional material for the fourth grade learners of primary schools.

This study was also aimed to assess the coursebook *Sunshine 4* through both macro and micro level evaluations. A questionnaire that based on nine criteria was given to the teachers of

fourth graders to assess the coursebook for macro evaluation. The criteria of the questionnaire were level of the coursebook, content of the coursebook, selection and organization of the content, vocabularies and grammar in the coursebook, technical aspects of the coursebook, physical appearance of the coursebook, consideration of visual learning style difference, activities in the coursebook and consideration of development of learner autonomy. In order to assess the coursebook in terms of micro evaluation, classroom observations were carried out and journals were regularly kept.

1.5 Significance of the Study

Coursebooks are intensively used as teaching and learning materials in language classes. They have a role as a guide to the language teachers. As coursebooks are used by language teachers in their own classrooms, their perceptions about the effectiveness about the coursebooks are noteworthy during the process of evaluation. Besides, a coursebook has influence upon the learners' attitudes and participation to the lesson. It should be noted that the more learners like their coursebooks, the more they become active in the lesson.

The coursebook titled *Sunshine 4* was suggested by Ministry of National Education (MONE) to be used in 2015-2016 academic year. It comprises ten units and three books. It is expected that the results of this evaluation research will bring to light the parts that should be developed in that spesific coursebook. Moreover, it is hoped that this research will be an assistance to the coursebook writers in MONE because they will be supplied with the teachers' evaluation of one of the published coursebooks. Furthermore, this research is believed to take coursebook writers' attention on significant criteria for the development of EFL coursebooks at primary school.

1.6 Limitations of the Study

This study is limited to state primary schools in Ankara. Seventy English teachers in state primary schools in Ankara were randomly chosen and they accepted to answer the questionnaires. It is assumed that teachers have answered the questions honestly and seriously. Similar research needs to be conducted to different English teachers across different cities in Turkey so as to verify the conclusions.

Another limitation of this research is that it includes perceptions of teachers to assess the coursebook. The perceptions of learners about the coursebook need to be learned so as to provide a broader perspective about the coursebook.

As a last limitation, it can be noted that the researcher added just three videotapes because the school management gave permission to this number. More videotapes could prove the data kept in the journals and provide the missing parts of the coursebook.

1.7 Definitions of the Study

Coursebook: A published English language teaching coursebook can be defined as a commercially available book that provides content, teaching, and learning activities including explanations, examples, exercises, tasks, activities and graphical elements to help learners of English improve their language skills and abilities (Byrd, 2001:415).

Curriculum: In education, a curriculum is broadly defined as the totality of student experiences that occur in educational process and their content (Kelly, A.V. 2009).

ELT: 'English Language Teaching'

EFL: ' English as a Foreign Language'.

Üstünel, 2004 refers to Crystal's (1995:108) definition of EFL as 'English seen in the context of countries where it is not the mother tongue and has no special status, such as Turkey, Japan, France, Egypt, and Brazil'.

Material: Anything which used by teachers or learners to facilitate the learning of a language (Tomlinson, 1998).

Young Learner: Young learners are between the age of five and ten or eleven years old. (Scottt and Ytreberg,1990:1)

Macro Evaluation of Materials: It is the assesment of the overall effectiveness of the materials. It provides feedback about external overview of how materials have been organized (Ellis, 1997).

Micro Evaluation of Materials: The evaluation of learning tasks that examines the match between the task planned and task-in-use on the basis of the selected or developed criteria. (Ellis, 1997).

CHAPTER 2

LITERATURE REVIEW

2.1 History of English Language Teaching in Primary Education in Turkey

After the foundation of the Turkish Republic, Mustafa Kemal Atatürk declared the revolution of Turkish alphabet to purify Turkish language. In a short time, the spoken language was adapted into Latin orthography and taken Persian and Arabic terms were modified with Turkish equivalents. Yal (2011) states that prior to World War II, Turkey was influenced by European culture and the elite population learned French as the diplomatic language and German as a foreign language. Yal also (2011) adds that borrowed terms from French into the Turkish language show its strong impression on the culture at that time. However, after WWII, Turkey increased its fascination with Western culture, especially the United States, and the rise of English in Turkey began (Eskicumalı & Türedi, 2010).

Yal (2011) stresses that in the last 50 years, English language has extended in Turkey and added that there are many factors that affect the spread of English including Turkey's wish to keep up with the demands of globalization, international trade, and academia, particularly in the areas of math, science, and technology. Crystal (1996) expresses that most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English. English language is an indispensable means of communication both almost all the people around the world also for Turkish citizens.

Up to the education reform in 1997, English was mainly taught in Anatolian high schools and private schools. However, in state schools, English language teaching was given less importance. Kırkgöz (2007) emphasizes that pupils graduating from Anatolian high schools achieve a higher level of English language proficiency since they enable the pupils to be exposed to English for a longer period compared to other states schools. However, in state schools, high schools and secondary schools, the number of hours of English lessons and materials were not enough.

In 1997, Turkish Ministry of National Education and Higher Education Council handed down to reform the curriculums of ELT across all levels of education in order to facilitate the process of English language teaching and extend the use of English language to more learners. A major aim of this reform was to make English as a foreign language a compulsory subject to be taught at the fourth and fifth grades. In the 1997-1998 academic year, English was a compulsory subject and launched to be studied to primary school learners in the fourth and fifth grades. By the way, fourth and fifth graders had two hours of English lessons weekly while sixth, seventh and eighth graders had four hours of English lessons. Furthermore, Turkish Ministry of National Education and Higher Education Council (1997) emphasizes the significance of changing the pedagogical approach to make it more communicative and learner-centered. A big effort was launched to implement the new methodologies by hiring and training teachers and investing in updated coursebooks and materials. However, Kırkgöz (2009) states that despite such modern reform measures, the deployment of teachers, methods, and resources in the classrooms has been hindered by a combination of insufficient funds and inefficient management practices of the governing educational organizations.

As stated above, the weaknesses of the program was affected by many reasons, such as the lack number of English teachers and unsuitable methodologies especially for young learners.

After that, Ministry of National Education reached new decisions in language education in 2006. The new curriculum was implemented in the 2006-2007 academic year. The purpose of the new curriculum was to make learners use English language appropriately and accurately. The new curriculum is different from the reform in 1997. There are the headings of young learners, the significance of parental cooperation, different approaches and methods, ELT materials in the new curriculum. Besides, suitable activity types for young learners, such as drawing, coloring, songs and games are emphasized in the new curriculum. Moreover, in the evaluation process, instead of 'paper and pencil tests', portfolio assessment, classroom assessment, writing assessment, self-assessment and teacher assessment such as checklists, rubrics etc. are explained in the new curriculum. Then in the 2007-2008 academic years, the Ministry of National Education decided to increase the number of hours of English lessons to three hours for the fourth and fifth graders weekly.

Lastly, in order to get effective results and provide more exposure to English to young learners, English language teaching starting with the second grade for the first time, has been

included in the curriculum of Primary Education in 2012-2013 academic year with the resolution number 69, dated to 25.06.2012, by the Board of Education. The new English language teaching program has been designed by following the principles and desciptors of the *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment (CEFR).* Coe (2001) expresses the need for learners to put their learning into real-life practice in order to support fluency, proficiency and language retention; by the way the new English teaching program stresses language use in an authentic communicative enviorenment. Ministry of National Education (2013) states that as the *CEFR* considers language learning to be a lifelong undertaking, developing a positive attitude toward English from the earliest stages is essential; therefore, the new curriculum strives to foster an enjoyable and motivating learning environment where young learners/users of English feel comfortable and supported throughout the learning process. Thus, the new currriculum comprises authentic materials, drama, role play and hands-on activities for young learners to emphasize the communicative function of English. At the 2nd and 3rd grade levels, speaking and listening are stressed whereas at higher grades, reading and speaking skills are associated with other skills.

2. 2 Young Learners

Teaching English to young learners has recently become a popular area of study and a crucial part of primary school education in more countries around the world and also in Turkey.

Firstly, it is significant to define the term of 'young learner'. There are a lot of definitions about young learners in literature.

Philips (1999:5) refers the term 'young learners' to the children from the first year of formal schooling to eleven or twelve years of age.

Scott and Ytreberg (1990:1) assume that young learners are between the age of five and ten or eleven years old.

Similarly, according to Ersöz (2007) , young learners are those children from the first year of formal schooling to 12 years of age.

Harmer (2007) states that young learners, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in many ways (p.38).

As the concept "teaching English to young learners" suggests, age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences, and the cognitive skills. Because of this, it is important to show the characteristics of young learners keeping in mind the fact that every learner is unique.

Joan Kang Shin and Joann Crandall (2014) give characteristics of young learners. Young learners are:

1.Energetic and physically active.

2. Spontaneous and not afraid to speak out or participate.

3. Curious and receptive to new ideas.

4. Imaginative and enjoy make-believe.

5. Easily distracted and have short attention spans.

6. Egocentric and relate new ideas to themselves.

7. Social and are learning to relate to others (p.25).

Harmer (2001) lists some characteristics of young learners as below;

- They respond to meaning even if they do not understand individual words.

- They often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

-They generally display an enthusiasm for learning and a curiosity about the world around them.

-They have a need for individual attention and approval from the teacher.

-They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

-They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (p. 38).

In order to teach young learners effectively, teachers should take into account these characteristics of young learners.

According to Scott and Ytreberg (2004):

> Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten they can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching (Scott and Ytreberg, 2004: 1).

As it can be understood that every child is unigue and has different learning speed. While teaching a foreign language, teachers need to keep in mind different characteristics features of young learners.

Scott and Ytreberg (2004) divide young learners into two main groups as the five to seven year olds and eight to ten year olds.(p.1) They assume (2004) that the five to seven year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group and they (2004) explain what five to seven year olds can do at their own level and what eight to ten year olds can do at their level as below (p. 1).

Five to seven year olds:

-They can talk about what they are doing.
-They can tell you about what they have done or heard.
-They can plan activities.
-They can argue for something and tell why and what they think.
-They can use logical reasoning.
-They can use their vivid imaginations.
-They can use a wide range of intonation patterns in their mother tongue.

-They can understand direct human interaction (p.1-2).

Eight to ten year olds:

-Their basic forms are formed. They have very decided views of the world.

-They can tell the difference between fact and fiction.

-They ask questions all the time.

-They rely on the spoken word as well as the physical world to convey and understand -meaning.

-They are able to make some decisions about their own learning.

-They have definite views about what they like doing and do not like doing.

-They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.

-They are able to work with others and learn from others (p.3-4).

As it can be understood that there is a big difference between what young learner of five can do and what young learner of ten can do. As young learners grow up and experience more, they become more qualified learners.

2.2.1 The Needs of Young Learners

Ersöz et al. (2006) point out that between the age of six and 12, the child develops cognitive and communicative skills. Therefore, teachers should be aware of the needs of young learners at different ages by encouring their skills (p.23).

Below there are three tables that show the needs of young learners, how young learners learn and develop during specific ages. (Author: Olha Madylus; retrieved January 2017 from the World Wide Web)

http://www.onestopenglish.com/children/methodology/childrens-development/)

Table 1

Characteristics, Implications and Needs of 4-6 Year Old Children

Characteristics	Implications	Need
Pre-school or just beginning school	Not used to classroom conventions	Training in class routines e.g listening to teacher
Limited motor skills	Clumsy control of pen / scissors etc.	To develop motor control e.g. colouring, copying
Learning holistically	Whole child needs stimulation	opportunities to move, sing, play, explore, touch etc
Cannot distinguish between different parts of language	Cannot analyse language	Exposure to *chunks of language e.g. chants, stories, classroom language
Limited reading/writing skills in L1	Introducing reading/ writing in English	Lots of listening, speaking activities Fun introduction to English letters and words
See no need to communicate in English	Pupils use L1 exclusively	Reasons to speak English e.g. games, chants
Love stories, fantasy	Bored with many topics	Stories, fantasy, fun

*chunks of language = words that naturally come together e.g. 'thank you very much', 'glass of water', 'have a nice day' – that are easily learnt, repeated and do not need analysis.

Table 2

Characteristics, Implications and Needs of 7-9 Year Old Children

Characteristics	Implications	Need
Beginning to be logical and analytical	Can see patterns, aware of language	Opportunitiesto experiment e.g. making up own chants
Asking questions	Need answers	Freedom to express themselves and learn more than language
Reading and writing still minimal in L1	Still need support and help	Practice and success oriented activities
Still have problems sharing	Group activities not always successful	Teacher to guide them and chances to work alone
Developing confidence to Express themselves	Pupils will have views on what they want to do / talk about	Chance to state opinions
Developing knowledge of the world around them	Know more than we often give them credit for	Chances to use what they know

Table 3

Characteristics, Implications and Needs of 10-12 Year Old Children

Characteristics	Implications	Need
Longer attention span	Greater range of activities possible in class	Opportunities to engage in tasks that require focus and commitment
Knowledge of the world growing	More topics can be addressed	Stimulation e.g. information from internet or cross-curricular
Taking learning more seriously	Can be given responsibility	Chances to be independent
Still children	Have need for security and pleasure	Teacher sensitive to their needs and moods
More cooperative with peers	Can do more group work	Variety of grouping in class i.e. work on own, in pairs, in group, as class
Intellectual, motor and social skills developing	Can be challenged more	Activities that challenge them
Developing own learning strategies	Children won't all react in the same way to the same task/topic	Chance to personalise their learning experience

As it can be understood from the tables above, there are common characteristics, implications and needs for specific ages. However, it must be emphasized that there are individual differences.

Scott and Ytreberg(2004) point out that 'every young learner develops but it may be at different times; the period from five to ten sees dramatic changes in children, but we can not say exactly when this happens because it is different for all individuals' (p.4).

2.2.2 The Factors That Facilitate Learning A Foreign language in Young Learners' Classes

Because young learners and adults are different from each other in terms of characteristics features, needs and interests while teaching a foreign language, teachers need to know what attracts young learners and how to behave them in the classroom.

Joan Kang Shin (2006) mentions ten helpful ideas for foreign language teachers to make the learning process more comprehensible as follows:

1.Supplement activities with visuals, realia, and movement.

2. Involve pupils in making visuals and realia.

3.Move from activity to activity.

4. Teach in themes.

5. Use stories and contexts familiar to pupils.

6. Establish classroom routines in English.

7. Use L1 as a resource when necessary.

8. Bring in helpers from the community.

9. Collaborate with other teachers in your school.

10. Commmunicate with other TEYL professionals (p.3-7).

Joan Kang Shin and Joann Crandall (2014) give six main recommendations for the language teachers of young learners as below;

-Teachers should use fun and engaging activities.

-Pupils should be engaged in a variety of interactions.

-Teachers should cater to different learning styles and intelligences.

-Teachers should make language learning meaningful and relevant.

-Teachers should introduce learners to different cultures.

-Teachers should use various teaching stratagies that set up learners for success (p.44-45).

Language that is used in the language classrooms should be context and meaningful rather than artificial forms otherwise young learner are not motivated to learn. To motivate them, storytelling, singing, chanting, talking with puppets should be used.

Long (1987) states that language learners need to have the opportunity to interact with each other and negotiate meaning.

Joan Kang Shin and Joann Crandall add (2014) 'In addition to giving lots of meaningful, comprehensible input, it is important to give pupils plenty of chances to practice using English in class' (p.40). Thus, language teachers should motivate young learners to use classroom language in English in the classsrooms such as below:

Could you repeat please?

May I go to toilet?

Can you open the window?

What does----------- mean? etc.

As it is pointed out, in young learners' classes to facilitate learning, young learners should be exposed to more real English and teachers should give chance to practice English.

Cameron (2003) states that teaching grammar should be 'learning-centered'which is meaningful and interesting, require active participation from learners, and will work with how children learn and what they are capable of learning. When young learners are not taught grammatical structures explicitly, they are motivated to learn more. By the way, when young learners learn a foreign language by experiencing not by learning grammatical rules, they are engaged to learn.

Brewster, Ellis and Girard (2004) state that children may use similar processes to acquire a first and native language (L1) and a second or foreign language (L2); however, the environment for L1 and L2 acquisition can be quite different (p.20). As young learners are only exposed to foreign language in the classrooms, they really need an environment like mother tongue acquisition. Therefore, language teachers need to use authentic contexts that is similar to real life.

Harmer (2004) puts forward some tips for the teachers of young learners to use for classroom environment.

-They need to provide a rich diet of learning experiences which encourages their pupils to get information from a variety of sources .

-They need to work with pupils individually or in groups developing good relationships.

-They need to plan a range of activities for a given time period.

-They need to be flexible enough to move on to the next exercise when they see their pupils getting bored (p.38).

Harmer (2004) also adds and lists what a classroom for young learners should look like:

-The classroom should be colorful and bright with windows the children can see out of.

-The classroom should have enough room for different activities to be taking place.

-The classroom should be comfortable enough to work in groups in different parts of the classroom, changing their activity every ten minutes or so (p.38).

Classroom environment is an another facilitating factor of learning for young learners in foreign language classes whereas they learn their mother tonque in a natural environment. By the way, if an appropriate atmosphere exists in the classroom, young learners are not bored while they are learning a foreign language and this promotes learning.

2.2.3 Activities in Young Learners' Classes

While teaching English to young learners, choosing the most suitable activity is a very significant necessity. It is commonly known that the activities of young learners should be comprehensible, suitable and varied. Because young learners are very creative and energetic, they should learn by doing, touching and creating something. Scott and Ytreberg (2004) imply that their own understanding comes through hands and eyes and ears. The physical world is dominant at all times (p.2).

 In young learners' classes, teachers need to place art and craft activities. Ersöz (2016) points out that 'By the help of art and craft activities, children can develop their concentration, eye/hand coordination and hand control (motor skills)' .

Additionally, Ersöz (2016) further shows suitable activities according to young learners' characteristics and needs with a table below:

Table 4

General Characteristics and Needs of Young Learners

General Characteristics	Need as a result of these characteristics	Possible ways of meeting these needs
Are imaginative	Need to be able to use their imagination in the classroom	Prediction and participation; Story -telling/Reading
Are creative	Need to be able to create things and learn by doing	Art and Craft
Are energetic	Need to move around and physically active	TPR(Total Physical Response) and activities that require bodily movements; Craftt activities; Games; Dramatization
Lose their concentration easily	Need activities that appeal and make sense of them	Games, song, riddles, puzzles, jokes, etc.
Have short memories	Need constant recycling of input and activities complete in themselves	Recycling at intervals; topic-led work; meaningful contexts
Are easily excited	Need activities to calm them down	'Settling activities'
Have emotional needs	Need to feel a part of a group	Groupwork
Have limited language skills and experience	Need clarity	Well-defined, well experienced activities
Love talking	Need opportunties to talk	Active involvement

It is clear from the table that language teachers can use varied activities according to young learners' characteristics and needs so that they could be engaged to the lesson.

Philips (1999) offers some ideas about activities and tasks which promotes learning and attract young learners in the classroom:

-The activities should be simple enough for the children to understand what is expected of them.

-The task should be within their abilities: it needs to be achievable but at the same time sufficently stimulating for them to feel satisfied with their work.

-The activities should be largely orally based-indeed, with very young children listening activities will take up a large proportion of class time.

-Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language (p.7).

As it is emphasized before, during the learning process, young learners develop cognitive, communicative and physical skills. Scott and Ytreberg (2004) stress that teachers shouldn't rely on the spoken word only and most activities for the younger learners should include movement and involve the senses (p.5). As young learners are energetic and physically active, teachers need to use kinesthetic activities such as Total Physical Response (TPR) and games like Simon Says. Teachers also should motivate young learners talk to themselves. By the way, young learners of the teachers should make up rhymes, sing songs and tell stories. If young learners are motivated by enjoyable activities and tasks, learning becomes naturally. Besides, it is very crucial that language lessons should contain authentic situations, drama activities with puppets, chants and projects such as poster, card, booklet etc. which attract young learners and reinforce learning.

2.3 The Role of Coursebooks in English Language Teaching

In Turkey, coursebooks have a vital importance in foreign language classes because classes are the unique places where learners are exposed to a foreign language. In state schools, English language teachers have to use coursebooks which are chosen and published by Ministry of National Education. Thus, in our country, coursebooks in language classes have crucial roles. The roles of coursebooks and the significance of using it in foreign language classes are implied by different writers in literature.

Pakkan says:

> It is rare to find teachers of English who do not use any coursebooks in their classes; most teachers prefer using coursebooks. Some may prefer using one coursebook, some others prefer using more than one coursebook, some others prefer using more than one coursebook, and some teachers prefer adapting and supplementing/supporting the coursebooks that are available (Pakkan, 1997: 7) .

According to Ersöz (1990), teachers need a coursebook to make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns (p.56).

Halliwell (2006) summarizes as follows:

> The coursebook helps the teacher by providing a clearly thought out programme which is appropriately sequenced and structured to include progressive revision; wider range of material than an individual teacher may be able to collect; security; economy of preparation time; a source of practical teaching ideas (Halliwell, 2006: 14).

Cunningsworth (1995) states that 'coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs' (p.7).

Cunningsworth (1995) also adds coursebooks have multiple roles in ELT and they can serve as:

-a resource for presentation material (spoken and written).

-a source of activities for learner practice and communicative interaction.

-a reference source for learners on grammar, vocabulary, pronunciation, etc.

-a source of stimulation and ideas for classroom language activities.

-a syllabus (where they reflect learning objectives which have already been determined).

-a resource for self-directed learning or self-access work.

-a support for less experienced teachers who have yet to gain in confidence (p.7).

Brewster and Ellis (2003) point out that ' most teachers of English use a coursebook and there are a number of good reasons for doing so' (p.152). They (2003) list the good reasons for using coursebook as follows:

-Coursebook is a useful learning aid for the pupil,

- It can identify what should be taught/learnerd, and the order in which to do it,

- It can indicate what methodology should be used,

- It can provide attractively and economically, all or most of the materials needed,

- It reduces the teacher's workload,

- It can provide a link between the school and home (p.152).

Additionally, Harmer (2004) lists the good reasons of coursebooks use in language classes as follows:

-Coursebooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource materials,

-They are often attractively presented,

-They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in,

-They come with detailed teachers' guides which not only provide procedures for the lesson in the pupils' book, but also offer suggestions and alternatives, extra activities and resources,

-They provide material which pupils can look back at for revision,

-At their best their visual and topic appeal can have a powerfully engaging effect (p.304).

Cunnigsworth (1995) gives a number of advantages of using coursebook in English language teaching as follows:

-There is a common framework provided by the coursebook;

-Less experienced teachers can use the coursebook as heavily as they need to;

-There is scope for replacing weaker parts of the Standard coursebook with other books or using own material;

-There is scope for teachers to develop as they become less dependent on the book and gain in confidence to experiment with alternative materials;

-More variety of classroom activity and teaching technique is possible;

-A more flexible response to individual pupils' need is possible (p.10).

It should be kept in mind that during teaching and learning process, using coursebooks have several advantages for learners too.

In her book *Language Teaching Materials* Pakkan (1997) says:

> Psychologically, a coursebook is also important to a student. It provides for the learner ssomething concrete that gives a measure of progress and achievement as lessons are completed. A good coursebook also provides a sensible progression of language items, clearly showing what has to be learned and in some cases summarizing what has been studied so that learners can revise grammatical and functional points on which they have been concentrating (Pakkan, 1997: 7).

English language teachers prefer using a good coursebook which meets the objectives of the syllabus, the needs of the learners and the aims of the teacher. There are many qualities of a good coursebook should have.

Pakkan (1997) summarizes five basic qualities of a good coursebook as follows:

-A good coursebook should have practicality. It should be easily obtained and affordable. Additionally, it should be durable enough to withstand wear, and its size should be convenient for the pupils to handle.

-It should be appropriate for the learners' language level, level of education, age, social attitudes, intellectual ability, and level of emotional maturity, and general goals of ELT in the country it is used. It should also be relevant to the needs of the learners.

-It should be motivating. The major aim of a cousebook is to encourage the learner to learn. Without providing interesting and lively texts, enjoyable activities which employ the learner's thinking capacity, opportunities for the learner to use his existing knowledge and skills, a content which is exciting and challenging but which also has relevance to the real world, a coursebook is likely to be regarded as a dull, artificial, and useless part of a language class.

-It should be flexible. Although a clear and cohorent unit structure has many advantages, too tightly structured coursebooks may produce a monotonous pattern of lessons. The structure of

a good coursebook should be clear and systematic but flexible enough to allow for creativity and variety to provide opportunities for learners who have different learning strategies.

-It should have both situational and linguistic realism. A good coursebook should provide situations where language is used for real and genuine communication and where messages are at least realistic and believable. The content and form of messages should have naturalness of expression. If the expressions in the lessons would not be used by people interacting in real life situations, trying to teach them is nothing but wasting time and effort (p.8-9).

The significance of using coursebooks in English language teaching can not be ignored. Although technology develops fast, using coursebooks will go on to be very crucial for language teachers and learners. English language teachers and learners need a guide to promote learning and a good coursebook absolutely can supply this.

2.3.1 English Language Teaching Materials

Materials are indispensable complementaries of teaching process. Teachers should use materials that meet the aims of the lesson, the needs of the learners and the style of the teachers. Language teachers should have various teaching materials that facilitates learning. By using materials during teaching process, teachers attain their goals more easilly and learners are motivated to lesson.

Özkan (2004) implies that materials can be anything that is delibaretely used to increase the learners' knowledge and experience of language.

Pakkan says;

> Years ago, the only language teaching materials that language teachers used were a grammar book and a dictionary, but today, there is a great variety of language teaching materials on the market. These materials range from coursebooks, workbooks, and readers to simplified versions of literary works, from cue cards, cut-outs, charts to newspapers, magazines, posters, picture cards, and many other materials (Pakkan, 1997: 6).

Tomlinson (1998) defines materials as anything which is used by teachers or learners to facilitate the learning of a language and they are deliberately used to increase the learners' knowledge and experience of the language (p.2).

According to him (2012) , materials should be:

-informative (informing the learner about the target language);

-instructional (guiding the learner in practising the language);

-experiential (providing the learner with exxperience of the language in use);

-eliciting (encouraging the learner to use the language);

-exploratory (helping the learner to make discoveries about the language);

Pakkan (1997) categorizes the basic and most frequently used language teaching materials as three parts; the coursebook, the supplementary materials (teacher's book and workbook or exercise book), and the supporting materials (pictures, flashcards, posters, charts, tapes, videos, etc.) (p.6). Pakkan (1997: 6) also emphasizes that a good language teacher should know these materials very well as s/he uses at least one of them (the coursebook) in language classes; therefore some knowledge about these materials can help a teacher a lot in her/his profession.

It should be kept in mind that lessons will be much funnier and easier if language teachers and young learners use different objects to prepare their own materials.

Scott and Ytreberg (2004) list the materials for the teachers and their young learners to make themselves as;

-Puppets

-Class mascot

-Paper dolls

-English corner

-Cardboard boxes

-Picture cards

-Card games

-Board games

-Word/Sentence cards

-Word card displyas

-Books/Reading cards

-Transparencies

-Calendar

-Clock (p.108-112).

2.4 Approaches of Material Evaluation

Material evaluation has a vital importance during teaching and learning process as it shows teachers the weaknesses and strengths of the materials that they use.

Pakkan (1997) defines that 'evaluation is a process judging the success and effectiveness in attaining the goals of a program and/or a basis for future language programs'(p.6). Pakkan (1997: 6) also adds that 'the evaluation process also takes place during the implementation of a program in order to see the points that need to be modified and revised'.

Tomlinson (1998) points out that materials evaluation is the sysyematic judgement of the value of materials in relation to the objectives of the materials and the learners who use them. Beside this, Tomlinson states that there are three types of materials evaluation. Firstly, pre-use evaluation focuses on predictions of potential value. The further evaluation is while-use that focuses on awareness of what the learners are doing with the materials. Lastly, the aim of after-use evaluation is to reach confident conclusions as a result of using the materials.

Harmer (2004) defines that 'coursebook evaluation is a judgement on how well a book has performed in fact'(p.301).

In literature, there are many and varied reasons for material evaluation. Cunningsworth (1995: 14) claims that the intention to adopt new coursebooks is a major reason for evaluation. He adds that another reason is to identify particular strengths and weaknesses in coursebooks already in use.

Material evaluation gives language teachers a feedback in order to decide whether they will use the coursebook for next use or not. Materials can be evaluated in varied ways with

different methods. Ellis (1997: 37) says a retrospective evaluation serves as a means of testing the validity of a predictive evaluation and what is more, it may point to ways in which the predictive instruments can be improved for future use.

Ellis (1997) emphasizes two types of material evaluation which are predictive evaluation and retrospective evaluation. In predictive evaluation, teachers who apply a predictive evaluation decide which materials are suitable for their objectives. After materials are used, next evaluation can be done to learn whether the materials are useful for them, which is called retrospective evaluation. Teachers may use both helpful evaluations above so as to understand effectiveness of the material and to develop it for next use.

Harmer (2004:302-304) points out that there are three types of evaluation measures namely, teacher record, teacher discussion and student responses. In order to evaluate materials, teachers need to keep a record of how successful different lessons and activities have been. One way of doing this is to keep a diary of what happens in each lesson. Teacher discussion is the second stage of evaluation measures. When new books are used, teacher discussion helps if the teachers who are using the same book get together and compare their experiences. As a last stage of material evaluation, student responses can be collected in a number of ways, such as oral feedback and written response. Learners' point of view cannot be ignored during this process because their responses and feelings give information about whether they enjoy the coursebooks which they have just been using.

Additionally, Harmer (2004: 303) points out that while evaluating coursebooks, we should do our best to include pupils' opinions and comments. Their view of layout, design, content and feel should inform our pre-use assessment and our our post-course evaluation.

In order to select, develop and adapt materials, two approaches can be used named as micro and macro evaluation. Whereas a macro evaluation aims to assess overall of materials, a micro evaluation focuses on the assessment of the tasks. Ellis (1997) states that a micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future.

Cunningsworth (1994) also emphasizes three types of evaluation; pre-use evaluation, in-use evaluation and post-use evaluation. Furthermore, Cunningsworth (1994) points out that

evaluation can take place before a coursebook is used, during its use and after use depending on circumstances and the purposes for which the evaluation is being undertaken. The most common and the most diffucult type is pre-use evaluation because there isn't any actual experience of using the coursebook. On the other hand, in-use evaluation refers to coursebook evaluation when the material is in use. However, post-use evaluation gives feedback about the suitability of the coursebook after using it. As Cunningsworth (1994) points out, post-use evaluation can be useful to determine whether to use the same coursebook on future occasions.

2.5 Criteria for Material Evaluation

As it is stated in the literature, evaluation of materials is a complicate and significant issue. Moreover, there are different criteria that influence the success of the coursebooks during learning and teaching process.

According to Cunningsworth (1995), the following are the criteria for evaluating coursebooks:

1) Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language-learning programme;
2) Coursebooks should reflect the uses (present tor future) which learners will make of the language;
3) Coursebooks should take account of pupils' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method';
4) Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

It should be kept in mind that every criterion for evaluation of materials may not be appropriate for all learner group as the teaching and learning contexts can be different. Thus, it is is crucial to take into account the needs and interests of particular learner group while selecting criteria for the evaluation of materials. Different criteria that need to be considered in the evaluation of materials are mentioned in this part.

One of the most significant criteria mentioned in materials evaluation is the selection and organization of content. In the process of materials evaluation, the maintenance of sequence is an important factor to be taken into account in selection and organization of the content. Breen and Candlin (1987) mention that the selection and organization of content are quite important and materials should be organized from simple and familiar 'thing' to more complex and 'less familiar'.

Another criterion for evaluation of materials in English language teaching is physical appearence. Coursebooks should take learners' attention in terms of design, layout, quality, colors, pictures, drawings, graphics etc. in order to encourage them to the lesson. According to Donough and Shaw (1993), clarity of layout is an important criterion for coursebook evaluation. Dougill (1987) stresses that the physical appearence of materials should be appealing enough to motivate learners. When the learners' attention is taken to the material of the lesson, it is more possible that learning comes through. .

Another criterion needs to be considered during evaluation of materials is level of the materials. Level of a coursebook should be appropriate for learners' level. It should be taken into account in the process of materials evaluation that the level of grammar and vocabulary to be taught in the activities, games and songs should neither be below the learners' level nor above their level. As stressed by Cunningsworth (1995), the appropriateness of the level of materials to the language level of learners is one of the mostly stressed criteria in evaluating a coursebook.

The next criterion should be stressed in the process of materials evaluation is Content. It should be taken into account whether the coursebook appeals to learners' needs and interest or not. Moreover, the content of the coursebook should have a sufficient level of diversity of topics. Tomlinson (1998) stresses that learner's curiosity, interest and attention should be drawn through variety, attractive presentation and appealing content.

Another criterion needs to be considered during the materials evaluation is activities. Coursebooks need to be designed with varied enjoyable and motivating activities so that learners can practise the subjects and use the language meaningfully. According to Jones (1999) it is essential that the activities in the coursebook have a variety of focus and pace and the activities should be enjoyable to the learners so that their motivation can increase.

Moreover, Skierso (1991) stresses that coursebooks should provide meaningful communication through communicative activities.

The next criterion should be considered is <u>Vocabulary and Grammar</u> in the process of materials evaluation. The words used in the coursebook should be suitable for lerners' developmental stages. Otherwise, unfamiliar vocabulary can demotivate learners from learnnig. Furthermore, it is significant that the spelling and the grammar used in the coursebook should be in accordance with the rules and suit to learners' needs. Cunningsworth (1995) stresses that the first considerations of coursebook writers are what grammar items are included and how far they correspond to learner needs.

<u>Development of learner autonomy</u> is an another important criterion that should be taken into account in the process of material evaluation. A coursebook needs to be designed to give opportunity learners to be an autonomous learner which means learners' taking responsibility for their own learning. Cotterall (2001) emphasizes that when learners are aware of learning options, and understand the consequences of choices they make, they become autonomus. Therefore, coursebooks should be capable of raising the pupils' interest in English language education. The coursebooks should also urge the pupils to think outside of the classroom. Moreover, coursebooks should include activities that urge the pupils to give creative, original and independent answers in terms of learner autonomy.

<u>Consideration of learning style differences</u> is another criterion that needs to be stressed in the process of material evaluation. Tomlinson (1998) stresses that different learners have different preferred learning styles. Therefore, coursebooks should provide varied activities, exercises and tasks according to different learning styles in order to encourage all learners. Visual, auditory, kinesthetic, studial, experiential, analytic global, independent and dependent learning are different learning styles. Visual learners are interested in visual materials such as posters whereas auditory learners are keen on oral activities such as role-plays in learning and teaching process. Besides, kinesthetic learners benefit from being physically active in the classroom and Total Physical Response activities are suitable for them. In summary, coursebooks should provide varied visuals and adequate listening activities and give chance to learners to be physically active in the classroom.

It is obvious from the previos paragraphs that a good coursebook needs to have a number of quailities. While evaluating a coursebook, these criterias should be kept in mind so that

teachers can reach confident conclusions about whether the teachers and learners are satisfied with the materials or not.

CHAPTER 3

METHOD

3.1 Research Model

In this study, both qualitative and quantitative research methods were used. In a qualitative research, words are used as data to identify people's attitudes and experiences. There is a question of qualitative research method. This research method is defined in doctrin as to discover the meaning and type of relations, observations are analysed and annotated without numerical expression.

Qualitative method is a research in which data collection methods, such as observation, negotiation and document analysis are used, and a qualitative process is followed to provide perceptions and events realistically and in an integrative way in natural environment. All of the qualitative data are not directly collected via negotiation. Sometimes, observation is more reliable than others' views (Yıldırım and Şimşek, 2013, p.45). The aim of this study for qualitative research is to reveal broader perceptions about the 4th grade coursebook *Sunshine 4* on language learning process by observing 30 pupils of the fourth grades in the real environment and keeping journals after each lesson during one term.

This research is also built upon a quantitative data collection method. As Creswell 2009 presents the ideas of Babbie 1990, survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.

The purpose of this study for quantitative research is to explore the perceptions of the English language teachers' of the 4th graders about the coursebook *Sunshine 4* in terms of nine criteria based on a questionnaire.

Besides, the data were collected by the journals of the classroom observation of the researcher. *Sunshine 4* is prepared by Ministry of National Education in 2014. It consists of ten units and three coursebooks and the level of the coursebook is elementary.

3.2 Sampling

This study comprises a total of 30 fourth graders and 70 English language teachers of the 4th graders who use the English coursebook *Sunshine 4* in their classes.

For qualitative research, the observation was carried out at in a state school in one of the provinces of Ankara. For the purpose of this study, 30 young learners who are 9-10 years old that learn English as a foreign language in the 4th grade in a state school of Ankara have been chosen and their attitudes toward the coursebook *Sunshine 4* have been observed during the first term of 2016-2017 academic year to explore broader perceptions about the coursebook. Since the learners were the 4th graders, they were supposed to study English 2 hours in a week. Therefore, their English proficiency level was expected to have been elementary.

For quantitative research, first, primary schools in the provinces of Ankara where the coursebook *Sunshine 4* was used in 4th grade were selected. Then 70 English teachers of the 4th graders were randomly selected and they accepted to participate the study. Twelve of the eighty teachers were male, the others were female. Three of the eighty teachers had master's degree, the others had bachelor's degree. Their teaching experiences ranged from 1 to 20 years and over.

3.3 Data Collection Instruments

This study aimed to assess the coursebook *Sunshine 4* from the perceptions of English teachers. Data collection instruments for the macro evaluation of the coursebook involved a teacher questionnaire to evaluate the coursebook *Sunshine 4* from the point of views of the teachers. However, the data collection instruments for micro evaluation of the coursebook *Sunshine 4* involved classroom observation. The researcher observed a fourth grade classroom so as to get broader perceptions about the coursebook.

In this study, both quantitive and qualitative data have been obtained through the observation technique, keeping journals regularly, recording videotapes and a teacher questionnaire about the coursebook *Sunshine 4*.

For quantitative study, the researcher benefited from a valid and reliable questionnaire which was developed by Ass. Prof. Dr. Ekrem Solak (2015). The major reason of applying a questionnaire to the teachers is to evaluate the coursebook from the perceptions of teachers. The questionnaire contains a likert scale of 20 items.

The researcher also observed thirty 4th graders during the lessons and collected data through journal keeping after each lesson of the week and videotaped three lessons in one semester. Mackey and Gass (2005:203) point out that diaries of classroom contexts can produce useful data on a range of aspects, such as instructors insights into their teaching, their self and other comparisons, decision making processes, the process of development over time, attitudes towards classsroom learning and teaching, the use of stratagies and the recognition and use of feedback. During the lessons, young learners' attitudes towards materials, activities, games and songs in the coursebook have been observed.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Results of the Analysis and Evaluation of the Teacher Questionnaire

This part presents the results of the particular study which aims to learn the perceptions of the 4th grade teachers about the coursebook they follow.

Seventy English teachers who work at elementary schools participated in the study and have been asked about their opinions about the coursebook *Sunshine 4*. The analyses have been made according to the score attained as a result of the answers given to the 20-question questionnaire formed on the basis of 5-point Likert scale. As a statistical method for assessing the research data, the frequency, percentage distributions, pie charts and mean values regarding the sub-dimensions of the scales have been calculated. Kolmogorov-Smirnov test has been applied for testing the normality of the Total Point variable obtained through the scale and Levene's test was applied for the homogeneity of variances. As a result of these tests, it has been observed that the relevant variable satisfies the normality assumption and parametric methods have been used for the analyses on the variable. Theone-way Analysis of Variance (ANOVA) was used to test the difference among the teachers' opinions about the book *Sunshine 4* with regard to the socio-demographic characteristics of teachers, and the Scheffe's test and Independent Samples T tests have been used to check the group differences. The frequency distributions of the answers given to each question included in the scale have been detailed by using pie charts. The applied statistical tests are based on the confidence level of $\alpha=.05$ and the hypotheses have been tested at the confidence level of $\alpha=.05$. The pie charts were drawn by using Excel 2016 package programme, while the statistical analyses have been conducted by using SPSS 21 for Windows package programme.

TEACHER PROFILE:

1. GENDER :
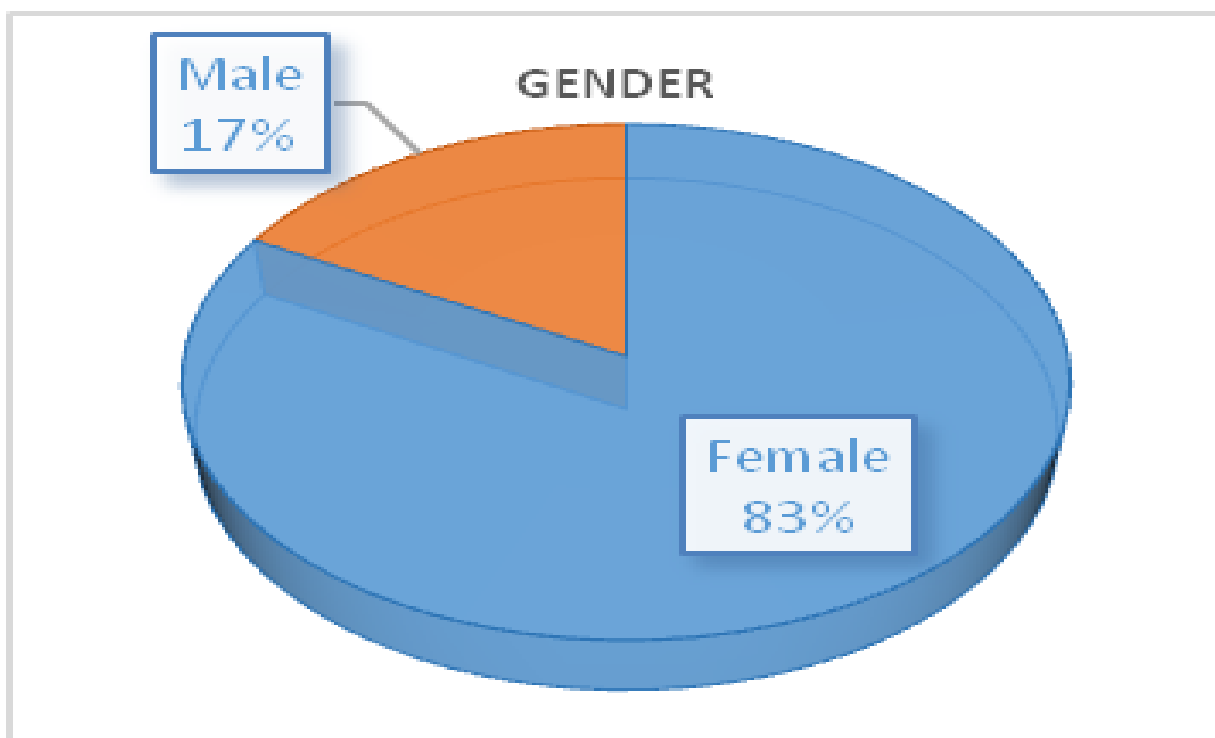
Figure 1. Pie Chart of the Participant Teachers In Terms of Gender

Table 5

Percentage Distributions of the Participant Teachers In Terms of Gender

Variable	Subgroups	N	%
GENDER	Male	12	17.1
	Female	58	82.9

In the graphic, it can be seen that a total of 70 teachers were included in the scope of the research, 17.1% of which is represented by males and the remaining 82.9% by females.

2. EDUCATIONAL STATUS:
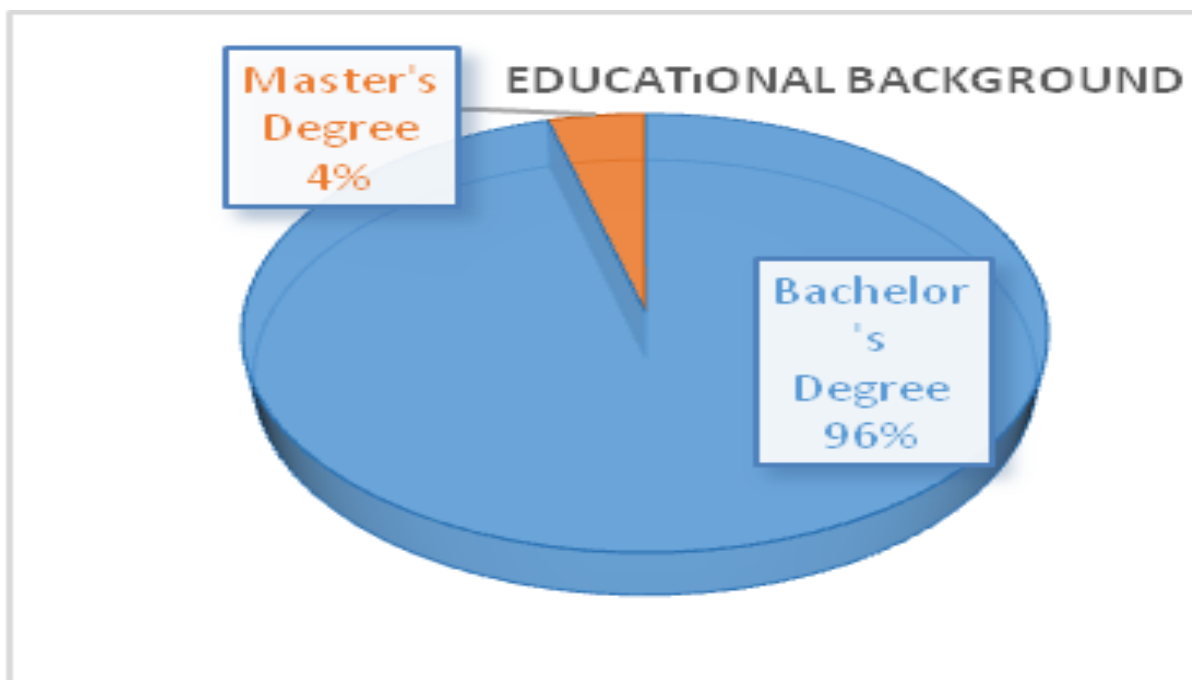
Figure 2. Pie Chart of the Participant Teachers In Terms of Educational Status

Table 6

Percentage Distributions of the Participant Teachers In Terms Of Educational Status

Variable	Subgroups	N	%
EDUCATIONAL STATUS	Bachelor's Degree	67	95.7
	Master's Degree	3	4.3

It is understood from the graph that 95.7% of the research participant teachers have a Bachelor's Degree, whereas 4.3% hold a Master's Degree.

3. PROFESSIONAL SENIORITY YEAR
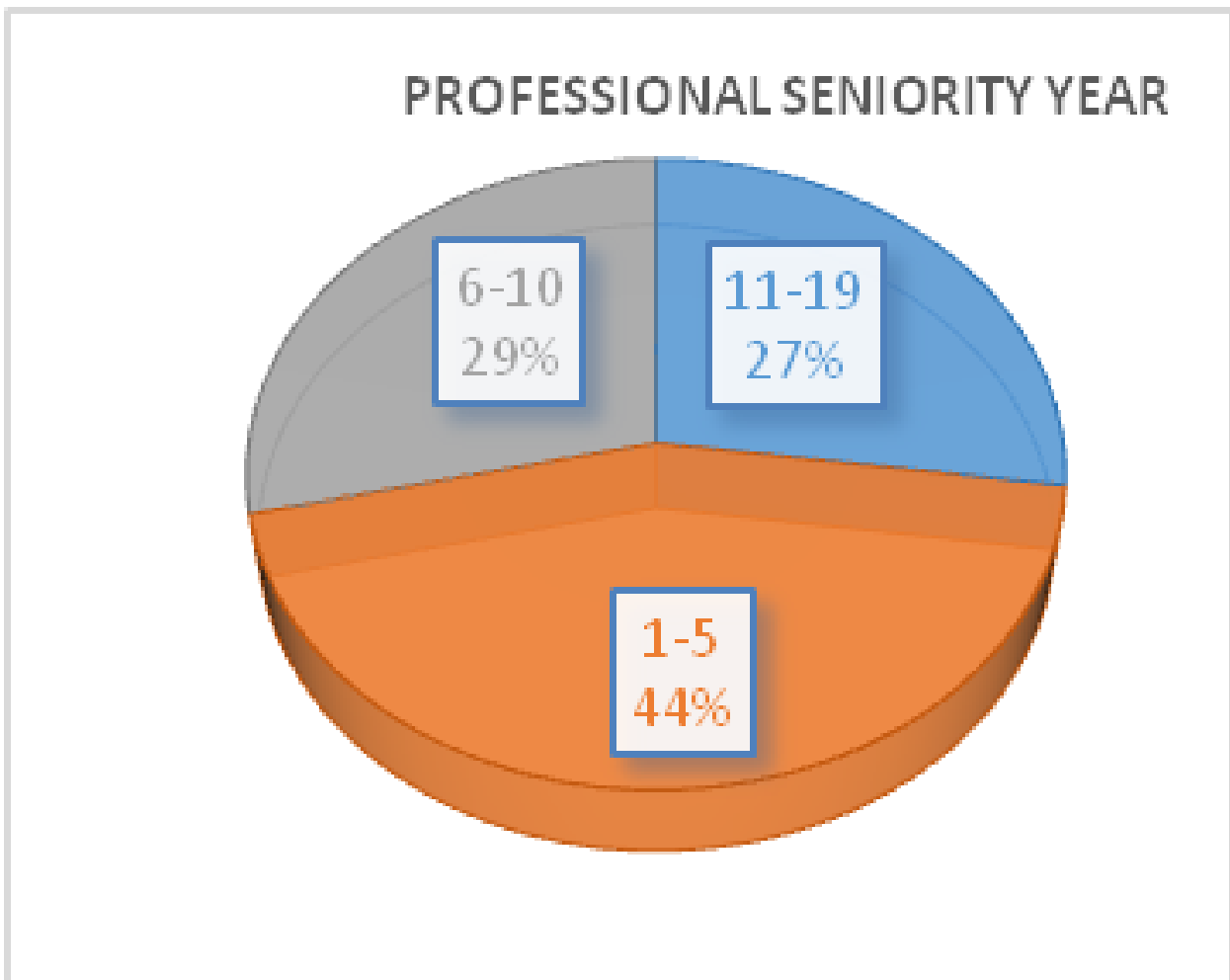
Figure 3. Pie Chart of the Participant Teachers In Terms of Professional Seniority Year

Table 7

Percentage Distributions of the Participant Teachers In Terms of Professional Seniority Year

Variable	Subgroups	N	%
PROFESSIONAL SENIORITY YEAR	1 to 5	31	44.3
	6 to 10	20	28.6
	11 to 19	19	27.1

It is seen in the graphic that out of the participant teachers, 44.3% percent have a professional seniority of 1 to 5 years, 28.6% of 6 to 10 years and 27.1% of 11 to 19 years.

STUDENT COURSEBOOK EVALUATION FORM

1. I regard the interesting and motivating activities (games, songs, stories etc.) in the coursebook's content as appropriate for the children's level.

Figure 4. Pie Chart of the Item 1

Table 8

Frequency, Percentage Distrubitions, Mean Values of the Item 1

Question1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	20,0	20,0	20,0
	Disagree	28	40,0	40,0	60,0
	Undecided	17	24,3	24,3	84,3
	Agree	11	15,7	15,7	100,0
	Total	70	100,0	100,0	

According to the figure, out of the research participant teachers, 20% expressed their opinions on the 1ˢᵗ question as 'strongly disagree', 40% as 'disagree', 24.3% as 'undecided' and 15.7% as 'agree'.

The results show that more than half of the teachers (60 % disagreeing or strongly disagreeing) think that games and songs in the coursebook are not appropriate for young learners' level and very few teachers (15,7 %) think that the activities in the coursebook are suitable for young learners' level. Furthermore, 24.3% were undecided about this related item.

In summary, the results show that teachers are not satisfied with the level of the games and songs in the coursebook. As they are ten/eleven year olds, their major characteristic is being active. They are generally kinesthetic learners at this age. It is very significant that the coursebook should include games and songs which are suitable for young learners' level. Games and songs which motivate young learners to learn English play an important role in young learners' classes and *Sunshine 4* can not satisfy the needs of the learners in that point.

2. The coursebook content has been materialized by using tables, pictures and figures.

Figure 5. Pie Chart of the Item 2

Table 9

Frequency, Percentage Distrubitions, Mean Values of the Item 2

Question2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	18,6	18,6	18,6
	Disagree	20	28,6	28,6	47,1
	Undecided	15	21,4	21,4	68,6
	Agree	19	27,1	27,1	95,7
	Strongly Agree	3	4,3	4,3	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 4.3% expressed their opinions on the 2nd question as 'strongly agree', 27.1% as 'agree', 21.4% as 'undecided', 28.4% as 'disagree' and 18.6% as 'strongly disagree'.

The results show that nearly half of the teachers (47.2% disagreing and strongly disagreeing) think that the coursebook content has not been materialized by using tables, pictures and graphs. However, slightly more than one third of the teachers (31.4 % agreeing or strongly disagreeing) think that the coursebook content has been materialized by using tables, pictures and graphs. Furthermore, less than one quarter of the pupils (21.4%) were undecided. It can be noted here nearly half of the respondents thought the tables, pictures and figures in the coursebook were not sufficient.

3. I believe that the coursebook content is coherent with the educational acquisitions.
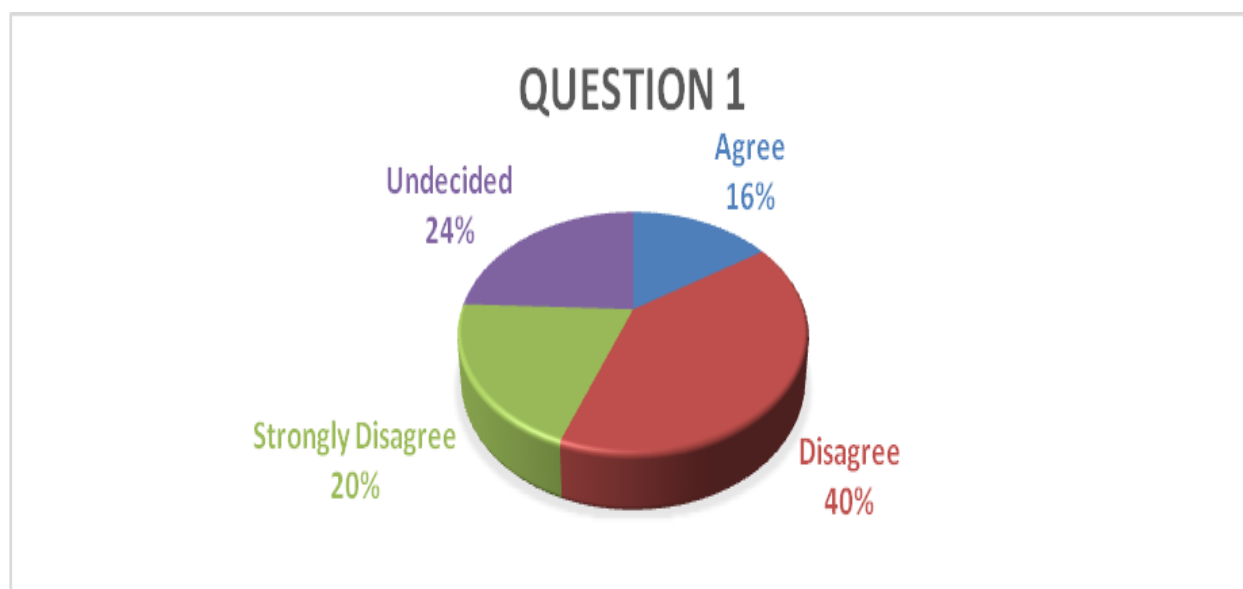

Figure 6. Pie Chart of the Item 3

Table 10

Frequency, Percentage Distributions, Mean Values of the Item 3

Question3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	20,0	20,0	20,0
	Disagree	20	28,6	28,6	48,6
	Undecided	20	28,6	28,6	77,1
	Agree	12	17,1	17,1	94,3
	Strongly Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 5.7 % expressed their opinions on the 3[rd]question as 'strongly agree', 17.1 % as 'agree', 28.6 % as 'undecided', 28.6% as 'disagree' and 20 .0% as 'strongly disagree'.

As the table indicates, nearly half of the teachers (48.6% disagreeing and strongly disagreeing with the related item) did not think that the coursebook content is coherent with the educational acquisitions. Only 22.8 % of the teachers (agreed or strongly agreed) agreed with this statement. Furthermore, slightly more than one quarter of the respondents (28.6 %) stayed

undecided. The above findings revealed the negative attitudes of the respondents about the content of the coursebook that it is not coherent with the educational acquisitions.

4. I think that the coursebook content is in compliance with the teaching principles, from simple to complicate, from concrete to abstract, and from the known to the unknown.
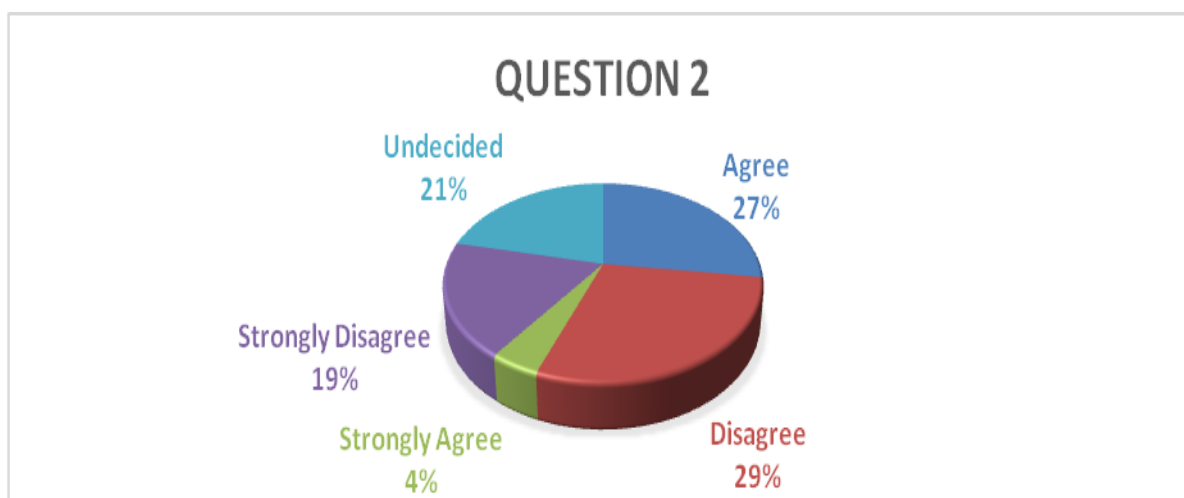

Figure 7. Pie Chart of the Item 4

Table 11

Frequency, Percentage Distributions, Mean Values of the Item 4

Question4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	25,7	25,7	25,7
	Disagree	29	41,4	41,4	67,1
	Undecided	14	20,0	20,0	87,1
	Agree	6	8,6	8,6	95,7
	Strongly Agree	3	4,3	4,3	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 4.3 % expressed their opinions on the 4th question as 'strongly agree', 8.6 % as 'agree', 20.0 % as 'undecided', 41.4 % as 'disagree' and 25.7 % as 'strongly disagree'.

According to the graph, noteworthy percent of the teachers (67.1 % disagreeing and strongly disagreeing with the related item) did not think the coursebook content was in compliance

with the teaching principles, from simple to complicate, from concrete to abstract, and from the known to the unknown. Only 12.9 % (agreeing and strongly agreeing) believed that content was in compliance with the teaching principles, from simple to complicate, from concrete to abstract, and from the known to the unknown. This implies that most of the teachers do not think that the content of the coursebook is appropriate for the teaching principles.

5. I believe that the curriculum shows parallelism with the coursebook.
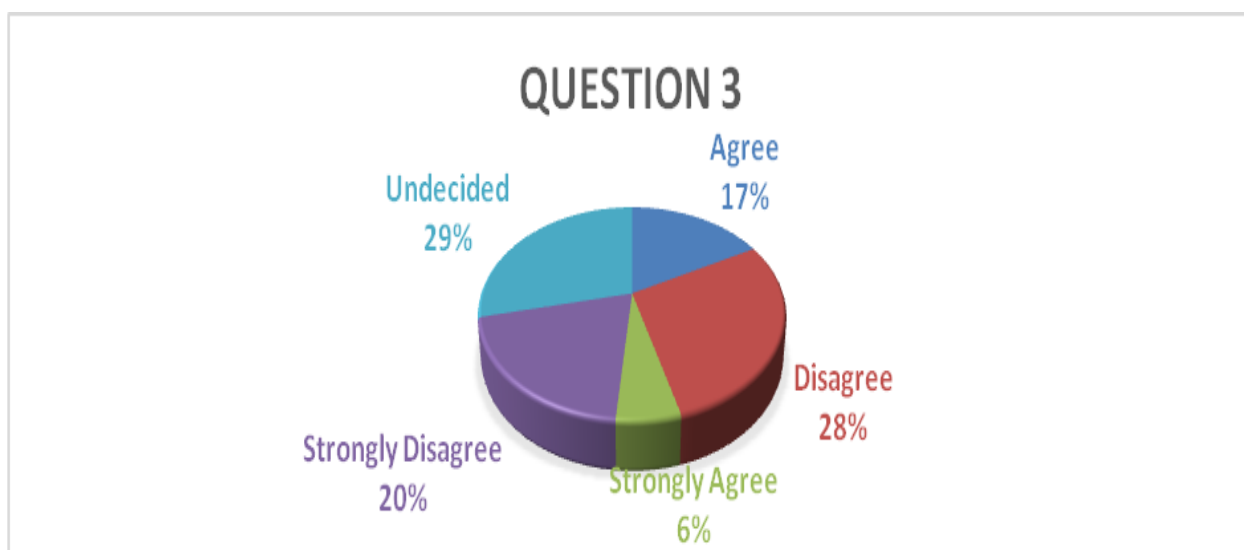

Figure 8. Pie Chart of the Item 5

Table 12

Frequency, Percentage Distributions, Mean Values of the Item 5

Question5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	12,9	12,9	12,9
	Disagree	18	25,7	25,7	38,6
	Undecided	21	30,0	30,0	68,6
	Agree	17	24,3	24,3	92,9
	Strongly Agree	5	7,1	7,1	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 7.1 % expressed their opinions on the 5th question as 'strongly agree', 24.3 % as 'agree', 30.0 % as 'undecided', 25.7 % as 'disagree' and % as 'strongly disagree'.

More than one third of the teachers (38.6 % disagreeing or strongly disagreeing) do not believe that the curriculum show parallelism with the coursebook. Less than one third of the teachers (31.4 %) agree with the related item. Furthermore, 30.0 % of the teachers are undecided about the related item. This might indicate that slightly more than one quarter of the teachers seemed not very sure about the parallelism between the coursebook and curriculum. The results show that the coursebook mainly does not show parallelism with the curriculum.

6. I am of the opinion that the words used in the coursebook are appropriate for the pupils' level.
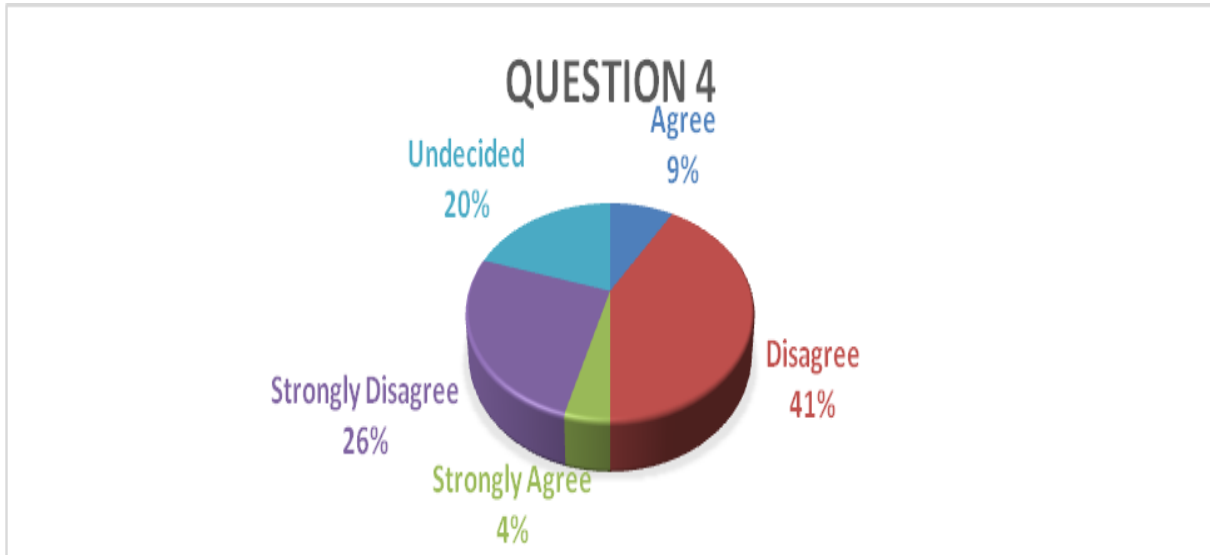

Figure 9. *Pie Chart of the Item 6*

Table 13

Frequency, Percentage Distributions, Mean Values of the Item 6

Question6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	12,9	12,9	12,9
	Disagree	24	34,3	34,3	47,1
	Undecided	17	24,3	24,3	71,4
	Agree	16	22,9	22,9	94,3
	Strongly Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 5.7 % expressed their opinions on the 6th question as 'strongly agree', 22.9 % as 'agree', 24.3 % as 'undecided', 34.3 % as 'disagree' and 13 % as 'strongly disagree'.

The results show that almost half of the teachers (47.2 % disagreeing or strongly disagreeing) are not of the opinion that the words used in the coursebook are appropriate for the pupils' level. More than one quarter of the teachers agreed with the statement (28.6 % agreeing or strongly agreeing). Furthermore, slightly less than one quarter of the teachers (24.3 %) are undecided about the related item.

7. I believe that the listening text records in the coursebook are at a sufficient and comprehensible level.
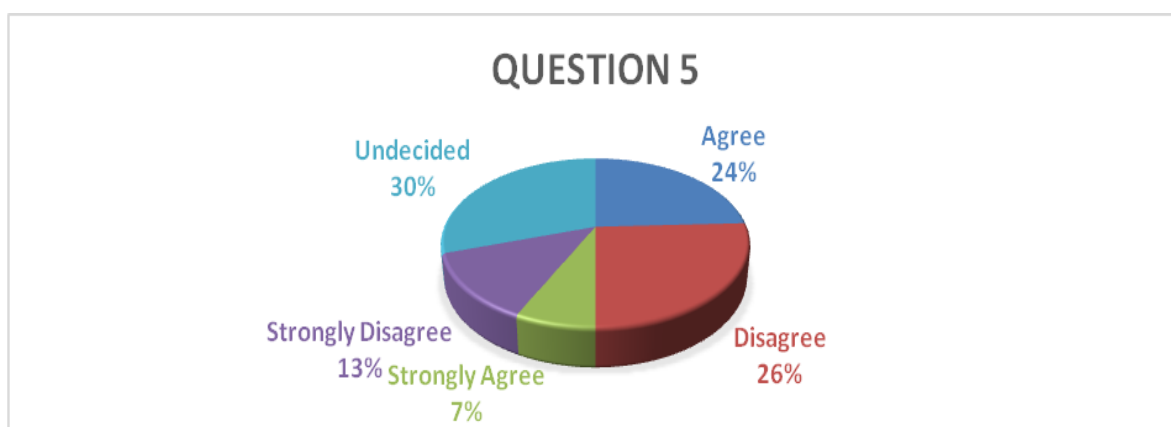

Figure 10. *Pie Chart of the Item 7*

Table 14

Frequency, Percentage Distributions, Mean Values of the Item 7

Question7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	21	30,0	30,0	30,0
	Disagree	20	28,6	28,6	58,6
Valid	Undecided	18	25,7	25,7	84,3
	Agree	11	15,7	15,7	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 15.7 % expressed their opinions on the 7th question as 'agree', 25.7 % as 'undecided', 28.6 % as 'disagree' and 30.0 % as 'strongly disagree'.

According to graph, more than half of the teachers (%58.6 disagreeing or strongly disagreeing) did not believe that the listening text records in the coursebook were at a sufficient and comprehensible level. They thought that the listening text records were not

clear and understandable. Slightly more than one quarter of the teachers (% 25.7) were undecided with the item. Only %15.7 of the teachers found the listening text records were at a sufficient and comprehensible level. The results show that more than half of the teachers seemed unhappy with the listening text records in the coursebook ''Sunshine 4''.

8. I think that the coursebook will encourage the pupils to learn outside of the classroom, as well.
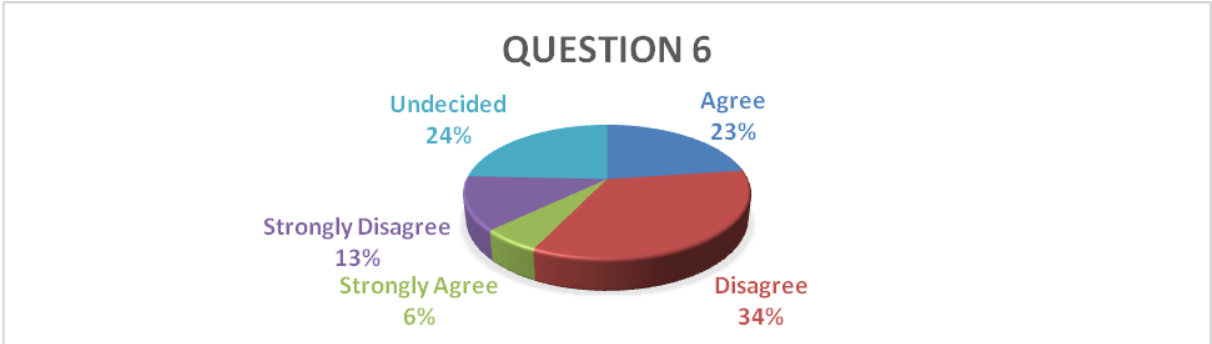

Figure 11. Pie Chart of the Item 8

Table 15

Frequency, Percentage Distributions, Mean Values of the Item 8

Question8

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	43	61,4	61,4	61,4
	Disagree	18	25,7	25,7	87,1
Valid	Undecided	4	5,7	5,7	92,9
	Agree	5	7,1	7,1	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 7.1 % expressed their opinions on the 8th question as 'agree', 5.7 % as 'undecided', 25.7 % as 'disagree' and 61.4 % as 'strongly disagree'.

It is understood from the gathered data that most of the teachers (87.1 % disagreeing or strongly disagreeing) thought that the coursebook did not urge the pupils to think outside of the classroom, as well. 5.7 % of the teachers were undecided with the item. Only very few of the teachers (7.1 %) agreed with the item. In summary, according to the results, teachers

mostly believe that the coursebook did not support learner autonomy outside of the classroom, either.

9. The coursebook includes activities that help measuring the important instructional objectives.
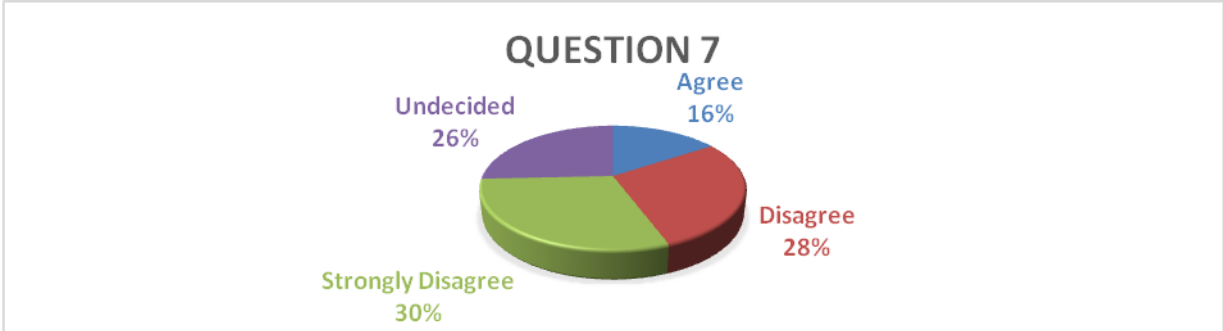

Figure 12. P*ie Chart of the Item 9*

Table 16

Frequency, Percentage Distributions, Mean Values of the Item 9

Question9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	45,7	45,7	45,7
	Disagree	25	35,7	35,7	81,4
	Undecided	9	12,9	12,9	94,3
	Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 5.7 % expressed their opinions on the 9th question as 'agree', 12.9 % as 'undecided', 35.7 % as 'disagree' and 45.7 % as 'strongly disagree'.

As the graph indicated, a majority of the teachers (81.4% disagreeing and strongly disagreeing) did not think that the coursebook included activities that help measuring the important instructional objectives. 12.9 % of the respondents were undecided with the item. Very few of the teachers (5.7 %) agreed with the item. The results revealed that teachers mostly belive that the coursebook did not comprise the activities which help measuring the important instructional objectives.

10. The coursebook includes activities that reveal the pre-learning process and readiness level of pupils.
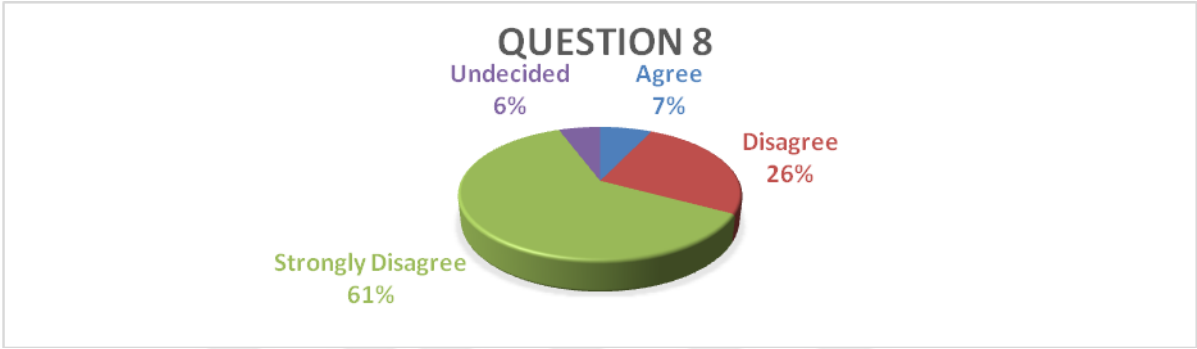

Figure 13. *Pie Chart of the Item 10*

Table 17

Frequency, Percentage Distributions, Mean Values of the Item 10

Question10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	32,9	32,9	32,9
	Disagree	26	37,1	37,1	70,0
	Undecided	17	24,3	24,3	94,3
	Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

Out of the research participant teachers, 5.7 % expressed their opinions on the 9th question as 'agree', 24.3 % as 'undecided', 37.1 % as 'disagree' and 32.9 % as 'strongly disagree'.

Most of the teachers (70 % disagreeing and strongly disagreeing) did not think that the coursebook included activities that reveal the pre-learning process and readiness level of pupils. While slightly less than a quarter of the teachers were undecided with this statement, very few of the teachers (5.7 %) agreed with the item. The results indicate that teachers mostly did not believe the coursebook included activities that reveal the pre-learning process and readiness level of pupils.

11. The coursebook includes activities towards evaluating the theme collectively.
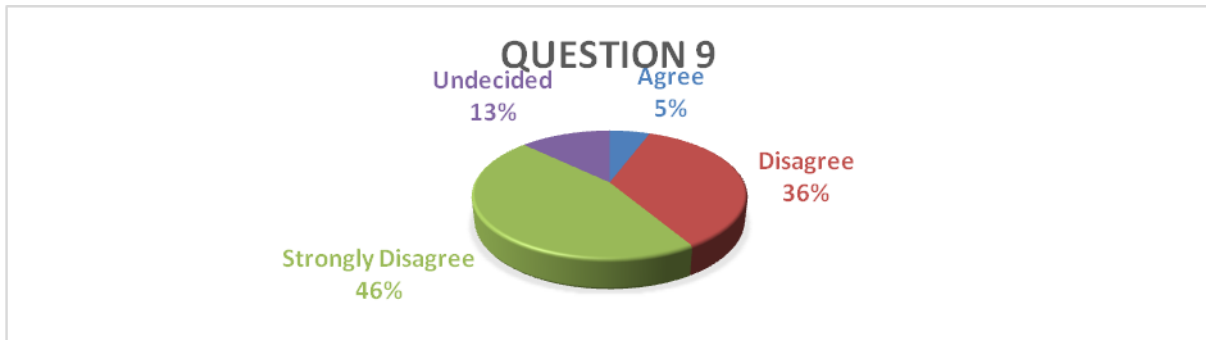

Figure 14. *Pie Chart of the Item 11*

Table 18

Frequency, Percentage Distributions, Mean Values of the Item 11

Question11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	25,7	25,7	25,7
	Disagree	25	35,7	35,7	61,4
	Undecided	15	21,4	21,4	82,9
	Agree	8	11,4	11,4	94,3
	Strongly Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 25.7 % expressed their opinions on the 11th question as 'strongly disagree', 35.7% as 'disagree', 21.4 % as 'undecided' and 11.4 % as 'agree'.

More than half of the teachers (60% disagreeing and strongly disagreeing) did not believe that the coursebook included activities towards assessing the theme collectively. Further more, while less than one third of the teachers (21.4 %) were undecided about the item, very few of the teachers agreed with the statement. The results indicate that teachers mostly thought that the coursebook did not include activities towards evaluating the theme collectively.

12. I think that the layout, design and quality of the coursebook are clear and appropriate.
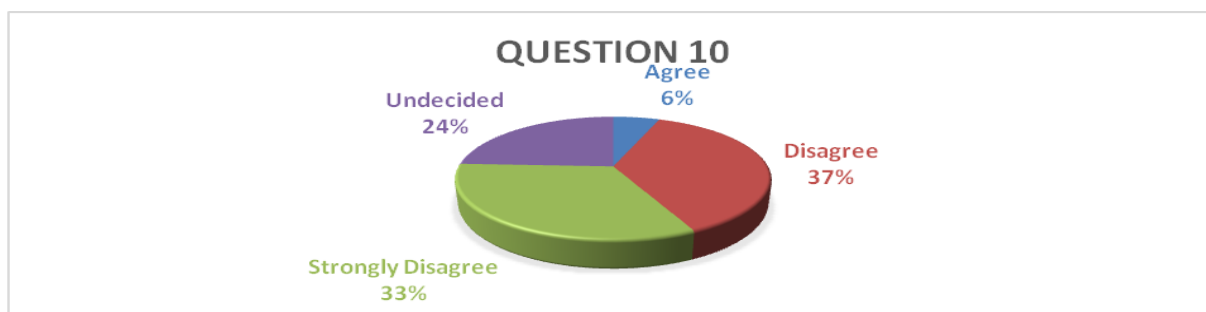

Figure 15. *Pie Chart of the Item 12*

Table 19

Frequency, Percentage Distributions, Mean Values of the Item 12

Question12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	41,4	41,4	41,4
	Disagree	22	31,4	31,4	72,9
	Undecided	12	17,1	17,1	90,0
	Agree	4	5,7	5,7	95,7
	Strongly Agree	3	4,3	4,3	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 41.4 % expressed their opinions on the 12ᵗʰ question as 'strongly disagree', 31.4 % as 'disagree', 17.1 % as 'undecided', 5.7 % as 'agree' and 4.3 % as 'strongly agree'.

Most of the teachers (72.8 % disagreeing and strongly disagreeing) did not think that the layout, design and quality of the coursebook were clear and appropriate. 10 % of the teachers (agreeing and strongly agreeing) agreed with the item. Furthermore, 17.1 % of the teachers were undecided with the statement. The results indicate that the layout, design and quality of the coursebook did not satisfy most of the teachers.

13. I think that the coursebook has been organized effectively.

Figure 16. *Pie Chart of the Item 13*

Table 20

Frequency, Percentage Distributions, Mean Values of the Item 13

Question13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	41,4	41,4	41,4
	Disagree	29	41,4	41,4	82,9
	Undecided	7	10,0	10,0	92,9
	Agree	3	4,3	4,3	97,1
	Strongly Agree	2	2,9	2,9	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 41.4 % expressed their opinions on the 13th question as 'strongly disagree', 41.4 % as 'disagree', 10.0 % as 'undecided' , 4.3 % as 'agree' and 2.8 % as 'strongly agree'.

82.8 % of the teachers disagreed or strongly disagreed that the coursebook had been organized effectively. 10 % of the teachers were undecided with the statement. Only 7.1 % of the respondents agreed or strongly agreed with the related item. According to the results gathered, it can be said that teachers mostly did not find the organization of the coursebook effective.

14. The activities in the coursebook direct the pupils both towards individual and group works.
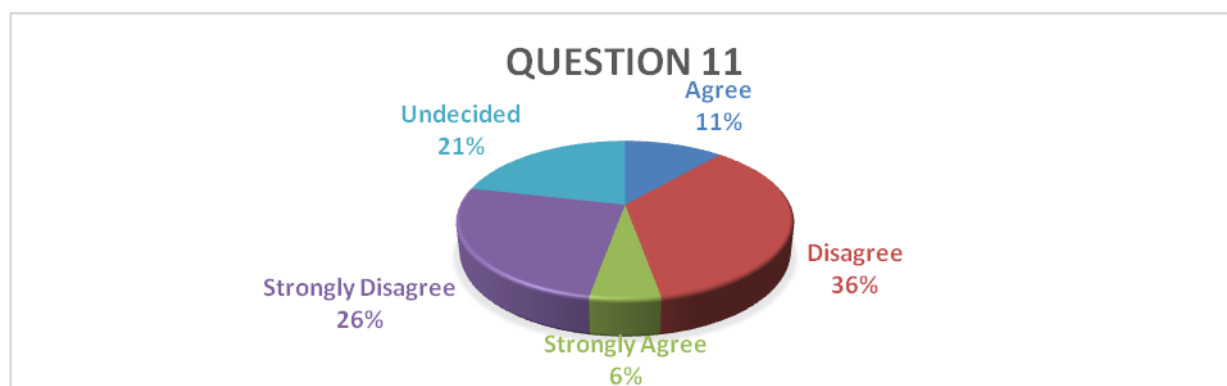

Figure 17. Pie Chart of the Item 14

Table 21

Frequency, Percentage Distributions, Mean Values of the Item 14

Question14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	32,9	32,9	32,9
	Disagree	24	34,3	34,3	67,1
	Undecided	16	22,9	22,9	90,0
	Strongly Agree	7	10,0	10,0	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 32.9 % expressed their opinions on the 14th question as 'strongly disagree', 34.4 % as 'disagree', 22.9 % as 'undecided' and 10.0 % as 'strongly agree'.

67.2 % of the teachers disagreed or strongly disagreed that the activities in the coursebook direct the pupils both towards individual and group works. Less than a quarter of the respondents were undecided about the related item. Only 10 % of the teachers strongly agree with the statement. From the gathered results, it can be said that the activities in the coursebook mainly did not direct the pupils both towards individual and group works.

15. I am of the opinion that the spelling and grammar used in the coursebook are in accordance with the rules.
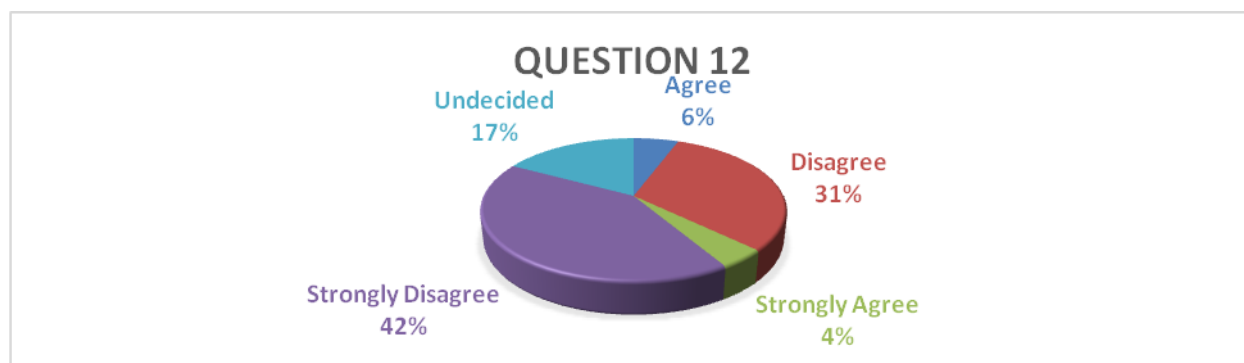

Figure 18. *Pie Chart of the Item 15*

Table 22

Frequency, Percentage Distributions, Mean Values of the Item 15

Question15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	11,4	11,4	11,4
	Disagree	16	22,9	22,9	34,3
	Undecided	22	31,4	31,4	65,7
	Agree	18	25,7	25,7	91,4
	Strongly Agree	6	8,6	8,6	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 11.4 % expressed their opinions on the 15th question as 'strongly disagree', 22.9 % as 'disagree', 31.4 % as 'undecided', 25.7 % as 'agree ' and 8.6 % as 'strongly agree'.

34.3 % of the teachers strongly disagreed and disagreed that the spelling and grammar used in the coursebook were in accordance with the rules. Less than one third of the teachers were undecided about the related item. Furthermore, 34.3 % of the teachers agreed or strongly agreed with the statement. The results revealed that the spelling and grammar used in the coursebook were mainly in accordance with the rules and satisfied slightly more than one third of the teachers.

16. I believe that the coursebook is capable of raising the pupils' interest in English language education.

QUESTION 16

Undecided 17%
Disagree 36%
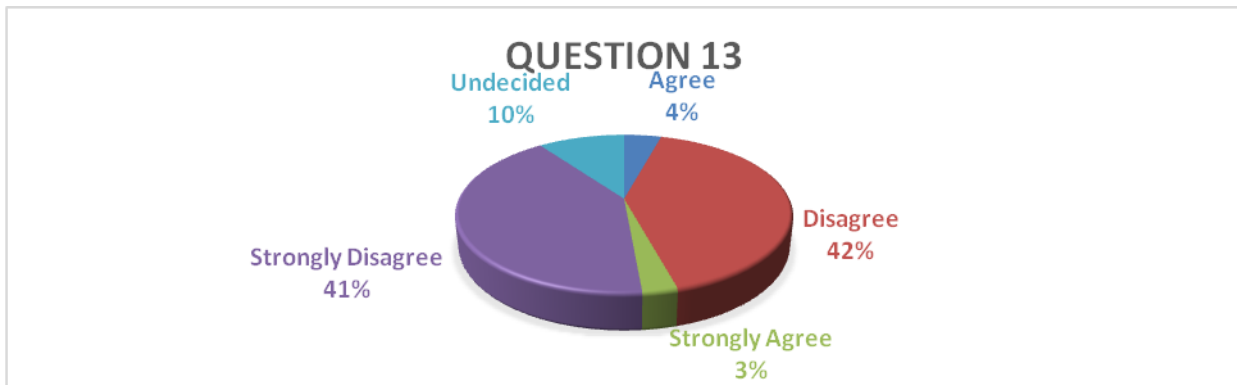Strongly Disagree 47%

Figure 19. *Pie Chart of the Item 16*

Table 23

Frequency, Percentage Distributions, Mean Values of the Item 16

Question16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	47,1	47,1	47,1
	Disagree	25	35,7	35,7	82,9
	Undecided	12	17,1	17,1	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 47.1 % expressed their opinions on the 16th question as 'strongly disagree', 35.7 % as 'disagree' and 17.1 % as 'undecided'.

82.8 % of the teachers disagreed or strongly disagreed that the coursebook was capable of raising the pupils' interest in English language education. 17.1 % of the teachers were undecided about the related item. Furthermore, none of the teachers agreed or strongly agreed with the statement. It is understood from the gathered data that the coursebook was not capable of raising the pupils' interest in English language education.

17. I think that the activities in the coursebook are capable of encouraging the pupils to establish adequate communication and to perform meaningful practices.
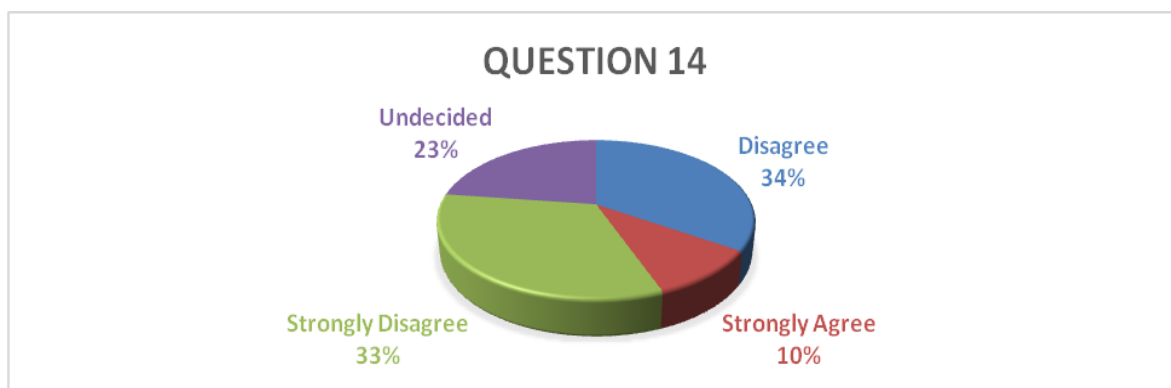

Figure 20. *Pie Chart of the Item 17*

Table 24

Frequency, Percentage Distributions, Mean Values of the Item 17

Question17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	40,0	40,0	40,0
	Disagree	24	34,3	34,3	74,3
	Undecided	14	20,0	20,0	94,3
	Agree	4	5,7	5,7	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 40.0 % expressed their opinions on the 17ᵗʰ question as 'strongly disagree', 34.3 % as 'disagree', 20.0 % as 'undecided', 5.7 % as 'agree.

74.3 % of the teachers disagreed or strongly disagreed that the activities in the coursebook are capable of encouraging the pupils to establish adequate communication and to perform meaningful practices. 20.0 % of the teachers were undecided with the related item. Only very few of the teachers agreed with the statement while none of the teachers strongly agreed with this item. From the gathered results, it can be said that a major of the teachers believed the activities in the coursebook were not capable of encouraging the pupils to establish adequate communication and to perform meaningful practices.

18. I believe that the coursebook has a sufficient level of diversity of topics.
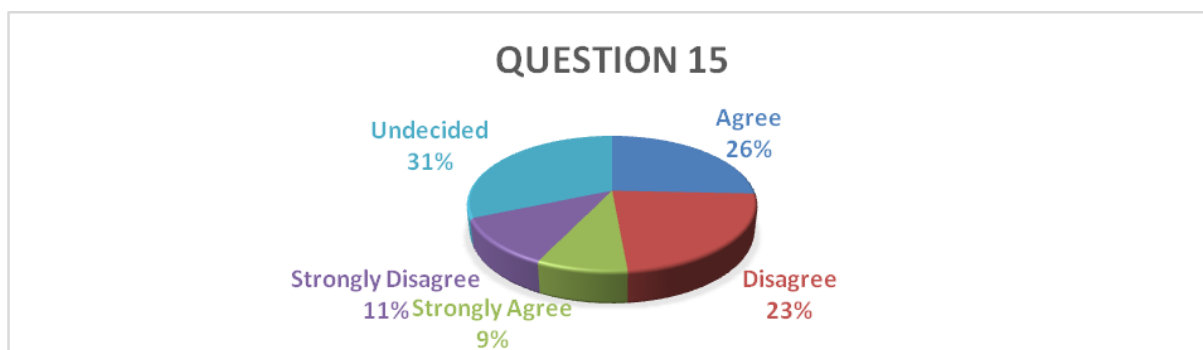

Figure 21. Pie Chart of the Item 18

Table 25

Frequency, Percentage Distributions, Mean Values of the Item 18

Question18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	34,3	34,3	34,3
	Disagree	20	28,6	28,6	62,9
	Undecided	13	18,6	18,6	81,4
	Agree	8	11,4	11,4	92,9
	Strongly Agree	5	7,1	7,1	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 34.3 % expressed their opinions on the 18th question as 'strongly disagree', 28.6 % as 'disagree', 18.6 % as 'undecided' , 11.4 % as 'agree' and 7.1 % as 'strongly agree.

62.9 % of the teachers disagreed or strongly disagreed that the coursebook did not have a sufficient level of diversity of topics. 18.6 % of the respondents were undecided about the related item. A few of the teachers (18.5 %) agreed or strongly agreed with the statement. It is understood from the gathered data that the level of diversity of topics in the coursebook was not sufficient for the teachers.

19. I think that it would be convenient to re-select the same book as the coursebook in the future years.
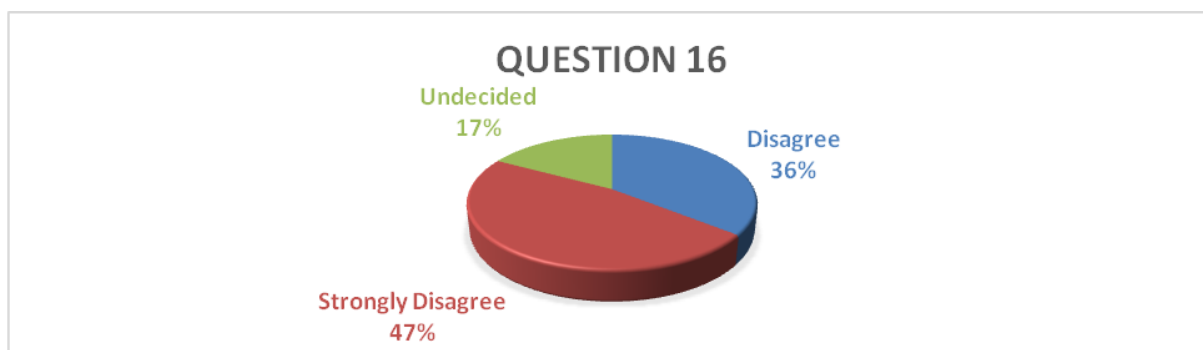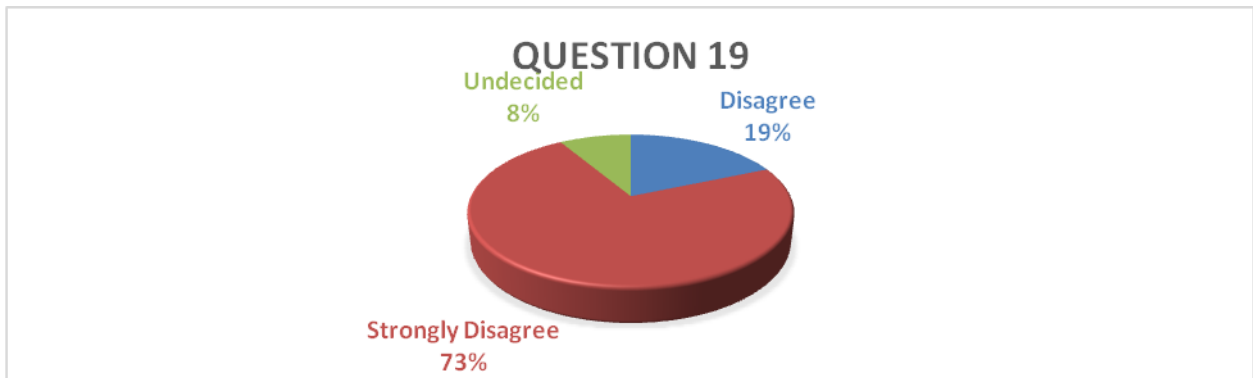

Figure 22. Pie Chart of the Item 19

Table 26

Frequency, Percentage Distributions, Mean Values of the Item 19

Question19

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	51	72,9	72,9	72,9
	Disagree	13	18,6	18,6	91,4
Valid	Undecided	6	8,6	8,6	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 72.9 % expressed their opinions on the 19th question as 'strongly disagree', 18.6 % as 'disagree' and 8.6 % as 'undecided'.

91.5 % of the teachers disagreed or strongly disagreed that it would be convenient to re-select the same book as the coursebook in the future years. While none of the teachers agreed or strongly agreed with the related item, only 8.6 % of the teachers were undecided with the statement. The results indicate that teachers mostly thought that it would not be convenient to re-select the same book as the coursebook in the future years.

20. I am of the opinion that the coursebook includes activities that urge the pupils to give creative, original and independent answers.
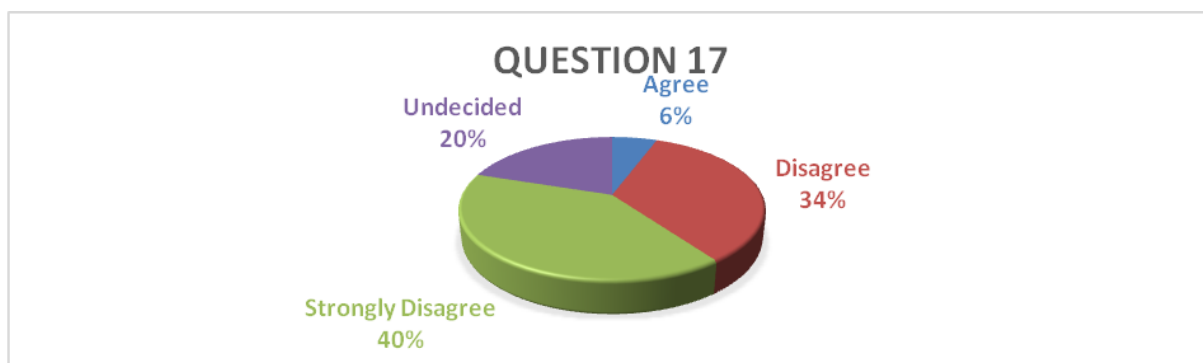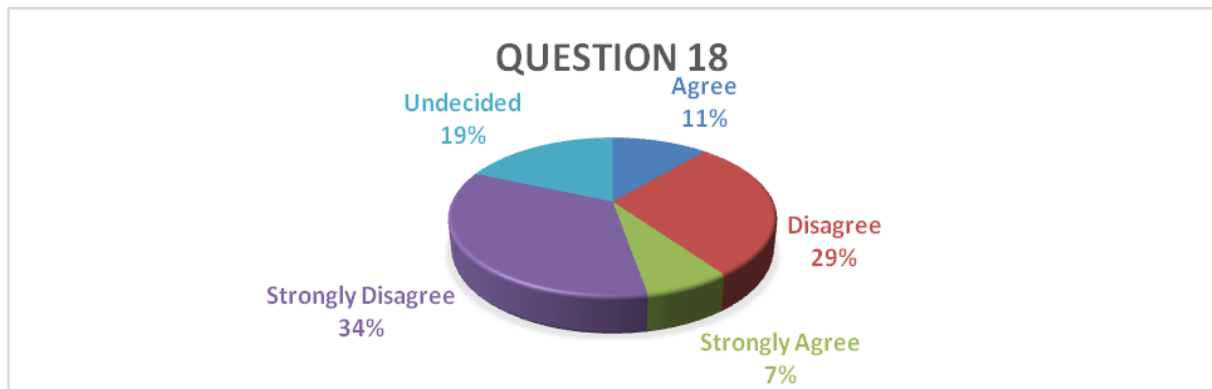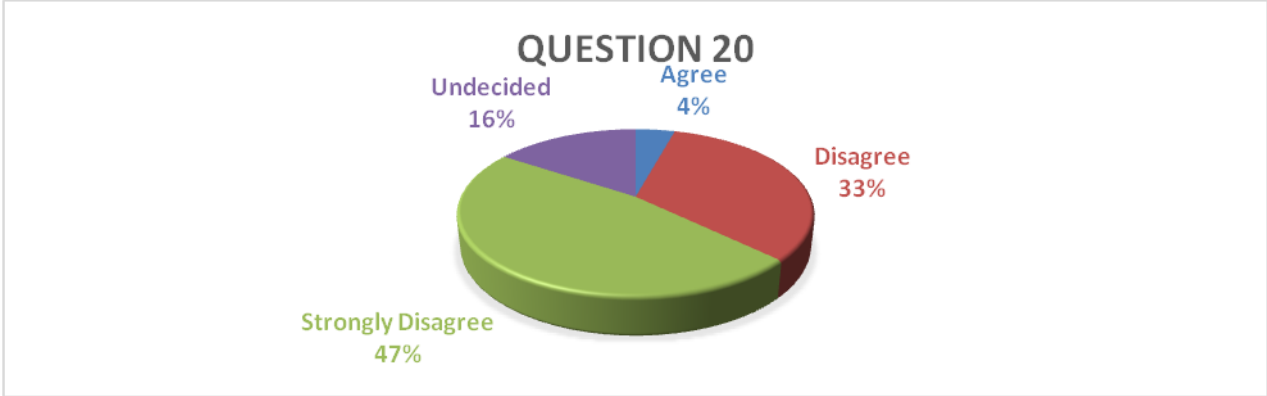

Figure 23. Pie Chart of the Item 20

Table 27

Frequency, Percentage Distributions, Mean Values of the Item 20

Question20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	47,1	47,1	47,1
	Disagree	23	32,9	32,9	80,0
	Undecided	11	15,7	15,7	95,7
	Agree	3	4,3	4,3	100,0
	Total	70	100,0	100,0	

According to the graph, out of the research participant teachers, 47.1 % expressed their opinions on the 20th question as 'strongly disagree', 32.9 % as 'disagree', 15.7 % as 'undecided' and 4.3 % as 'agree.

80 % of the teachers disagreed or strongly disagreed that the coursebook included activities that urged the pupils to give creative, original and independent answers. 15.7 % of the teachers were undecided about the related item while very few of the teachers (4.3 %) agreed with this item. The results show that a majority of the teachers are not of the opinion that the coursebook included activities that urged the pupils to give creative, original and independent answers.

Analyses also reveal that gender, educational background and professional seniority level of the teachers have an effect on teachers' perceptions. The tables show the results of the research according to these variables below.

Independent Sample T Test for the Difference by Gender Variable among the Research Participant Teachers' Opinions about the coursebook *Sunshine 4:*

Table 28

Statistical Results of Gender Variable

	Gender	N	$\bar{x}$	S	df	T	p
Sunshine 4 Scale Score	Male	12	48.83	17.92	68	1170	,263
	Female	58	42.51	11.67			

No statistically significant difference by gender variable has been detected in the research participant teachers' opinions about the coursebook *Sunshine 4*. (t=1.170, p=,263>α=0,05) However, male teachers have provided more positive opinions than female teachers.

Independent Sample T Test for the Difference by Educational Background Variable among the Research Participant Teachers' Opinions about the coursebook *Sunshine 4:*

Table 29

Statistical Results of Educational Status Variable

	Education	N	$\bar{x}$	S	df	T	P
Sunshine 4 Scale Score	Bachelor's Degree	67	44.10	12.97	68	1.547	.127
	Master's Degree	3	32.33	10.01			

No statistically significant difference by educational background variable has been detected in the research participant teachers' opinions about the coursebook titled *Sunshine 4* (t=1.547, p=,127>α=0,05) However, teachers holding bachelor's degree have provided more positive opinions than teachers holding master's degree.

One-Way ANOVA Test for the Difference by Professional Seniority Year among the Research Participant Teachers' Opinions about the coursebook *Sunshine 4:*

Table 30

Statistical Results of Professional Seniority Year Variable

	Seniority Level	N	$\bar{x}$	S	F	P	Different Groups
Sunshine 4 Scale Score	1-5	31	39.22	11.43	3.732	.029	1-5-11-19
	6-10	20	45.45	13.93			
	11-19	19	48.78	12.74			

No statistically significant difference by professional seniority year variable has been detected in the research participant teachers' opinions about the coursebook "'Sunshine 4'". (F=3.732, p=,029<α=0,05). As a result of the Scheffe test used for intergroup differences, a difference has been observed in the opinions of the teachers about the coursebook "'Sunshine 4'"between the teachers with a professional seniority level of 1 to 5 years and the teachers with a seniority year of 11 to 19 years. The teachers with a seniority year of 11 to 19 years have provided more positive opinions than the teachers with a professional seniority level of 1 to 5 years.

4.2 The Journals of Classroom Observations from 1.10.2016 to 12.01.2017

In this study, in order to learn broader perceptions of the primary school teachers about the coursebook and to verify quantitative results, the researcher made a qualitative research as well. The researcher observed thirty sudents of the 4th grade classroom who followed the coursebook and kept journals after the lessons.

The First Week of the Term (13.10.2016)

In the 1st unit of *Sunshine 4*, the pupils learnt some communicative functions that were used for apologizing, asking for permission, making simple requests and telling someone what to do in the classroom environment, such as ' I'm sorry, may I sit down? , open the window please' etc. Some pictures were used in the coursebook to help the pupils comprehend the new words. In the first listening activity, the pupils listened a dialogue and found who was late to the classroom in the cd record. They found the answer easily.

In the second activity, there were three different dialogues and the pupils were asked to match them with suitable pictures. They finished this activity quickly and answered them. After that, it was time to role-play by using the dialogues in the first and second activity. The pupils were not willing to do role-play because some of them were little shy. A few of them held up their hands. Thus, I motivated the others that they could do. They said that they didn't remember the diaologues in the activity 1. It would be better if there was a written diaologue for activity 1 which could be helpful for the pupils to role play it. Because the pupils couldn't remember the dialogue in activity 1, I wrote it on the board. After that, almost all pupils did role-play with their partners by using the diaologues in activity 1 and it helped them to practice asking for permission. As the diaologues in activity 2 were written in the coursebook, they didn't have difficulty in doing role play. Role-plays are really fun and should be used in young learners' classes but there must be a written text as the young learners may not memorize all text in the cd record.

The next activity was 'circle the correct word, ask and answer' by looking at the pictures. The pupils easily circled the correct words thanks to the pictures but they had difficulty in asking questions. There wasn't any example for the pupils how to ask questions. Therefore, I

wrote a sample question on the board to help the pupils understand the activity. After that, they could ask the questions by using circled words.

The next activity was putting the pictures in order by listening to the dialogues. The pupils had a few minutes to observe the pictures. And then, I said them to order the pictures by listening to dialogues. At first, they didn't understand the instruction because they asked me what 'order' meant. So, I gave tips for the meaning of 'order' and I wrote the numbers from 1 to 6 on the board. Then, they could understood the meaning of ordering in Turkish and they could order the pictures easily. At the end of the lesson, I asked them to prepare a poster about classroom rules by sticking or drawing pictures as a project work at home. It attracted their attention and they said that it would be enjoyable.

The Second Week of the Term (20.10.2016)

That week, we went on Unit 1. At the beginning of the lesson, I asked the pupils whether they knew the game 'Simon Says' or not. Half of them knew the rules of the game. I told the pupils about 'Simon Says' and the rules of the game in detail. They were very happy and excited for playing the game. When they didn't understand the instructions, I helped them to understand by using my body language. After they got used to game, I chose a volunteer student to give the instructions. By the help of that game, they practised imperative sentences, learnt new words and were motivated a lot.

After that, I asked my pupils to look at the activity 8 and say what they saw in the pictures. Answers were 'glue, scissors, eye, paper etc'. Then, it was time to listen to cd player and circle the words that they heard. They listened but they said they didn't understand well so they wanted to listen one more time. After second listening, they could circle the words which they heard. The answers were ' paper bag, orange paper, scissors'. Pupils said that there was a picture of glue in the coursebook but they didn't hear 'glue' in the listening activity. They were confused a little. I wish there had been 'glue' in the cd player because glue was an indispensable material to make a puppet. After that, I explained them that those were the materials to prepare a puppet at home as a project. They found it enjoyable to prepare a puppet at home as a project work. They asked me whether they used other materials or not. I said that it was not matter a finger or a paper puppet.

Then we went on another listening activity. It was time to sing a song. Firstly, I wanted my pupils to observe children's drawings. I pointed that those children were from different countries and added an expression of 'thank you' written on the balloons, such as'Danke, Merci, Gracias etc.' In this activity, they were a little confused even if I didn't explain the countries and nationalites. I thought it was the first time that they had heard another foreign language except their mother tongue and English. Before they listened to the song, I wanted them to underline the expressions of 'thank you'. I went around the classroom and checked whether they could underline or not. Most of them underlined the expressions. They liked the song very much. Therefore, they listened to it once more. While listening, they danced and tried to say the lyrics of the song. With the help of this song, young learners both were aware of different languages and cultures; what it meant to be a global citizen and developed language skills.

The Third week of the Term (27.10.2016) (VIDEOTAPED LESSON)

As we see in the video, at the beginning of this lesson, pupils had listening activities. In this activity, there were pictures for pupils to learn numbers. I wanted my pupils to observe the pictures first. I said every door had a different number. In the activity, pupils listened to ten door numbers such as ten, twenty, thirty etc. I wrote the numbers on the board to make the pupils comprehend better. After that, they listened to record as a second step. I said them to point and repeat the numbers. After the second listening, I asked the pupils the colors of the doors by pointing with my finger e.g 'What color is number 40?'. They both got familiar with numbers well and pre-worked for colors for the next activity. The second activity is listening and matching. Pupils were supposed to listen to CD record, match the doors and the colors with the numbers and lastly to find extra door. Almost all the pupils finished this activity before listening. Matching activity was very easy for them. Because they knew how the numbers were written. However, we listened to CD record again and they gave answers willingly. I also wrote the answers on the board, such as ' The blue door is number seventy' etc. At the end of the activity, pupils recognized that there wasn't any extra door. Then I counted the numbers and the door, they were equal, ten to ten. However, in the instruction, it was written that pupils would find an extra door. They were confused that moment. But, I explained them that some words were written wrong and we went on another activity. I wish there would be another colorful and motivating 'numbers ' activity.

The next activity was matching again. They easily matched the numbers. Then I wanted them to write the answers on the board one by one so I had the chance to see their writing. When it came to write the number '41', the student wrote 'fourty-one'. In my lessons, I often met this mistake. Some pupils recognised the mistake. And one of them came to the board and deleted the letter 'u'. So, I could take their attention to the written form of number '40'.

The next activity was 'listen and circle'. Pupils were asked to listen the cd record and circle the correct number of three numbers that they heard. Three numbers were given in a boat in the coursebook. At first, pupils waited to hear just numbers as the instruction was 'Listen and Circle.' However, numbers were given in natural dialogues in the record. There wasn't any number given for the dialogues in the record. Thus, they couldn't follow easily. I wish the instruction had been 'Listen to the dialogues and circle the correct number' and the numbers of dialogues should have been given in the record. For example;

Listening Texts
Dialogue 1
-Good morning. Can you give me 26 eggs, please?
-Sure. Here you are.
-Thanks

Dialogue 2
-How old is your grandfather, Jill?
-He's 81.
-Oh, he's too old.

Besides this, there wasn't any number written for each boat so that the pupils could understand where they began. Some of them said they didn't have any idea where to begin. Therefore, I helped them to begin from the top boat. I wish numbers were written for each boat so that pupils could easily understand where to begin the activity. However, with my support, they could finish circling and give answers one by one.

At the end of the lesson, the pupils came to the board one by one and showed their performance with their puppets. They showed awesome performance and they were willing to speak. Their puppets were handmade and good examples of creativity. I liked their natural

dialoagues. It was seen in this lesson that puppets were a motivating material that fostered speaking and promoted their learning.

The Fourth week of the Term (03.11.2016)

We started to study on unit 2 'Children's day'. In the new unit, pupils were supposed to identify countries, nationalities, flags and national dress of different countries. Before listening activities, as a warm-up activity, I asked them some questions such as ' where are you from?, where do you live?, 'do you know Turkish local dress'? etc.' They answered the questions willingly. After that, I showed them some flags of different countries, magnets, and some local dresses of different countries. I talked about these countries and in which continents they were. These authentic materials attracted the pupils and they listened to enthusiastically.

Then I went on the activities of the coursebook. Firstly, the pupils were asked to listen to cd player and repeat what they heard by pointing the continents on the map such as North America, South America, Europe, Africa, Asia, Australia, Antarctica. After repeating, we talked about the animals on the map such as zebra, penguin, kangaroo, panda etc. They remembered these animals because they learned them in previous years. I asked them to work in pairs and told them that they would play a game. I explained how they play the game. There was an example in this part and the pupils also benefited from it by using the structures. At first, one of the pairs tried to describe the animals by using the map, on page 16. Then, their partner tried to find the animal. They enjoyed this activity so much, I think there would be more animals on the map for description because they finished the description quickly and wanted to play more. As seen in this activity, games are really funny activities and vital part of teaching English to young learners.

The next activity was listening again but in the coursebook there wasn't any instruction given on page 17. Therefore, I explained what my pupils were asked for this activity. In this listening activity, the pupils were asked to circle the countries that they heard in cd player. First, I wanted them to observe the names, flags and the stamps of the countries. After that, they listened to the names of the countries and circled what they heard. They heard seven countries except Saudi Arabia and Spain. This was a very easy activity for them because they quickly circled the countries. I wish they heard countries in a context by the way they could

have enlarged their vocabulary knowledge and would be aware of language structure indirectly. Besides this, in this activity, a number would be given for each country to help the teacher and pupils while giving the answers for example;

1- England 2-Saudi Arabia 3- Turkey 4- Japan
 5- Mexico 6- Spain 7-Germany

The next activity was listening again. In this part, pupils were asked to listen to different children from different countries and match the names of the children with their pictures which were supported by local dress, flag and map. However, the pupils couldn't find Japan and Germany easily because the pictures were not clear enough for them. Additionally, there was a great hesitation during answering process. The pupils could match some of them by the help of clues. However, in the previous activity, there wasn't any number written. However, while they were giving the answers, they had to use mother language. Besides, the sentences in the cd player were very easy and short again. There would be a context for this activity.

The Fifth Week of the Term (10.11.2016)

We went on unit 2 at that week. The first activity was 'point and say'. The function of this activity was to practise names of the countries and nationalities. There were the pictures of children from different countries. One example was given such as 'He's Brad. He's from England. He lives in England.' The pupils were asked to make sentences as in the example. I asked the pupils to look at the previous activity which we had done before so that they could remember the names of the children. When they remembered the names of the children such as Carlos, Aiko etc. , they tried to make sentences. For example; 'He is Aiko, He's Japanese, he lives in Japan. They easily completed making sentences for every child.

 After that, the next activity was role-play. I asked the pupils to prepare a dialogue as in the example with their peers. The volunteer pupils showed their performance first. Then, I asked shy pupils who didn't want to talk. With my support, they could speak at last. As the pupils had individual differences, during role-play, I tried to make them speak.

The next activity was listening. The pupils were asked to listen CD record and fill in the identity cards according to the information given in the CD record. Then they were asked to

fill the last card for themselves. The names of children in the identity cards were known from the previous activity. They listened to the CD record twice and completed all of them. They liked filling the blanks activity by listening. After checking the answers, I drew an identity card on the board and filled it for myself. Then, they easily completed the last card with my help. In this activity, they practised countries, nationalities and numbers.

The next activity was matching the flags with idenity cards in the previous activity. It was a bit diffucult for them, they matched Turkish and Germany flag easily. They thought longer while matching the other flags. I asked them to look at previous activity on page 19. After that, they could match the other ones.

After matching, the pupils were asked to make new sentences such as'Aiko has a red and white flag. It's a Japanese flag.' They had three minutes to complete the activity. Colors were familiar to them as they learnt them last year. However, some pupils had diffuculty while making new sentences. I wanted them to work with their peers.
After that, they could make new sentences like;

Kamala has a green, white and orange flag. It's an Indian flag.
Brad has a blue, red and white flag. It's an English flag etc.

With this activity, pupils practised flags, countries and colors and they had opportunity to speak in the classroom.

After that, we started with ID card game. When they heard to play a game, they got motivated to the lesson. Firstly, I wanted pupils to look at the identity cards on page 20 and remember the names, countries, nationalities and ages of the children. I told them that they would play the game with their peers. They were very pleased to hear that. I showed them how they would play the game and what the rules were in a detailed way. During the game, one of them chose an identity card of five on page 20, and his/her peer tried to find the ID card by asking several questions according to information given on activity 7. They looked at the example dialogue given on page 21. To help them, firstly I chose an ID card of five and they tried to find which card I chose. They asked me some questions such as 'Are you German? , Are you 11 years old? etc. After they comprehended the game, almost all the pupils played the game one by one. Some of them made some grammer mistakes while

speaking but I didn't correct them immediately. After they finished speaking, I repeated the correct sentences. They really liked this activity because it was a game and they were with their peers.

The Sixth Week of the Term (17.11.2016)

We went through Unit 2 'Children's day' on that week. The first activity was decoding the message. Pupils were supposed to find which flags belong to which countries and write the names of the countries in the boxes. I explained them how to decode the message and wanted them to find the secret message. They liked this activity and quickly finished writing the countries but at the first flag they were a bit confused because the first flag belonged to Belgium. However, while decoding the message, they noticed that if they wrote 'Germany' on the first, the secret message was mainly correct and it was 'I like my country'. So, I told them to write Germany not Belgium. During this activity, we noticed that there was confusion between the flags 'Belgium' and 'Germany' as they had same colors.

The next activity was 'listen and point'. The pupils were asked to observe the pictures of children from different countries. I made them notice that they each wore local dress. I read loudly the names of the local dresses such as 'poncho, shalwar, kimono etc'. I asked them if they knew any other local dress except on page 22. They had no idea about it. I thought it was the first time that they heard those local dresses. Then, they listened to CD player and pointed the local dresses of children. I asked the pupils some questions by pointing the pictures like in the example. I also wanted them not to give accurate answers but I asked them to form views on pictures by using expressions such as' I think, ……. / I don't think so,…………/ Maybe '. During question-answer period, I was careful about not to evaluate their answers as true or false. I talked about some different local dresses by showing them on the smart board such as cowboy hat, scarf, fan, kilt, sombrero, caftan etc. They were curious about different local dresses. They were a bit confused about kilt as the men wore skirt. I wish there were more local dresses shown in the coursebook. I think six local dresses are not enough for this grade. To compensate this lack, I used smart board in the classroom and showed the pupils other local dresses in the world. By the way, they had the chance to be aware of cultural differences in the world. At the end of the activity, I pointed all children by saying their nationalities and pupils had chance to evaluate themselves.

After that, we went on activity 12 on page 23. I asked my pupils to look at the picture and provided them to be aware of that the children on the picture wore different local dresses and accessories. I asked the question 'Where are the children?'. They gave different answers such as birthday party, school, classroom etc. After giving the correct answer 'in the classroom', I wanted them to look at the picture again and ask their peers questions as in the example by pointing the children in the picture. They asked and answered the questions with their peers willingly.

After completing all the activities on that week, it was time to give project work. The subject was 'Children's Day'. Pupils were supposed to prepare a picture or a poster which showed 'Children's Day' as a project work. I explained and gave ideas about what they could do. I asked them to observe the example picture in the coursebook on page 23. I specified that they could draw pictures of children who were from different countries and cultures, cut and stick pictures from magazines and newspapers, make collage with the pictures that they found in the internet. I asked them to support their pictures with local dresses or accesories that belonged to countries. I added that they could use flags on the posters. My pupils were very excited and curious once they heard the subject. They started to talk to each other about their plans till the break time.

The Seventh Week of the Term (24.11.2016)

All the lessons were cancelled because 8th graders had a common exam (TEOG)

The Eighth Week of the Term (01.12.2016)

We started to study the Unit 3. The name of the unit is 'Free Time'. In the Unit 3 pupils were taught expressing likes, dislikes and making simple requests through listening activities, songs and games. While beginning the Unit 3, I wanted to attract pupils attention for the new subject. I drew a spidergram on the centre of the board and wrote on its arms 'football, basketball, handball, tennis, volleyball, baseball'. Then I started to talk about my likes and dislikes by using my body language for example; 'I like basketball, I don't like handball' etc. I asked them to form sentences like mine. The pupils could form sentences like 'I like football, I like tennis, I don't like table tennis' etc.

After that, I wanted my pupils to look at the picture on the first activity on page 25. I asked the name of the cartoon character. They had no hesitation while answering and they all said 'Goofy' loudly. I asked them to look at three words in red and to form the correct sentence by circling the correct word of three. It was very easy for them as the picture was very clear and they circled 'football' without hesitation. The answer was 'I like playing football'. In the first activity of the new unit, I wish more pictures would be included to form correct sentences and pupils would be more faced with language structure 'V ing' such as 'I like swimming, I like watching tv etc', one picture was not really enough. The next activity was listen, number and then match the pictures with sentences. The character used in this activity was goofy again, they really liked this character. I told the pupils to listen to cd record and number the pictures in order as they heard. The sentences were not the same as in the coursebook, long sentences were given in the cd record so they couldn't catch the sentences first. When they listened to cd record once more, they were able to hear the sentences written in the coursebook and numbered them in the correct order. After numbering, ı asked them to match the sentences with the pictures. They quickly matched them as the pictures and the activites were very common to them.

The next activity was 'listen and put a tick or a cross'. I wanted my pupils to look at the picture of the child on page 26 and introduced him as' He is Matt'. Although they learnt the activities previous years, ı made them remember these words. In this listening activity, Matt talked about the activities that he liked and didn't like. I wanted them to tick or cross according to what they heard about Matt. They listened to CD record twice and they put tick or cross for the correct activities, however they had a bit diffuculty while they were giving the answers because there was no number written near the boxes. If numbers had been written near the activities in a box, the management of the activity would be easier. After that, I wanted them to find out which room belonged to Matt according to text in the cd record. With the help of Matt's likes and dislikes, they could deduce and gave the correct answer.

The Ninth Week of the Term (08.12.2016)

We went on unit 3, 'Free time' that week. Firstly, the pupils were asked to listen a dialogue in cd record and circle the words that they heard. They listened to dialogue three times because they had diffuculty in understanding all diaologue. The pupils said that the people in the CD record talked very fast so they couldn't comprehend the diaolgue easily. With the help of my

body language and three times listening, they could circle the words. In this activity, there were some lacks about ordering and the visuals. If there were suitable visuals about the activities in the activity 5, they could comprehend and answer easily because there were activities they hadn't heard before. There were two ladybug pictures for the activity 5, once pupils looked at this activity, they made perception that they would learn about animals. The concept and the pictures were really irrelevant. I wish words were used in a sentence so that they were able to deduce the words from the sentence easily while listening to CD record.

Activity 6 was to listen again the same dialogue and find which was Tom's favorite hobby. They listened to it once more and they could find Tom's favorite hobby while watching cartoons.

I told my pupils that we would play a game and asked a volunteer student to come to the board. They were all volunteers and excited to play because young learners really loved playing games. I chose one of the volunteer pupils and said her quietly 'I like doing puzzles'. I asked her to repeat this sentence with lip movements without speaking and wanted other pupils to guess the sentence. When the pupils didn't understand what she was saying, I told them to use 'Repeat, please/pardon?'. Whoever found the sentence first, she/he came to the board and said a new sentence with lip movements. They all liked and participated to this game and it motivated them to the lesson.

For the next activity, it took time to make them focus on the lesson because some of them wanted to go on the game. Nevertheless, we started activity 8. I wanted my pupils to look at the pictures of different objects and I read all words by pointing the pictures. Then I told them to ask and answer questions as in the example with their peers. They asked questions e.g 'I like riding bike. Can you give me the bike?' and gave answers e.g. 'Here, you are.'

After that, we went on the activity 9. Pupils were asked to find and circle the words in the snake that they learnt. Then I wanted them to ask questions each other as in the example by using the words they found. In this activity, they had a bit difficulty in remembering the appropriate verbs to use with the words that they found in the snake. With the help of my support, they could use relevant verbs such as collecting coins, playing drums etc.

The pupils worked in groups of three for the activity 10 on page 29. Every letter in the alphabet had a different code. They wrote their hobbies by using these codes and then they decoded what their friends wrote. During this activity, some pupils didn't know the meaning of their hobbies in English, I asked them to look up their dictionaries. After decoding all hobbies, they made diaiologues as in the example in the coursebook.

As a project work, I wanted my pupils to prepare a chart, showing their free time activities and hobbies with pictures. They could use pictures from magazines, newspapers, internet and they even could draw. They were very happy to hear that because they really liked project work and I asked them to bring projects the other week.

After that, the pupils talked about their hobbies, during this activity I didn't correct my pupils' pronounciation and grammatical mistakes. I let the communication go on. After she/he finished speaking, ı told the correct sentence.

It was time to play tic-tac-toe. I told my pupils to play this game with their peers. The game was similar to SOS game which pupils knew well. I told all the rules and they were very excited to play. They played the game three times by changing their peers. They were motivated to lesson and practised the hobbies with the help of this game. I wish there were more games in all units for the pupils' motivation.

There was a project work again. It was a questionnaire which pupils applied on their friends. They completed last three activities and drew three pictures they wanted. They asked and filled the boxes according to their friends' answers. It was a very noisy activity, I had a bit difficulty in coping with that noise. I wish there would be another activity to practise hobbies.

The Tenth Week of the Term (15.12.2017) (VIDEOTAPED LESSON)

In that week, we started to study unit 4 'Cartoon Characters'. As a warm-up question, I asked my pupils what their favorite cartoon characters were. They gave different answers such as superman, batman and spongebob etc. as you could see in the video. I wrote all the answers on the board. Then, I told my pupils that they would listen to a song and asked them to act while they were listening to the song. They jumped, walked, danced, run, behaved like flying, swimming, sleeping etc. As they learnt the meanings of the words in the previous years, they

didn't have difficulty at acting and singing. They remembered easily what they knew. They were very happy while they were acting. This song motivated them to the lesson. This activity is an evidence as you could see in the video that songs are joyful and play important roles in young learners' classes. Besides, the activities that stress face expressions and body movements accelarate learning.

While my pupils were listening to the song one more time, they were asked to match the expressions on activity 2. As they knew can/can't expressions at the 2nd and the 3rd grades, they had no difficulty at matching.

On activity 3, pupils made new sentences with can/can't by using the animals given in the coursebook e.g ' A lion can' t swim, a cow can't jump' etc. During this activity, they both formed new sentences and practised these verbs such as fly, swim, walk etc. I often used TPR (Total Physical Response) method in these activities so they showed the verbs by movements and they were physically active during the lesson.

On activity 4, they listened to cd record through smart board and found what mickey mouse could do by ticking the correct picture. They easily found the correct picture. In this activity, pupils were supposed to talk about for one picture as written in the instruction and listened the cd record but there were other four pictures that specify some expressions. I wish pupils were supposed to talk about other pictures by using can't and this would provide pupils to use language structure.

On activity 5, firstly, I asked my pupils which cartoon characters they saw, they easily remembered the characters and gave answers such as Goofy, Minnie Mouse, Donald Duck. Then, I asked the questions about the cartoon characters and they gave answers as shown in the example. I said my pupils they would answer a quiz which consisted of eight questions about cartoon characters. Because it was break time, we went on the quiz for the next lesson.

The Eleventh Week of the Term (22.12.2016)

The pupils evaluated themselves through a quiz about how much they knew cartoon characters. They worked with their peers in this activity. They asked questions each other one by one and circled the answers in the coursebook. Correct answers were given in the

coursebook. They evaluated the quiz themselves according to number of the correct answers and read the evaluation results in the classroom. Some of the pupils were happy but some of them were disappointed at the results. So, I told them ' watch more cartoons' as written in the coursebook.

The next activity was 'look and draw what you have'.Firstly, I asked my pupils to look at the pictures given on activity 7. I asked them what the pictures were. They gave correct answers because they learnt these free time activities in the previous unit. We talked about these free time activities e.g riding a bike, doing puzzles, playing tennis, taking photos etc. I wrote these activities on the board. After talking about the pictures, ı asked them to draw objects which they had. I informed them that they could draw different objects and color them. After they completed drawing their own objects, I asked them to look at their peers and talk about their objects as given in the example. They made sentences such as ' It's Kaan's mobile phone, he can call his mother'. In this activity, they practised 'can' structure and talked about other's possessions.

For the next activity, I asked my pupils to look at the cartoon characters on the pictures. I asked their names one by one. Because the names of the characters written near the pictures, they answered easily. After we learnt all the names of the characters, they listened to cd player. I asked them to find who was talking in the cd player while listening. They listened one more time. As they learnt what playing drums meant, they found the correct character, it was 'Patrick'. Pupils enjoyed this activity, but it was too short, I wish it wasn't limited to just one character. This listening activity should be longer. I wish all characters on the pictures would talk on the cd player. Instead of listening and finding just one character, ı wish pupils would listen all characters and number them while listening.

After that, pupils talked about other characters. The example given for this activity was not enough for pupils to make sentences about the characters. A full sentence example would be more suitable and they could talk easily e.g 'Spongebob is a cartoon character, it has a guitar and he can play guitar'. So, I helped and supported them while they were talking about other characters.

It was project time. The pupils enjoyed doing something on their own. I asked my pupils to create their own super hero/heroine with super powers. At first, they couldn't comprehend

hero and heroine. Thus, I informed them about the difference between hero and heroine by using today's cartoon characters. When I was sure that they comprehended what they were asked, I went on talking about the activity. After they created their own super hero/heroine, I asked them to talk about hero/heroine's physical appearance, possessions, hobbies, likes/dislikes, abilities/disabilities. They drew their hero/heroine on the coursebook and gave us information about them. After they finished creating their own hero/heroine and talking about their characteristics features, I asked them to prepare this project as a homework by using pictures, colorful papers as a poster. They found this idea enjoyable and exciting.

The Twelfth Week of the Term (29.12.2016)

My pupils brought their projects to the classroom in that week. They made big posters which had colorful pictures and some of them drew on it. They created new hero/heroine which had extreme super powers. I really liked their projects which showed their creativity. After I checked grammatical mistakes, I put them on the notice board. When they saw their posters on the notice board, they were really happy.

After that, we started the Unit 5. The name of the Unit 5 is my day. The first activity was listen and number. The pupils listened to a song which was about daily routines such as washing face, having breakfast etc. At the second listening, I imitated the activities that were said in the record. During the song, I behaved as if I had washed my face, combed my hair, had breakfast, brushed my teeth and gone to school with a schoolbag. At the third listening, we sang the song and imitated the activities all together. They all stood up and imitated activities like me. My pupils were very energetic and they were happy while acting. Some of them didn't know the meanings of these activities. However, at the end, they all could imitate activities in the right way. As I saw in this activity, using a Total Physical Response activity made them joyful and motivated to lesson. After energetic moments, I asked them to observe the pictures on page 41 and number the pictures which expressed activities in the song. They numbered the pictures easily as they listened to the song three times.

Then in activity 2, my pupils were asked to sing the song again by using the expressions given with pictures and changing the word as 'in the evening'. But, the instruction of this activity was too lack to be comprehended by the pupils. 'Sing the song again' is an insufficient instruction. I had to explain the instruction because they didn't know what they would do.

With my help, they could change the words of the song by using the expressions given on activity 2. Some of the pupils were volunteer to sing the new song and imitate the activities.

In activity 3, I faced the same problem again. The instruction was not clear enough for my pupils to understand what they were supposed to do. So, I had to support them again about what they would do. I asked my pupils to complete the expressions with the verbs given near the second picture. They could complete then. I wish the verbs should be written bigger and given in the instruction like 'Complete the expressions with these verbs; wash, go, brush, have. ' These verbs should not be written near the second picture because they didn't take pupils' attraction. Besides, I wish these expressions were used in a full and meaningful sentences. Expressions like 'wash my hair, brush my hair' were not meaningful to pupils. Sentences should be written such as ' I ------ my hair in the mornings, I ------ to supermarket in the afternoon etc'. By doing this, pupils could be able to complete the blanks with the correct verbs in a meaningful sentence and learn different times of the day.

After that, pupils had a maze activity for the first time in this coursebook and it was a kind of listen and follow activity. Firstly, my pupils couldn't understand what they were supposed to do as there were a lot of pictures. There was only an arrow for a starting point but my pupils couldn't understand where to begin. I think 'START' should be written to take pupils attention. So, ı asked my pupils to follow the pictures from the hair comb drawing arrows while listening to record and say the letter of last picture that they arrived at. They listened to record three times so they could arrive the correct picture and say the letter 'B'. After that, two volunteer pupils gave new routes and the other pupils followed them. In this activity, my pupils were a bit bored because most of them didn't want to give new routes. I thought less pictures should be given because they had difficulty in following sixteen pictures or more enjoyable activity about daily routines could be given for young learners.

The Thirteenth Week of the Term (05.01.2017)

Last week, my pupils learnt telling about daily routines. This week, they had activities about telling the time, days and dates. In activity 5, ı asked my pupils to observe the pictures and ı took their attention to clocks. While they were listening to cd record, ı said them to point the pictures. Then, I only asked what time it was by showing the pictures one by one. Because using 'past' and 'to' is the fifth grade subject, I just taught telling digital time in this grade.

Because they learnt numbers before, they didn't have diffuculty in telling the time in this activity.

The next activity was a maze activity which pupils had seen before. I asked my pupils to listen to the cd record, follow the clocks from the starting point and say the letter of last clock. This maze activity made my pupils a bit confused and bored as I had faced this situation before. The listening record was fast and some numbers were not clear for my young learners so they wanted to listen three times. After they listened to cd record three times, they could be able to arrive at last letter 'C'. My pupils had diffuculty in maze activity because there were twelve clocks so they couldn't follow the clocks easily. I think there should be less clocks for young learners in this maze activity or an enjoyable activity about clocks should be used.

I asked my pupils to look at the clocks again in the activity 6 which expressed different times of a day. I wanted them to think what they were doing at those times of the day. I explained that my pupils could tell about their daily routines, hobbies, free time activities and habits. I told about my daily routines by choosing some clocks in the coursebook as an example. I said ' I drink Turkish coffee at 10: 30 in the morning, I have lunch at 13: 20 in the afternoon etc.' And I wrote my sentences on the board. I tried to take their attention to expressions such as in the morning/in the afternoon/evening' etc. They were motivated to this activity because almost every pupil told about this daily routines and gave examples. In this activity, they practised describing what they did regularly.

It was time to listen and write. When my pupils heard that they would listen to a song, they were really happy and enjoyed. I told my pupils that they would learn the days of the week with a song. I asked my pupils to listen to the song at first and to complete the blanks with a day of the week at the second listening. At the third listening, I explained that they both should check the blanks and sing the song. After three times of listening, they could be able to fill in the blanks with correct days. A few of them had writing problems, thus, I wrote the days of the week on the board so that they could learn better. After I read the days of the week, I asked them to repeat the days of the week. While I was reading them, I erased one of the days one by one and asked them to read loudly from the beginning. After I erased the last day, they tried to say all of them though they didn't see the days of the week on the board. I was sure that they learnt the days of the week with this board activity.

The Fourteenth Week of the Term (12.01.2017)

In that week, first activity of the lesson was 'listen and write' on birthday invitation cards. As a warm-up activity, I show my pupils some colorful birthday cards through the smart board. This took their attention and they got motivated to a new activity. Then I asked my pupils to observe the cards on page 46 in their coursebook. I was sure they understood that three cards were birthday invitation cards. I told them to observe birthday cards and they comprehended the time and the days of the birthdays. I also made them recognize that the names of the children who had birthdays were not written in the texts. I asked them to listen the cd record and to write the names of the children in the blanks when they heard. My pupils said me that they had diffuculty in understanding the words. Some of the pupils said that the cd record was too fast to catch the words. Therefore, they listened to the cd record once more. After three listening, most of them could write the names of the children who had birthdays. After that, I took their attention to use of 'on/at' and stressed the difference between 'when/what time'. Then, I told my pupils to ask questions each other about the information in the cards as in the example. At first, I asked a question for the first card as in the example and one of the pupils answered it. I also drew three birthday cards on the board to make my pupils comprehend better and write 'on/at' with a red boardmarker to highlight them. After that, peers asked other questions each other and they answered them. In this activity, my pupils told me that they couldn't know which birthday cards they started filling because the birthday cards didn't have numbers. I wish the numbers of the cards were written in an order not to make the pupils confused. Thus, I told them to start filling from the top card. They could write the names of the children and some of the pupils read the cards loudly. After listening activity, I asked my pupils to prepare their own birthday cards. I told them that writing the day and time of the birthdays in the cards was necessary. I expressed that they could draw and color their cards how they wanted. As I had time and my pupils had materials, they prepared the cards in the classroom. They were very enjoyed while preparing the cards. Some pupils got help from their peers about use of 'at/on'. This activity promoted learning of the use of days and time. During this lesson, I checked their cards one by one and some pupils made mistakes in using of on/at. I corrected the mistakes and retold the use of prepositions. After checking all the cards, I told them to ask questions each other about the time and the day of their birthdays. Then, I put their birthday cards on the notice board. They were very happy to see their own cards on the notice board. I told them to observe all cards at break time.

The next activity was 'Listen and tick'. I asked my pupils to observe the table given on page 47. I took their attention to which days were used for 'weekend' and 'weekday'. I told them to examine the pictures and listen to the cd record. I expressed that they would tick the table about which days Nathan did which activities. They listened to the cd record three times because they couldn't easily understand the text. Some of the pupils said that it was too fast to comprehend the words. I tried to check all pupils' tables and I saw that few of them couldn't fill the table even after third listening. So, I stopped the cd record where they had diffuculty in understanding. With my support, they could tick the table and gave their answers.

The journals showed that the coursebook had weaknesses in terms of the content, the selection and organization of the content, level of the coursebook, activities, physical appearences vocabulary items, technical aspects, consideration of development of learner autonomy and consideration of visual learning differences. On the contrary, it was seen that the researcher did not have a negative feeling about the grammar and spelling used in the coursebook in general.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to evaluate the coursebook *Sunshine 4* from the perceptions of English language teachers through a questionnaire and classroom observations in natural environment. The questionnaire which had 20 items based on nine criteria was conducted to seventy teachers. The analyses were done by a specialist. The data collected through classroom observations during a term were kept in the journals by the researcher.

Firstly, the results of the analyses revelead that a great majority of the teachers perceived that the coursebook was not very effective in terms of the selection and organization of the content features. It can be inferred from these results that the coursebook content was not very in compliance with the teaching principles, from simple to complex, from concrete to abstract, and from the known to the unknown.

The researcher also perceived that the selection and organization of the content in the coursebook during the classroom observations was not very effective. During the classroom observations, the researcher perceived that the units of the coursebook and the sequencing of the materials within the units were not organized from the known to the unknown and from simple to complicate. For instance, it was perceived that unit 6 'doing experiments' in the coursebook was more complex than unit 10 'food and drinks'. It should be noted that the tasks, activities and units should be graded in terms of difficulty throughout the coursebook.

Secondly, the results of the quantitive analyses indicated that more than half of the teachers' perceptions about the level of the activities (games, stories etc.) in the coursebook's content were negative. It can be inferred from these results that the activities in the coursebook's content were not regarded as appropriate for fourth grades learners.

On the other hand, in the classroom observations, the researcher also perceived that the games in the coursebook above the level of the learners as learners could not easily solve the problems to reach the solutions in the games and they had to be assisted by the teacher.

However, the researcher felt positive about the level of the songs because the learners could easily sing the songs and imitate the actions as seen in the videotapes.

Besides, it can be inferred from the results that most of the teachers' perceptions about the physical appearance of the coursebook seemed to be negative in terms of the layout, design and quality. The teachers indicated that the layout, design and quality of the coursebook was not clear and appropriate.

The researcher also felt negative about physical appearance of the coursebook in terms of layout, design and quality. During classroom observations, the researcher noted that the layout of the activities did not have much motivating effect for young learners. The results indicate that both teachers and the researcher expect the layout and design of the coursebook to be more clear, appropriate, colorful and motivating as this not only fosters learners' learning but also encourages them to participate the activities.

Moreover, the findings of quantitative data revealed that nearly half of the teachers were not satisfied about the coursebook in the terms of content because they perceived that the coursebook content was not coherent with the educational acquisitions. The findings also indicated that more than half of the teachers believed that the content of the coursebook did not have a sufficient level of diversity of topics.

Similar to the teachers, the researcher during the classroom observations believed that coursebook did not include sufficient and variety of topics. The researcher also stressed that some topics did not take learners' attention to the lesson. By the way, learners could not focus on the lesson when they did not find the topic interesting. It can be stated that a coursebook should consist of suitable attractive topics to take learners' attention and to facilitate learning. Different topics which appeal learners' interests contribute variety to the lesson. Thus, it is possible to say that this particular coursebook could not create a positive evaluation on the teachers and the researcher in terms of content which is considered to be a significant criterion in the evaluation of language coursebooks.

Furthermore, the results of the analyses and classroom observations indicated that both the teachers and the researcher perceptions about the activities of the coursebook were negative in general. Both the teachers and the researcher tended to agree on the point that the coursebook

did not include activities that help measuring the important instructional objectives. Similarly, the quantitative analyses revealed that a majority of the teachers believed that the coursebook did not include activities that reveal the pre-learning process and the readiness level of the pupils. The researcher agreed with the teachers at this point. As seen in the videotapes and journals, during classroom observations, the researcher met with this problem before starting new topic and unit. At the beginning of the new units in the coursebook, there were not any warm-up activities about the topic to discover learners' background knowledge and to draw learners' attention to the lesson. To make up this missing point, the researcher brought classroom authentic materials according to the topic, used visuals and asked questions to activate learners' pre-learning process and to encourage more personal involvement. Furthermore, in terms of activities, more than half of the teachers and the researcher perceived that the particular coursebook did not include activities towards assessing the theme collectively. Moreover, the findings related to the activities of the coursebook and the classroom observations revealed that both the teachers and the researcher were more likely to agree that the activities in the coursebook did not direct the learners towards individual and group works. The researcher perceived during classroom observations that activities did not consist of sufficient group works to help the learners practise their verbal skills as well as in teaching them to work together. On the other hand, the findings of the quantitative analyses indicated that the activities were not capable of encouraging the pupils to establish adequate communication and to perform significant practices. It can be inferred that a major of the teachers perceived that the particular coursebook could not foster the communication and speaking skills in the classroom. Whereas the researcher perceived that the coursebook tried to encourage learners' communication by using puppets at the beginning of the coursebook, as it was seen in the journals and videotapes, it was not available for all units. It should be stated that communicative activities in the coursebook foster learners' speaking skills and encourage learners to use the target language to achieve communicative purposes. When the results of the present study are observed, it can be concluded that neither the teachers nor the researcher seemed to be happy about the activities in the coursebook in enabling learners to direct group works and to encourage meaningful communicative practices. Besides, they perceived that the particular coursebook failed to assess the theme collectively and to reveal learners' background knowledge about the new topic in terms of activities. Finally, it can be inferred from the results, activities in the particular coursebook did not help measuring the important instructional objectives. Although *Sunshine 4* aims to help measuring the important instructional objectives, it is clear that it fails to achieve those purposes in practice.

Moreover, the quantitative analyses revealed that nearly half of the teachers perceived that the words used in the coursebook were not appropriate for the pupils' level. Few teachers perceived that the spelling and grammar used in the coursebook were not suitable. Similarly, the researcher observed that the words used in the coursebook were not suitable for learners' level in general. The researcher also considered that the spelling and grammar used in the coursebook were appropriate in general. When the results of the research are observed, it can be said that neither the teachers nor the researcher felt negative in general about the coursebook in terms of spelling and grammar.

The results of the analyses revealed that the development of learner autonomy of the coursebook was the most criticized parts of the coursebook. One of the most remarkable findings of this research was that a majority of teachers thought that the coursebook did not encourage the learners to think outside of the classroom. Moreover, according to the results of the analyses, most of the teachers believed that the coursebook was not capable of raising the pupils' interest in English language education. It is also clear from the results that the coursebook did not include sufficient activities that encouraged the learners to give creative, original and independent answers.

Similarly, the researcher perceived that the coursebook was not effective in terms of the development of learner autonomy. During classroom observations, it was recognized that the coursebook could not provide learners to take the responsibility of their own learning. It was also perceived by the researcher the coursebook did not have enough activities which encouraged creativity and independent learning. In addition, it can be inferred from the journals, the coursebook failed to encourage learners outside of the classroom.

The conclusion that can be drawn from these perceptions is that both the teachers and the researcher felt negative in general about the coursebook in terms of the development of learner autonomy.

The quantitative analyses revealed that almost half of the teachers believed that the coursebook content had not been materialized by using sufficient tables, pictures and figures in terms of the consideration of visual learning differences. The results also imply that teachers perceived that there would be more pictures, tables and figures for visual learners.

According to the researcher, as stated in the journals and perceived in the classroom observations, the pictures about the topics and visuals in the games in general were not enough for learners to comprehend the subject. Some of the visuals in the activities were observed that they did not fit with the topics. It should be noted that more suitable pictures for visual learners could be included. Consequently, the researcher's and the teachers' perceptions about the consideration of visual learning differences were not positive in general.

5.2 Suggestions

On the whole, the main conclusion that can be drawn from the quantitative and qualitative results is that both language teachers and the researcher's perceptions about the particular coursebook are negative in general. The results express that teachers' responses to the questionnaires verify the qualitative results. Therefore, both the quantitative and the qualitative results of this research provide us to figure out some suggestions that will enable guidance to future coursebook writers and evaluators.

- One of the most important suggestions that can be deduced from this research is that the language level and the needs of the learners should be taken into consideration by the coursebook writers in the Ministry of National Education before designing a coursebook. However, the needs, interests and the levels of the learners were disregarded in the particular coursebook according to the quantitative results. The classroom observations also revealed that the particular coursebook was not effective enough to meet the needs and interests of the learners. Although the songs in the coursebook were enjoyable and suitable for learners' level, games did not draw the pupils' attention. The researcher noticed during the classroom observations that language coursebooks should consist of more suitable and attractive games according to the learners' levels in order to appeal to the needs and interests of the learners in the process of English language learning. This further indicates that the Ministry of National Education should identify the needs of learners at state schools before designing coursebooks.

- One of the most striking finding of the research was that in general the teachers and the researcher felt negative about the coursebook in terms of the selection and the organization of the content. According to the results, the coursebook content was not very much in compliance with the teaching principles, from simple to complicate, from concrete to abstract,

and from the known to the unknown. It can be suggested from quantitative and qualitative results is that the the tasks, activities and units should be graded in terms of the level of difficulty throughout the coursebook.

- It is significant to enable learners with interesting and varied topics in order to take learners' attention to the lesson. The results revealed that the topics of the unit were not varied and attractive as well. This indicates that a sufficient variety of topics should be included in the content of the particular coursebook to appeal learners' interests.

- According to the results of the study, the physical appearance and the technical aspects of the coursebook seems to be insufficient. This indicates that the layout and design of the coursebooks should be more attractive for learners because this influences their attendance to the lesson. These results also show that the listening recordings should be more clear and understandable for learners' effective learning.

- It can be suggested from the results that coursebook writers should provide learners activities that reveal their background knowledge. However, the results showed that the coursebook ignored to activite learners' background knowledge before starting a new unit. The coursebook should be designed with warm-up activities which has a big importance to prepare the learners a new topic. Moreover, the results imply that the coursebook should direct learners more group works in order to motivate them to communicative activities.

- It is very significant to consider development of learner autonomy which means learners' taking own responsibility for their own learning while designing a coursebook. However, the quantitative and qualitative results indicated that the particular coursebook could not encourage the learners to give creative, original and independent answers and failed to motivate the learners to think outside of the classroom, as well. It can be suggested that particular coursebook should raise learners' awareness about their own learning process and include activities and tasks in order to foster learners' creativity.

- It can be inferred from the results that the coursebook could not include sufficient table, pictures and graphs in terms of consideration of visual learning style. It can be suggested that coursebook writers should provide learners sufficient number of visuals in order to enhance visual learners' motivation and participate them to the lesson.

- It is also significant that coursebook writers should take into consideration the Common European Framework of Reference for Languages (CEFR) criteria while designing English language coursebooks.

5.3 Implications for Further Research

- In this research, the perceptions of seventy English language teachers of the 4th graders about the particular coursebook in Ankara were revealed through a teacher questionnaire. A further research could be constructed to a larger group of English language teachers of 4th graders from different regions of Turkey so as to verify the results.

- In this research, a questionnaire conducted to only language teachers to get their perceptions about the particular coursebook. For further research, a questionnaire could be applied to 4th graders in order to learn their perceptions about the particular coursebook.

-For further research, perceptions of the teachers about the particular coursebook could be investigated through interviews based on the questions in order to verify the results.

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APPENDIX 1

Questionnaire in Turkish

Yabancı Dil Ders Kitabı Değerlendirme Ölçeği
Doç.Dr Ekrem SOLAK (2015) tarafından geliştirilmiştir.

Değerli Öğretmenler;

Bu ölçek, İngilizce eğitiminde, ilkokul 4. sınıflarda kullanmakta olduğunuz ''Sunshine 4'' adlı ders kitabının değerlendirilmesi amacıyla hazırlanmıştır. Araştırma sonunda elde edilecek bulguların güvenirliği, soruları yanıtlamaktaki samimiyetinize bağlıdır. Ölçekteki maddelerin kesin bir doğru ya da yanlış cevabı bulunmamaktadır. Lütfen her bir maddeyi dikkatlice okuyarak size göre en uygun seçeneği (x) ile işaretleyiniz. Yanıtlarınız sadece bu çalışmanın amaçları doğrultusunda kullanılacaktır. Çalışmaya ayırdığınız zaman, gösterdiğiniz ilgi ve samimiyetinizden dolayı teşekkür ederim. Saygılarımla…

Buket Selin ŞENER
Başkent Üniversitesi-İngiliz Dili Öğretimi Bölümü Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER

Cinsiyetiniz?

( ) Bay ( ) Bayan

Eğitim Durumunuz?

( ) Lisans Tamamlama ( ) Lisans ( ) Yüksek Lisans ( ) Doktora

Mesleki Kıdeminiz?

( ) 1-5 yıl ( ) 6-10 yıl ( ) 11- 19 yıl ( ) 20 yıl ve üstü

Madde No	Maddeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Ders kitabının içeriğinde yer alan ilginç ve motive edici (oyun, şarkı, hikaye vb) etkinliklerin öğrenci seviyesine uygun olduğunu düşünüyorum.					
2	Ders kitabının içeriği tablolar, resimler ve şekiller ile somutlaştırılmıştır.					
3	Ders kitabının içeriğinin öğretim kazanımlarıyla tutarlı olduğu kanısındayım.					
4	Ders kitabının içeriğinin basitten karmaşığa, somuttan soyuta, bilinenden bilinmeyene gibi öğretim ilkelerine uygun olduğunu düşünüyorum.					
5	Öğretim programı ile ders kitabı arasında paralellik olduğuna inanıyorum.					
6	Ders kitabındaki kelimelerin öğrencilerin seviyesine uygun olduğu kanısındayım.					
7	Ders kitabındaki dinleme metin kayıtlarının ses ve teknik niteliğinin yeterli ve anlaşılır düzeyde olduğunu düşünüyorum.					
8	Ders kitabının öğrencinin sınıf dışında da öğrenmesini teşvik edeceğini düşünüyorum.					
9	Ders kitabında önemli öğretim hedeflerini ölçmeye yarayan etkinlikler vardır.					
10	Ders kitabında öğrencinin ön öğrenmelerini ve hazır bulunuşluk düzeyini ortaya çıkaran etkinliklere yer verilmiştir.					
11	Ders kitabında temayı toplu olarak değerlendirmeye yönelik etkinlikler vardır.					
12	Ders kitabının düzeni, tasarımı ve kalitesinin net ve uygun olduğunu düşünüyorum.					
13	Ders kitabının etkin bir şekilde organize edildiğini düşünüyorum.					
14	Ders kitabındaki aktiviteler öğrencileri hem bireysel hem de grup çalışmalarına yönlendirmektedir.					

15	Ders kitabında kullanılan yazım dili ve dil bilgisinin kurallarına uygun olduğu kanısındayım.					
16	Ders kitabının, öğrencilerin İngilizce dil eğitimine ilgilerini yükseltecek nitelikte olduğuna inanıyorum.					
17	Ders kitabındaki aktivitelerin, yeterli iletişim kurmaya ve anlamlı uygulamalar yapmaya teşvik edici nitelikte olduğunu düşünüyorum.					
18	Ders kitabında yeterli konu çeşitliliğinin olduğuna inanıyorum.					
19	Gelecek senelerde de aynı kitabın, ders kitabı olarak tekrar seçilmesinin uygun olduğunu düşünüyorum.					
20	Ders kitabında öğrencilerin yaratıcı, özgün ve bağımsız cevaplar vermelerini teşvik eden etkinliklerin var olduğu kanısındayım.					

Questionnaire in English

Foreign Language Coursebook Assessment Scale
Developed by Assoc. Prof. Ekrem SOLAK (2015)

Dear Teachers;

This scale has been prepared for the purpose of assessing the coursebook titled "'Sunshine 4'" which we have been using for English language teaching for the 4thgrades at elementary schools. Reliability of the findings to be obtained as a result of the research study depends on your sincerity while answering the questions. The questions on the scale do not have an absolutely right or wrong answer. Please read each question carefully and mark (x) the most appropriate option for you. Your answers will only be used for the purposes of this study. Thank you for your time to contribute to this study, and also for your attention and sincerity. Best Regards...

Buket Selin ŞENER

Başkent University-Department of English Language Teaching-Graduate Student

PERSONAL DETAILS

Your Gender?

( ) Male   ( ) Female

Your Educational Background?

( ) Undergraduate ( ) Bachelor's Degree ( ) Master's Degree ( ) Doctoral Degree

Your Professional Seniority?

( ) 1 to 5 years ( ) 6 to 10 years ( ) 11 to 19 years ( ) 20 years and more

Item No	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I regard the interesting and motivating activities (games, songs, stories etc.) in the coursebook's content as appropriate for the children's level.					
2	The coursebook content has been materialized by using tables, pictures and figures.					
3	I believe that the coursebook content is coherent with the educational acquisitions.					
4	I think that the coursebook content is in compliance with the teaching principles, from simple to complicate, from concrete to abstract, and from the known to the unknown.					
5	I believe the curriculum show parallelism with the coursebook.					
6	I am of the opinion that the words used in the coursebook are appropriate for the pupils' level.					
7	I believe that the listening text records in the coursebook are at a sufficient and comprehensible level.					
8	I think that the coursebook will encourage the pupils to think outside of the classroom, as well.					
9	The coursebook includes activities that help evaluating the important instructional objectives.					
10	The coursebook includes activities that reveal the pre-learning process and readiness level of pupils.					
11	The coursebook includes activities towards assessing the theme collectively.					
12	I think that the layout, design and quality of the coursebook are clear and appropriate.					
13	I think that the coursebook has been organized effectively.					
14	The activities in the coursebook direct the pupils both towards individual and group works.					
15	I am of the opinion that the spelling and grammar used in the coursebook are in					

	accordance with the rules.					
16	I believe that the coursebook is capable of raising the pupils' interest in English language education.					
17	I think that the activities in the coursebook are capable of encouraging the pupils to establish adequate communication and to perform meaningful practices.					
18	I believe that the coursebook has a sufficient level of diversity of topics.					
19	I think that it would be convenient to re-select the same book as the coursebook in the future years.					
20	I am of the opinion that the coursebook includes activities that urge the pupils to give creative, original and independent answers.					

APPENDIX 3

1. Videotape of Third Week of the Term (27.10.2016)

2. Videotape of Tenth Week of the Term (15.12.2016)

3. Videotape of Twelfth Week of the Term (29.12.2016)

ÖZGEÇMİŞ

1. Genel

Adı Soyadı:	Buket Selin SAYIN ŞENER
Unvanı:	İngilizce Öğretmeni (MEB)
Yazışma Adresi:	İlkadım Mah. 747 sok. Park Vadi Sitesi E2 Blok No:1 Çankaya /Ankara
Doğum Tarihi ve Yeri:	19.10.1985 / Ankara

Tel:	03124511951	**GSM:**	05063550537
E-Posta:	sayinselin@gmail.com	**Faks:**	

2. İş Deneyimi

2007-2010	Düzce Anadolu Teknik Lisesi
2010 (İkinci yarıyıl)	Ankara Şereflikoçhisar Zafer Ortaokulu
2010-2011	Ankara Elmadağ Gazi Şahin Anadolu Lisesi
2011-2012	Ankara Mamak Vehbi Dinçerler Ortaokulu
2012-2016	Ücretsiz Doğum İzni
2016- (halen)	Mamak Şehit Hasan Altın Ortaokulu(Kadrosunda) Ankara Çankaya Ahmet Vefik Paşa İlkokulu(Görevlendirme)

3. Eğitim:

Öğrenim Dönemi	Derece (*)	Üniversite	Öğrenim Alanı
2015-2017	Y.Lisans	Başkent Üniversitesi	İngiliz Dili Öğretimi
2003-2007	Lisans	Anadolu Üniversitesi	İngilizce Öğretmenliği

4. Katıldığı kurs ve seminerler:

Temmuz 2000-Ağustos 2000	Stafford House Dil Okulu (Canterbury-İngiltere)
14 Mart 2009	4.Yabancı Dil Öğretmenleri Konferansı(Ankara)
1 Aralık 2016	Drama and Play in Young Learners' Classes (Seminer- Başkent Üniversitesi)
24 Nisan 2017	Enjoying Learning Through Juicy Drama Activities (Seminer- Başkent Üniversitesi)

5. Yapılan Bilimsel Çalışmalar

First Language Acquisition	Language, Individual & Society Conference- Bulgaristan Eylül 2016 konferansa makale kabulü

6. Mezuniyet Not Ortalaması

Lisans Mezuniyet Not Ortalaması	**84.06**
Yüksek Lisans Mezuniyet Not Ortalaması	**91.2**

7. Yabancı Diller:

İngilizce(İleri Düzey)
Almanca(Başlangıç)

8. Sınav Başarı Puanları:

ÜDS	90
ALES	83.7
YÖK DİL	93.75

9. Teşekkür Belgesi:

Düzce İl Milli Eğitim Müdürü	2008 Sözel 1 Türkiye 2.başarısından dolayı

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