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SELÇUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI**

AN IDEAL TEXTBOOK FOR YOUNG LEARNERS

Yüksek Lisans Tezi

Danışman

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Hazırlayan

Ebru ERKAN

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ABSTRACT

This study aims to present an evaluation of 4th grade English course books, which are officially issued for, prescribed for and distributed free of charge in state primary schools by the Ministry of Education in Turkey and to point out how an ideal textbook for young learners should be.

In the initial chapter, the general background of the study, purpose of the study, research questions, limitations of the study are introduced.

Then, the characteristics of young learners are revealed in Chapter II. In addition, the definition of a textbook, its advantages, and disadvantages are presented. Besides, this chapter includes textbook evaluation schema and guideline for textbook evaluation.

The next chapter gives information about Turkish Curriculum of foreign language for 4th grade students. The distinction between curriculum and syllabus is provided .

In the fourth chapter, the course books that are currently utilized in state primary schools at 4th grade are evaluated with the criteria afore-mentioned in mind. These course books are titled Enjoy English 4, Time for English, Build up Your English 4 and Spring 4.

In the last chapter, overall consensus of the study, evaluation of research questions and suggestions for the further studies are presented.

Key Words: Young Learners, Textbook, Course Book, Evaluation, Curriculum

ÖZ

Bu çalışmada, Milli Eğitim Bakanlığı tarafından yayınlanan, zorunlu tutulan ve ücretsiz dağıtılan İngilizce ders kitaplarının bir değerlendirmesi ve çocuklar (4.sınıf öğrencileri) için ideal İngilizce ders kitabının nasıl olması gerektiği sunulmaktadır.

İlk bölümde, çalışma hakkında ön bilgi, çalışmanın amacı, araştırma soruları ve çalışmanın sınırlılıkları tanıtılmıştır.

İkinci bölümde, genç öğrencilerin özellikleri sunulmaktadır. Ek olarak, ders kitabının tanımı, avantaj ve dezavantajları belirtilmiştir. Bunların yanı sıra, bu bölüm ders kitabı değerlendirme şeması ve ders kitabı değerlendirmenin ana hatlarını da içermektedir.

Üçüncü bölümde, 4. sınıf öğrencileri için hazırlanan yabancı dil dersi programı ve müfredatı hakkında bilgi verilmiş, program ve müfredat arasındaki ayrım belirtilmiştir.

Dördüncü bölümde, şu anda ilköğretim 4. sınıfta okutulmakta olan İngilizce kitaplarının bir değerlendirmesi ve bu değerlendirmede yararlanılan ölçütler verilmektedir. Son bölümde öğrencilere uygulanan ders kitabı değerlendirme anketi yer almaktadır.

Son bölümde çalışmanın özeti, araştırma sorularının değerlendirilmesi ve öneriler yer almaktadır.

Anahtar Kelimeler: Genç Öğrenciler, Ders Kitabı, Ders Kitabı, Değerlendirme, Müfredat.

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INTRODUCTION

This thesis reports on a study that investigates how an ideal course book for young learners should be for EFL (English as a Foreign Language) classes in state primary schools of Turkey.

This chapter aims to explain the overall concepts of this study. The first issue we will discuss is the background of this study; after a brief explanation regarding the background of this study, the purpose of this study is explained. Then, research questions are placed. This chapter ends with stress on the significance of this study and definitions of terms used throughout the study.

General Background of the Study

For language students and especially EFL students who may have limited or no contact with native speakers, the course book is one of the main learning and reference tools due to its pervasive use inside and outside the classroom as a guide to proper language use. Most of the language that students will acquire during their schooling in English will be from either their teacher and/or their course book.

Although much has been written about the characteristics of good language teaching materials, surprisingly little attention has been paid to how an ideal course book should be. In the primary school language classroom, the course book plays a central role, influencing interactions and subsequent language learning.

A review of related literature indicates that “the earlier, the better” has credibility, and there are serious advantages in an early start to L2, particularly when the instruction is well-designed for young learners. Furthermore, learning activities should involve exercises of classification, ordering, location, and conversations using concrete objects. Game-like language learning activities are an essential part of a programme of children’s learning activities.

English has been introduced as a subject to the national curriculum of primary state school education beginning from 4th classes in Turkey since 1997 .In 1997, Ministry of National Education, has increased the compulsory primary education from five to eight years in order to raise the educational standards in Turkey. Accordingly, this reform brought some problems beside a renewal in the teaching of English in public primary schools. First, in-service language teachers in primary schools have unfortunately not been well trained for this level. The other problem is the course books, which are accepted as the main source of learning a foreign language after the teachers for EFL classes. Preparing course books for young learners is a new and inexperienced area for the Ministry of National Education and these course books have been criticized for inappropriateness of national curriculum's objectives.

Although the fundamental goal of present national curriculum is to develop learner's communicative competence, the course books have not kept pace with this reform. The overall picture reveals a serious inconsistency between the objectives specified in the national curriculum and the practise at the primary level. These shortcomings will be illustrated in the coming sections. Therefore, to achieve the aimed goal of the national curriculum, the English course books for primary education need to be revised, even modified with audio-visual tools embedded into the teaching materials.

Purpose of the Study

The major purpose of this research is to clarify the features of an ideal course book for young learners in Turkey. In the primary school language classroom, the course book plays a central role, influencing interactions and subsequent language learning. In the case of English as a foreign language for primary school, it is often exposure to English, aside from teacher, that students receive.

As well as many other countries, Turkey is also one of the countries spending a large amount of money and time on foreign language education, especially in primary schools.

The need for English as a foreign language is growing rapidly in Turkey. This is because English has become a common ground for communication and become a language of education, science, technology, and business. In order to keep up with educational, scientific, and technological advances, and to strengthen its ties with the world, Turkey has given a

special importance and interest to English Language learning. Beginning from 4th grade in state primary schools until the graduation from university, also even after, English Language learning has become a life-long process for an individual.

This increase in demand for English as a foreign language is still growing in Turkey. This situation has caused the Ministry of National Education to search for new methods and syllabus, and for this reason, the Ministry of National Education firstly handled the coursebook of young learners'. The new coursebook Time for English 4 has been phased in since 2006. Especially, since English courses have become compulsory in primary schools beginning from the 4th grade, changing education methods and materials has become a paramount need.

In this study, we are concerned with the coursebooks, which were used before 2006 (Build up Your English 4, Enjoy English 4, Spring 4) and has been used after 2006 (Time for English 4). Build up Your English 4, Enjoy English 4, and Spring 4 have ceased to be in use since 2006. Time for English 4 is the main and the only one coursebook for English lessons in state primary schools anyhow.

The purpose of the study is two-fold. The primary concern of the study is to compare the English coursebooks of 4th grade students of state primary schools and to elicit the young learners' attitude towards the coursebook. Enjoy English 4 was to be chosen, because it was used as the main coursebook for English lessons for 4th grade students in Ticaret Borsası Primary School where researcher is still working at.

The secondary concern is to specify the characteristics of young learners are and the distinctive features of a good coursebook. Related to the first concern, present coursebooks have been evaluated and a questionnaire has been given to the 4th grade students of the Ticaret Borsası Primary School.

In the light of the data collected and analyzed, the deficiencies in the former coursebooks were defined, and some recommendations were made about for the further studies.

The major purpose of this research is to clarify the features of an ideal course book for young learners in Turkey .This study also seeks to answer the following question:

Research Questions

This study also seeks to answer the following questions:

“Are the present 4th grade English course books, which are authorized and distributed by the Ministry of Education, suitable for young learners?”

“How should the ideal course book for young learners be?”

Significance of the Study

Designing a book for classroom use is a complex job. There are a number of factors to be taken into consideration and certain steps to follow. The students on whom this study is carried out are at the early stages of their acquaintance with a foreign language. The early stages of learning are the most important of all. What is learnt at this stage is hardly forgotten in later years of students' lives. Should the foundations be laid firmly, then the knowledge put on it will be stable. Otherwise, the later years of this acquaintance might become a nuisance both for students and for teachers.

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 course books, 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. These materials are supplemented by another group of materials, such as teacher's book and workbook, and supported by records, audio tapes, slides, transparencies, filmstrips, films, video tapes, and computers. In modern language teaching and learning, materials design and implementation is a major enterprise—the area where principles of applied linguistic theory, the demands of classroom practice and the realities of commercial production lie uneasily together. (Crystal, 1987: 376)

Generally speaking, the basic and most frequently used language teaching materials can be categorized as (1) the course book, (2) the supplementary materials (teacher's book and the workbook or exercise book), and (3) the supporting materials (pictures, flashcards, posters, charts, tapes, videos, etc.). A good language teacher should know these materials very well as s/he uses at least one of them (the course book) in language classes; therefore, some knowledge about these materials can help a teacher a lot in her/his profession. (Pakkan, 1997: 6)

Limitations of the Study

Making survey with children aged 10-11 is sometimes disappointing in this research. They actually are not aware of the seriousness of this study. Therefore, during the survey and the survey evaluation process, it is hard to discern the sloppy answers from the proper answers. Children of this age become emotionally attached to the teacher to such an extent that it may become a decisive factor in their attitude towards the foreign language they are learning or something related with the teacher. During the survey filling session, some of the students felt that they assessed their teacher and gave their answers to the questions according to this situation. Even, some of them wrote their feeling about their teacher of English at the end of the survey paper instead of their thoughts about the course book.

CHAPTER 1

LITERATURE REVIEW

1.1 Introduction

The aim of this chapter is to provide background of the young learners and course book evaluation. Therefore, the study is related with the young learners and their course book. A variety of issues influencing these concepts mentioned above will also be discussed in this chapter.

1.2 Who is Young Learner?

The definition of young learner is a little controversial and shows variety from country to country. However, the term young learner entails the children who are aged between 6-11. Pinter (2006: 2) summarizes the features of both young learners and older learners;

Younger Learners	Older Learners
Children are at pre-school or in the first couple of years of schooling.	They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyse language yet.	They show a growing level of awareness about themselves as language learners and their learning.
They have lower levels of awareness about themselves as language learners as well as about process of learning.	They have well developed skills as readers and writers.
They have limited reading and writing skills even in their first language.	They have growing awareness about the world around us.
Generally, they are more concerned about themselves than others are.	They begin to show interest in real life issue.
They have limited knowledge about the world.	
They enjoy fantasy, imagination, and movement.	

Table 1. Pinter's outline for the younger learners and the older learners (2006: 2).

Besides these general descriptions of characteristics of younger and older learners, Brumfit et.al (1991) list similar characteristics which young learners share.

- Young learners are those who just begin their schooling.
- They are closer to other cultures or new concepts than adult or secondary learners.
- They are more willing to learn.
- They need to be active or move physically.

For the purpose of this study, the 10-11 years old, who just start to learn a foreign language in the 4th grade of their compulsory education, were chosen as young learners. In fact “the upper age limit of 11 also roughly corresponds with the beginnings of physical and emotional changes that make an older young learner a very different prospect from a younger one” (Rixon, 2000: 5). It is possible to say that age group in this study has not had these changes yet; they are still young learners.

1.3. Teaching English as a Foreign Language to Young Learners

Language is usually delivered in the classroom following an established belief regarding the order of language acquisition: listening, speaking, reading, and then writing. This means that we:

- present the language orally; the child listens.
- then ask the children to reproduce this language orally; the child speaks.
- then present language in the written form; the child reads.
- finally ask them to reproduce this language in a written form; the child writes.

The four steps in this process follow this established order because it means that the child experiences language before reproducing it and that he/she experiences it in the oral form before the written form. By ‘experiencing language’, we do not mean that they simply hear or read something once and are then able to reproduce it perfectly; this does not happen even with the first language and it certainly will not happen with the second language.

Slattery and Willis (2001: 4-5) list the characteristics of children from 7-12 as following:

Children from 7-12

- are learning to read and write in their own language
- are developing as thinkers
- understand the differences between the real and the imaginary
- can plan and organize how best to carry out an activity
- can work with others and learn from others
- can be reliable and take responsibility for class activities and routines

When we are teaching 7-12 years old we can help them

- Make learning English enjoyable and fun because teachers are influencing their attitude to language learning.
- Don't worry about mistakes. Be encouraging. Make sure children feel comfort, and not afraid to take part.
- Use many gestures, actions, pictures to demonstrate what you mean.
- Talk a lot them in English, especially about things they can see.
- Play games, singsongs, say rhymes and chants together.
- Tell simple stories in English, using pictures and acting with different voices.
- Don't worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue.
- Constantly recycle new language but do not be afraid to add new things or to use words they will not know.
- Plan lessons with varied activities, some quiet, some noisy, some sitting, some standing and moving.

1.3.1 Young Learners' Learning Strategies

Teaching English as a foreign language to young learners aged between six and ten years is not an easy task. It is very difficult because a young learner never feels its necessity and importance. There is no clear incentive for him to learn another language beside his native language that is foreign to him. At this level, a learner's ultimate purpose is to read and write his own native language. Children generally are not consciously interested in

language for its own sake and usually tend to direct their interest towards things that are easy for them to understand. They possess a natural desire to participate actively in the social life around them that helps them to learn new languages. If they know how to pronounce a word, it is easy for them to add it to their speaking vocabulary, the immediate uses of the language makes for communicative confidence. According to J. Piaget's theory of cognitive development stages (Ginsburg & Opper, 1979), children process languages generally through sensory experience, and intelligence develops in the form of motor actions, young learners receive more input that is concrete. Therefore, their instruction should preferably involve concrete references in the language being taught and actively engaging tasks. Immersion well instructed gains much more effect.

On the other hand, with children in the concrete operational stage, learning activities should involve exercises of classification, ordering, location, and conservation using concrete objects. Children are relatively more field-dependant, so teachers should use direct methods and try to provide a rich and stimulating environment with ample objects to play with. Along with audio visual aids, all kinds of sensory input are important. Game-like language learning activities are an excellent, even essential, part of a programme of children's learning activities. Children in general learn well when they are active and when action is channelled into an enjoyable game, they are often willing to invest considerable time and effort in laying it (Ur, 1996).

As Ur (ibid) also points out this is not to be confused with the situation where the language learning activity is called a "game" which conveys the message that it is just fun not to be taken too seriously, a message which is likely to be anti-educational and potentially demoralizing. The conclusion to be drawn from this is that a teacher needs to be aware of children's learning strategies and have the appropriate techniques for conducting classroom-learning activities. Without such knowledge, learning efficiency will be seriously impaired as can be seen in numerous schools teaching foreign languages in countries with insufficient teacher training resources. A child's learning characteristics need to be reflected in the design of teaching curricula.

McGlothlin (2001: 10) presents the child's learning strategies as:

- The child is not interested in language for its own sake.

- The child is not disturbed by the language he does not understand.
- The child enjoys the repetitive events of his life, and uses this enjoyment to help him learn.
- The child uses his primary interests to help him learn.
- The child directs his attention to things that are easy to understand.
- The child possesses a natural desire to call an object by its name.
- The child uses his natural desire to participate in the life around him to help him learn new language.
- The child adds words to his speaking vocabulary more easily if he already knows how to pronounce them.
- The child immediately uses the language, and his success in communication builds confidence.
- The child brings tremendous ingenuity to the task of learning.

Considering to the aims of starting learning a foreign language at an early age, it is possible to say young learners differ from adults. Young learners show different characteristic from adults. Brown (2001) mentions that these differences and collects them under five titles.

Intellectual development: Teachers need to remember the children's limitations since they (up to the age about 11-12) are still in an intellectual stage, i.e. what Piaget calls 'concrete operations'. As we know, they cannot understand the language in the way an adult understands it. We should not use the names of terms in explaining the linguistic concepts and we should not use abstracts. They need more repetition than adults do.

Attention span: Brown claims that children can also concentrate on something as long as an adult can if the things are interesting for them. Teachers can do various activities to keep their interests and attentions alive. Children like laughing, so teachers can make them laugh while learning, and as the children are curious; teachers can use this curiosity to draw their attention.

Sensory input: In teaching children, activities should be both visual and aural and all five senses should be stimulated. To do this, teacher can use total physical response activities, role-play, and games. Sensory aids (smelling, touching, tasting, hearing, and seeing) help the children learn the concepts easily.

Affective factors: Children are sensitive to their mates, they feel anxious about being laughed, and they do not want to take part in the activities. Thus, teachers should be patient and help them to laugh with each other and help them to try using the language.

Authentic, meaningful language: Children want to learn the things that give them immediate rewards. If the language is not authentic, children reject them. The language should be in contexts and these contexts should be familiar to real world. It is important that teachers should not divide the language into parts, they should teach the language skills as a whole.

There are many different views about teaching a foreign language to children but generally, researchers agree that lessons in primary schools should be activity based. As children's concentration changes rapidly, teachers should plan their lessons in parts and have to choose different kinds of materials, games, flashcards etc. While choosing materials teachers should be careful that the selected activities must be right for the students' ages, abilities, and language level. If teachers can present the language learning as an interesting activity, the progress will be rapid.

1.3.2 Critical Period Hypothesis

Generically, a “Critical Period” is considered to be the period of time during which an organism displays a heightened sensitivity to certain environmental stimuli, typically, there is an abrupt onset, or increase of sensitivity, a plateau of peak sensitivity, followed by a gradual offset, or decline which is asymptotic (Birdsong, 2001). The idea of “Critical Period” was first introduced by Penfield & Roberts. According to Penfield & Roberts (1959), a child’s brain is more plastic compared with that of an adult, and before the age of 9, a child is a specialist in learning to speak; he can learn 2-3 languages as easily as one.

However, “for the purpose of learning languages, the brain progressively becomes stiff and rigid” during the age span of 9-12 (Penfield & Roberts, *ibid*). Penfield hypothesizes that the child’s brain plasticity makes for superior ability especially in acquiring units of language. He goes on to recommend the teaching of a second language at an early age in school. Along similar lines to Penfield, Lenneberg (1967), based on studies in the field of neurophysiology, as applied to the brain, argues that the acquisition of language is an innate process determined by biological factors which limit the critical period for acquisition of a language from roughly two years of age to puberty. Lenneberg (*ibid*) believes that, after lateralization (a process, by which the two sides of the brain develop specialized functions),

the brain loses plasticity. Lenneberg claims that lateralization of the language function is normally completed at puberty, making post-adolescent language acquisition difficult.

Later Krashen (1975), who researches into second language acquisition, language teaching, and development of literacy, argues that Piaget's cognitive stage of formal operation beginning around puberty may be the basis for a close of the critical period for the second language acquisition. Lamendella (1977) introduces the term sensitive period, which is now often interchangeably used with "Critical Period" in the field, and emphasizes that language acquisition might be more efficient during early childhood. As Bornstein (1989) observes, it is sometimes assumed that the degree of sensitivity remains constant over the course of the critical period. More recently, Pinker (1994: 293) describes the age effect in language acquisition, and its underlying causes, as follows; "Acquisition of a normal language is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter."

Though the exact extent of the "Critical Period" during which learners learn a second language with relative ease and are more likely to reach a success varies slightly from different theoretical perspectives or individual researchers, this above study indicates, however, that most theorists and a number of researchers do agree that there is potential advantage to an early start in childhood. Results from the studies suggest that early exposure, even when it is minimal and there is little or no productive use of the second language, may be of importance to ultimate success and may produce a qualitatively different type of language learning even when later learning takes place in a formal classroom setting. Early exposure appears to activate innate neurofunctional systems in such a way that learning at a much later period are facilitated, Carroll (1980).

The consistent evidence from the more recent empirical study of Birdsong & Mollis (2001), combined with the earlier experimental study of Johnson and Newport (1989), which have studied the effect of age of arrival to the L2 country and the attained L2 proficiency, indicates that earlier learners acquire L2 more proficiently over a particular age range, albeit with a declining trend. Although the trend of decline is different, there exists a "Critical Period" from 5-15 years, when acquisition is more proficient than later age. After this "Critical Period", later learners follow a generally downwards age-related trend. The

findings of the study, in addition indicate that the later the arrival is, the lower the incidence of native-like performance will be. Birdsong (2002: 38) claims:

...age entails a loss of ability to learn a second language. It is clear that the sensitivity decline persists over the age spectrum: it is more a case of progressive losing than eventual loss. L2 learning appears to involve not a single monolithic faculty, but distinct neural and cognitive components with differential susceptibilities to the effects of age.

Birdsong&Mollis (2001) indicate that even in the “Critical Period” there is an age related decline, and that there is a maximum age limit to the “Critical Period” of 15 years approximately.

While acquisition of a language outside the period in which it normally occurs is not impossible, it will proceed by a different route Krashen, (1975). Lenneberg’s findings (1967) are also compatible with the prediction that the older learner may acquire the second language via a different route from the child, and argues that after puberty the automatic acquisition from mere exposure seems to disappear and languages have to be taught and learned through a conscious and laboured effort, and a foreign accent cannot easily be overcome.

According to these views, it is possible to say that young learners take advantage of the period before their puberty. However, the other point, which should be remembered, is that the students in Turkey have little or no chance to be active in their daily life in terms of using the target language. They are not exposed English as much as L2 learners.

1.3.3 Seven Instructional Principles for Teaching Young Learners of English

It seems reasonable to expect that after so much attention and so many years of controversy and discussion, research would provide some answers to questions of how to teach best young English language learners. McCloskey (2002) states that principles of teaching young learners of English can be assembled under seven titles.

1. Offer learners enjoyable, active roles in the learning experience.

Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. We must provide language input and modelling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language. Yet, the input must be provided in child-appropriate ways. However, young children learn differently and need different learning environments. Overuse of direct teaching of young learners in the full classroom group risks the fallacy that “input” will automatically lead to “intake” – that if we teach something, it has been learned. Nevertheless, for young children, active involvement in the construction of concepts is essential. We must provide input in child appropriate ways and offer many opportunities for children to use language purposefully as language develops. For example, once we have modelled language and procedures for water experiments about things that float and things that sink, or which container holds more water, we can provide opportunities on the playground for children to experiment with water and use the language in discussions. We scaffold by asking questions and making comments as children participate in their very purposeful play and learning tasks.

2. Help students develop and practice language through collaboration.

Children are social learners. While ensuring that students have access to vocabulary and structures they need—and rich exposure to many kinds of literature is a very effective way to model high quality, academic language—and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another. During the water explorations, for example, one child could be encouraged to conduct the experiments while others give instructions and ask questions about what they see happening.

3. Use multi-dimensional, thematically organized activities.

Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners (Enright & McCloskey, 1988). Thematic organization offers us opportunities to cycle and recycle related language and concepts so that we can support children as they develop the complex connections that lead to learning. We need to incorporate many kinds of child-development appropriate activities

into children's exploration of themes: we might move like waves on the sea, sing songs about sailing on the ocean, draw pictures of our experiments or our favourite water creatures, weigh and measure water, solve problems about sharing lemonade, read and reflect on a story about a mother duck temporarily losing one of her little ones, and, with children, write reports about what we are learning and thinking about.

4. Provide comprehensible input with scaffolding.

Provide rich yet comprehensible input with supportive scaffolding from teacher, context, and peers to help learners work at the ZPD (zone of proximal development) or “the growing edge” – providing tasks and concepts that children can accomplish or acquire with just a little instruction and support. When children can perform these tasks independently, the growing edge changes or expands, and teachers then support learners with slightly more difficult tasks and concepts. Since teachers must continually focus on providing input and requests for output that children will need to perform at the next level, they must use careful observation and classroom-based assessment to know their children's capabilities well. Scaffolding activities for reading and writing might include reading a story aloud, providing graphic organizers to help children understand and discuss the language patterns and structure of a story, and shared writing with children from the graphic organizer.

5. Integrate language with content.

Teaching language for age-appropriate academic content has several advantages: Students learning two languages in school in a bilingual setting curriculum can be integrated across languages, so that the children in L2 (second-language) classrooms encounter the same concepts that they do in L1 (first language) classrooms but with new labels, both reinforcing the content-area learning and facilitating the new language learning because it is based on what children already know. In a L2 setting, teaching language through content means that students' academic learning is not delayed while they learn language. Rather, they have the opportunity to learn language in age-appropriate, stage appropriate activities that will prepare them for grade-level academic content.

6. Validate and integrate home language and culture.

Continued development of children's home language will only support development of a new language. Another misunderstanding of how language develops that is common outside linguistic and language educational circles are that a first language can hinder or interfere with a second. Rather, students with good academic learning in their first language are clearly at an advantage when they begin to learn additional languages. When a child "breaks the code" or "joins the literacy club" and understands the basic concepts of reading in one language, this does not need to be re-learned in the target language. Rather, students now need to learn only new words, new sounds, and new written codes – no small task, but a much easier one than learning to read in a new language when a child doesn't have literacy concepts. As language educators, we can help young learners use their knowledge and learning experiences of their home language to expand their learning in a second language. Acquiring a new language should clearly be an additive process and should never necessitate losing one's mother tongue.

7. Provide clear goals and feedback on performance.

Children want to do right. They need to know when they have achieved a goal and when they still have more to learn. We must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. We can also, in developmentally appropriate ways, encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, self-motivated learners.

Words are not enough: Teachers should not be dependent on the spoken word. The activities should include movement and involve senses. Teachers should work with objects and pictures, demonstrate what they want the children to do and they should change the techniques, as the children get older.

Play with the language: Teachers should let the children talk, make up rhymes, sing and tell stories. Since children play with the language in learning their native language, teachers should let them play with the language.

Variety in the classroom: Since their attention spans change rapidly, teachers should use various activities, various organisations and use different tones of voice to take their attention.

Routines: As children know that there are rules to be obeyed, teachers should have systems, routines and plan their lessons. They should use familiar situations and activities.

Cooperation not competition: teachers should keep away from rewards and prizes and use other forms of encouragement. The children like to be a part of a group, so they should practice the language by sharing.

Grammar: the young learners learn the language independent from grammar. Grammar subjects to be taught should be the easiest ones. The best time to introduce the simple grammar is either when a student asks for explanation or when you think the students can understand it.

Assessment: it is of course useful for teachers to make regular checks for their progress in learning. These checks should be done in the simple terms of the lessons and should be encouraging the children. Teachers should stress the positive sides of the students not the negatives, since failing discourages the students.

To sum up, the children's world is different from the adult world; the physical world is dominant for children. Teachers should teach the language by using real objects and pictures. They learn best when they are enjoying themselves so teachers should prepare the lessons like games.

1.3.4. The child as a learner

Shipton, et al. (2006) point out that children who learn in pre-to-early teens often catch up very quickly with children who learn from an earlier age. Besides, they mention that the environment of a child is as important as age. Negative factors that prevent children listed below;

- Feeling uncomfortable, distracted or under pressure
- Feeling confused by abstract concepts of grammar rules and their application, which they cannot easily understand
- Activities, which require them to focus attention for a long time
- Boredom
- Being over-corrected

In this article, Shipton draws attention to how children learn languages.

Children learn by:

- Having more opportunities to be exposed to the second language
- Making associations between words, languages, or sentence patterns and putting things into clear, relatable contexts
- Using all their senses and getting fully involved; by observing and copying, doing things, watching and listening
- Exploring, experimenting, making mistakes and checking their understanding
- Repetition and feeling a sense of confidence when they have established routines
- Being motivated, particularly when their peers are also speaking/learning other languages

Each child has his/her own way of learning. It is a complex mixture of a number of different personality factors, some of which are explained below. Research shows that all types of learners can be successful second language learners. Shipton (2006) also classifies the learning styles of children's according to the senses and their preferences.

1. Dominant Senses

Some prefer using pictures and reading (Visual learners), some like listening to explanations and reading aloud (Auditory learners), others need some kind of physical activity to help them learn (Kinaesthetic learners).

2. Interaction Preferences

Some children are outgoing and sociable and learn a second language quickly because they want to be able to communicate quickly (Interpersonal). They do not worry about mistakes, and are happy being creative with the limited resources they have acquired.

Other children are more reflective and quiet (Intrapersonal). They learn by listening and by observing what is happening and being said around them. They may be cautious about making mistakes but can be much more accurate.

3. Analytical processes

Some children need to have everything clearly explained to them piece by piece so that they can understand how things work (Deductive). These children like rules and patterns that are easy to apply to the world they live in. They need explicit explanations and often ask "Why?" a lot.

Others prefer to work out the rules of what they are learning for themselves based on their experience (Inductive). These children like asking questions and having their answers confirmed or corrected. They are more likely to tell you what they understand to be the truth and then ask you to agree with them

1.4. Course book

Course books occupy one of the most important places among the instructional materials. Graves (2000) compares the course book to a piano, stating that a piano is just an instrument for music "but it can't produce music on its own, the music is produced only when you play it" and a lot depends on how skilful you are. "The more skilled you are the more beautiful the music is" (175). Therefore, the course books are just an instrument or a tool to teach or to learn language. They raise learners' awareness about the language and target culture; they extend learners' general and subject knowledge and develop learners' understanding of what is involved in language learning. But in all situations this teaching/learning instrument should be selected and evaluated very carefully, as it will be expected to answer the needs and interests of many parties as of teachers, learners, institutional curriculum and, in many cases, sponsors, too (Allwright, 1982).

Using course books has both advantages and disadvantages for language teaching instruction. In general most teachers claim that as course books support systematic teaching; and that it is very difficult to teach without them (Grant, 1987). In most cases, course books serve as a syllabus, providing sufficient coverage of the content and instruments for teachers' use of them. A set of visuals, activities, tasks, supporting materials, such as, teacher's guide, student's workbook are security for the learners because of consistency among units, levels. Somehow, a carefully chosen course book can answer the learners'

needs. Course books can be helpful especially for inexperienced teachers (Graves, 2000; Nunan, 1996; Ur, 1996).

O'Neill (1990) emphasises the usefulness of course books saying that most of them are suitable for learners' needs because they provide materials, which are well presented, and they allow teachers to adapt and improvise while they are teaching. The author claims that in order to cover what is planned to teach or what was taught, teachers need at most two course books for their groups.

Pakkan (1997: 7) mentions the main reasons of why teachers prefer using a course book as in the following:

1. Course books are written by experienced and well-qualified people, and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Teachers therefore can be assured that course books from reputable publishers can serve them well.

2. Using a course book, to some extent, guarantees a degree of consistency in the courses that are taught by a number of different teachers who bring into classrooms different professional skills and personality traits; it ensures some continuity between grade levels when materials come in series; and it helps the teachers in the process of materials selection.

3. Teachers need a course book to help them bring the real world into the essentially artificial classroom situation so that they can relate the language items they are teaching to actual usage. It also relieves teachers from the pressure of having to think of original material and preparing handouts for learners for every class since a good course book often contains lively and interesting material for motivation; fun, and reduction of barriers to learning.

4. Furthermore, teachers need a course book to make the best use of time in the classroom and to avoid unintended repetition or neglect of essential language patterns.

5. Physiologically, a course book is also important also to student. It provides for the learner something concrete that gives a measure of progress and achievement as lessons are completed. A good course book also provides a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that learners can revise grammatical and functional points on which they have been concentrating. It provides ample drills for manipulating language forms, vocabulary and

functional formulae (e.g. grammatical patterns, pronunciation, ways of greeting, etc.) and for developing sub skills (e.g. skimming, writing a thesis statement, listening for gist, etc.).

Afterwards, Pakkan (1997: 8) summarizes five important qualities of a good course book below:

- A good course book 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 students 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 the general goals of ELT in the country it is used. It should be relevant to the needs of the learners.
- It should be motivating. The major aim of a course book 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 course book is likely to be regarded as a dull, artificial, and useless part of a language class.
- It should be flexible. Although a clear and coherent unit structure has many advantages, too tightly structured course books may produce a monotonous pattern of lessons. The structure of a good course book 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 course book should provide situations where the 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.

Course books can have disadvantages. For example, the content can be irrelevant and inappropriate to the learners, or “there may be too much focus on one or more aspects of language and not enough focus on others” (Graves, 2000: 174). Course books also have their own “rationale and chosen teaching/learning approach” and do not consider the variety

of levels of language knowledge and ability, learning styles, strategies (Ur, 1996: 185). In such a case, they may not provide many opportunities for teachers' to use them creatively and flexibly.

Another issue is that the course books can present the characteristics of the target culture too strongly. On the one hand, they should provide learners with sufficient information about the target culture characteristics, but on the other hand, depending on course requirements, learner needs and interests, and purposes, there should be a balance between the characteristics of the target and learners' culture (Alptekin, 1993; Dubin and Olshtain, 1986). Course books should not ignore or devalue the learners' culture and the cultural data of target language should be clear and presented in an understandable way, as well.

The institutional timetable can be an unrealistic situation with the course book, as the course book may not be written for that particular case (Graves, 2000). Many institutions have a fixed number of hours for the English lessons and they do not increase or decrease the lesson hours in accordance with the course book.

Other limitations have been shown in the research done in the field of course book evaluation (Ayman, 1997). This research suggests that course books should not be used as the only instructional material; they should be enriched and accompanied with supporting resources such as a teacher's guide, a workbook, an exercises book, and so on. Teachers and learners should not be dependent on the course books, they need to be guided, directed through the related tasks and activities, and be provided with additional practice by supporting resources.

Another limitation of the course books can be considered as the course books happen in to the hands of poorly prepared and poorly motivated teachers. The successful result can be relied only on the course book writer in this case; if it is well written and carefully edited, then it can cause a creative response; if not failure will result.

Another limitation is that course books cannot present everything concerning a subject matter, so the use of supplementary materials, such as current journals, magazines, newspapers, literature, and reports is needed to update the content of the course book (*The Encyclopaedia of Education*, as cited in Ayman, 1997).

Although there can be many disadvantages and limitations in using course books, they are still in great demand among learners, teachers, instructors, and sponsors. Hutchinson and Torres (1994) investigated the role of course books in terms of day-to-day use and considered their role in the process of change. Torres conducted an investigation to find the reasons of learners' and teachers' preferences for using a published course book. The learners' responses mainly focused on the content of the course books. They used course books as a 'framework' or 'guide' that supports them in structuring their learning both inside and outside the classroom as it enables them to learn "better", "faster", "clearer", "easier", "more" (Torres, 1994: 318). The teachers' responses focused on the facilitating role of the course book as they save time, give instructions to lessons, guide discussions, creating an easy and smooth flow in their teaching instructions, are better organised, and more convenient. Therefore, course books absolve teachers of responsibility and do not leave much room for them to make decisions. However, course books just operate the system, because some wise people have done this instead of them. In other words, teachers and course books are in a partnership relationship with each other. "Partnerships work best when each partner knows the strengths and weaknesses of the other and is able to complement them" (Hutchinson & Torres, 1996: 326). The authors conclude that as a lesson is considered a 'dynamic interaction', it leads not to a need for "a predictable and visible structure both within the lesson and across lessons" (Torres, 1994: 321). In this case, the course book is the best means of providing this structure. On the other hand, the course book can be understood and accepted as an agent of lasting and effective change.

Alderson (1981) investigates the role of instructional materials in teaching, learning instruction from two approaches, deficiency view, and difference view. The first view claims that teachers need teaching materials to save learners from teachers' deficiencies to make sure that everything is properly covered and the exercises are well taught. The difference view states that teachers need teaching materials "as 'carriers' of decisions best made by someone rather than a classroom teacher, not because the classroom teacher is a deficient, as a classroom teacher, but because the expertise required of materials writers is importantly different from that required classroom teachers" (Alderson, 1981: 6). Both views have some truth in it, but the question is who the decision taker is, but not whether the best decision is always taken or not. The problem can be finding out the workable and right book.

The role of course books is obviously important in language teaching instruction. They carry out many functions in education. Grant (1987); McDonough and Shaw(1993); Sheldon (1988) state that “No course book can be perfect, but the best course book can be available for the teachers for their teaching situations” .

Madsen and Bowen (1978: vii) point that “No matter how logically organised and carefully written ...,” one course book can never cover all the learning and teaching style as teaching requires constant decision-making.

The way learners learn differs, the way teachers teach varies in every class, every situation in classroom is different, and no single course book can satisfy the needs and interests of the students and teachers absolutely. However, there are books that are superior to others, given individual preferences.

1.4.1 The Role of Course book in EFL Classroom

Course books play a major role in second language classrooms throughout the world and a diversity of commercial course books is available to support practically every kind of language program, from general international courses, sold worldwide, to country specific texts. In most schools, commercial course books are either required or recommended. In many, the course books used in classrooms are the curriculum. Indeed, the extent of English language teaching activities worldwide could hardly be sustained without the help of the present generation of course books. Course books thus play a significant part in the professional lives of teachers and in the lives of learners.

The reasons why students are learning English will determine our choice of course books and methods. However, our choice of books and methods will also depend not just on the reasons why our students are learning English but the way they learn it. (Grant, 1987: 10)

English language instruction has many important components but the essential constituents to many ESL/EFL classrooms and programs are the course books and instruction materials that are often used by language instructors. As Hutchinson and Torres (1994) suggest:

The course book is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, it seems, is complete until it has its relevant course book. (315).

Other theorists such as Sheldon (1988) agree with this observation and suggest that course books not only "represent the visible heart of any ELT program" (237) but also offer considerable advantages - for both the student and the teacher - when they are being used in the EFL classroom. Haycroft (1998), for example, suggests that one of the primary advantages of using course books is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Second, as Sheldon (1988) has pointed out, students often harbour expectations about using a course book in their particular language classroom and program and believe that published materials have more credibility than teacher-generated or "in-house" materials. Third, as O'Neill (1982) has indicated, course books are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation. Fourth, course books yield a respectable return on investment, are relatively inexpensive, and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective. In this way, course books can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits (O'Neill, 1982; Sheldon, 1988). A fifth advantage identified by Cunningsworth (1995) is the potential which course books have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Although some theorists have alluded to the inherent danger of the inexperienced teacher who may use a course book as a pedagogic crutch, such an over reliance may actually have the opposite effect of saving students from a teacher's deficiencies (O'Neill, 1982; Williams, 1983; Kitao & Kitao, 1997). Finally, Hutchinson and Torres (1994) have pointed out that course books may play a pivotal role in innovation. They suggest that course books can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

While many of the aforementioned theorists are quick to point out the extensive benefits of using ESL/EFL course books, there are many other researchers and practitioners who do not necessarily accept this view and retain some well-founded reservations on the subject. Allwright (1982), for instance, has written a scathing commentary on the use of course books in the ELT classroom. He suggests that course books are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a course book promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion, therefore, course books essentially determine and control the methods, processes, and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many course books may also be conflicting, contradictory, or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent.

More recent authors have criticized course books for their inherent social and cultural biases. Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL course books still contain rampant examples of gender bias, sexism, and stereotyping. They describe such gender-related inequities as: the relative invisibility of female characters, the unrealistic and sexist portrayals of both men and women, stereotypes involving social roles, occupations, relationships and actions as well as linguistic biases such as 'gendered' English and sexist language. Findings such as these have led researchers to believe that the continuing prevalence of sexism and gender stereotypes in many EFL/ESL course books may reflect the unequal power relationships that still exist between the sexes in many cultures, the prolonged marginalization of females, and the misrepresentations of writers with social attitudes that are incongruent with the present-day realities of the target language culture (Sunderland, 1992; Renner, 1997).

Other theorists such as Prodromou (1988) and Alptekin (1993) have focused on the use of the target language culture as a vehicle for teaching the language in course books and suggest that it is not really possible to teach a language without embedding it in its cultural base. They argue that such a process inevitably forces learners to express themselves within

a culture of which they have scarcely any experience and this may result in alienation, stereotyping, or even reluctance or resistance to learning. Phillipson (1992) is also wary of the complex relationship between language course books and the target language culture but he sees the promotion of 'Western' (British) global course books as government-backed enterprises with both an economic as well as an ideological agenda. Gray (2000), on the other hand, has defended the socio-cultural components of many course books. He suggests that English language course books are actually ambassadorial cultural artefacts and those students should not only critically engage their course books but also view them as more than mere linguistic objects. In this way, he argues, learners will improve their language skills by using their course books as useful instruments for provoking discussion, cultural debate, and a two-way flow of information. Clearly, there is no consensus on this issue at this particular time and this would seem to warrant some degree of caution when using these types of books in certain teaching and learning contexts.

Some proponents of authentic classroom language models have argued that the problems with many course books are not necessarily the fact that they are culturally or socially biased but that they are actually too contrived and artificial in their presentation of the target language. They argue that it is crucial to introduce learners to the fundamental characteristics of authentic real life examples of both spoken and written discourse. They have demonstrated that many scripted course book language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because they do not adequately prepare students for the types of pronunciation (Brazil, Coulthard, and Johns, 1980; Levis, 1999), language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will have to use in the real-world (Cathcart, 1989; Bardovi-Harlig *et al.*, 1991; Yule *et al.*, 1992). They further contend that the scripted unauthentic language found in many course books does not lend itself to communicative practice but instead can lead to an oversimplification of language and unrealistic views of real-life situations. It can also provide additional inaccurate advice about the target language society that can be particularly dangerous for students entering the target language community or those who are expecting to engage in significant amounts of real-life interactions with native speakers.

A final reason for disappointment and scepticism with many ELT course books is the fact that they are often regarded as the "...tainted end-product of an author's or a publisher's

desire for quick profit" (Sheldon, 1988: 239). Too many course books are often marketed with grand artificial claims by their authors and publishers yet these same books tend to contain serious theoretical problems, design flaws, and practical shortcomings. They also present disjointed material that is either too limited or too generalized in a superficial and flashy manner and the vast array of "...single edition, now defunct [text]books produced during the past ten years testifies to the market consequences of teachers' verdicts on such practices" (Sheldon, 1988: 239).

1.4.2. Arguments for and against course book

The arguments for using a course book are:

- a course book is a framework which regulates and times the programs,
- in the eyes of learners, no course book means no purpose,
- without a course book, learners think their learning is not taken seriously,
- in many situations, a course book can serve as a syllabus,
- a course book provides ready-made teaching texts and learning tasks,
- a course book is a cheap way of providing learning materials,
- a learner without a course book is out of focus and teacher-dependent, and perhaps most important of all,
- for novice teachers a course book means security, guidance, and support.

The counter-arguments are:

- if every group of students has different needs, no one course book can be a response to all differing needs,
- topics in a course book may not be relevant for and interesting to all,
- a course book is confining, i.e., it inhibits teachers' creativity,
- a course book of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,
- course books have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,

- teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not (cf. Ur, 1996: 183-195).

In general, EFL/ESL course books have brought with them a range of reactions. Responses often fluctuate between these two extremes. One position is that they are valid, useful, and labour-saving tools. The other position holds that they are "masses of rubbish skilfully marketed" (Brumfit, 1980: 30).

Ur (1996) clearly defines the advantages of using a course book (184):

- A course book provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.
- In many places, the course book serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.
- The course book provides texts and learning tasks, which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.
- A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.
- A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light small enough to carry around easily; it is a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.
- For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the course book can provide useful guidance and support.
- The learner can use the course book to learn new material, review and monitor progress with some degree of autonomy. A learner without a course book is more teacher dependent.

Besides its advantages, Ur (1996: 185) lists the disadvantages of using a course book as;

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

Both having advantages and disadvantages, course books are the good sources for classroom use. Teachers should take in to the consideration these points and make use of the course book and support it with the other teaching materials.

1.4.3. Young Learner and Course book

While we are choosing a course book, we should have aims and objectives. Then we should take into account the aims and objectives of the course book that we will choose.

Aims of the course book correspond closely with the aims of teaching programme and with the needs of learners. Our students are young learners and they tend to lose their interests more quickly than adults do and they are less able to keep themselves motivated on tasks, as they are not satisfied by the small and dull things in the classroom because of the developing technology. Course book should provide students with what they need. Activities and topics must be enjoyable and colourful.

Young learners like talking and they need interaction. Especially writing activities are suitable for students' interaction. They have the instinct for playing and having a fun, and in learning; action is important so games are effective. Course book might not provide

games but teachers make students play games by the help of the teacher's book. Imagination is important for children. They have the ability of imaginative thinking and grasping the meaning without understanding the individual words. Intonation, gestures, facial expressions, actions and circumstances help them to tell what the unknown words and phrases probably mean. By getting the message in this way, they start to understand the language.

Course book should correspond with the aim of the class, aim of the learning programme and the syllabus. Course books should empower students and put them in control of their own learning. Course book should make it easy to divide the class into groups or pairs, to have conversations or role-play, and to allow the students to interact with each other.

1.5. Course book Evaluation

Whether one believes that course books are too inflexible and biased to be used directly as instructional material or that they actually help teaching and learning, there can be no denying the fact that course books still maintain enormous popularity and are most definitely here to stay. It is important to remember, however, that since the 1970's there has been a movement to make learners the center of language instruction and it is probably best to view course books as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995). Consequently, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the course books that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program." (Cunningsworth, 1995: 7)

Sheldon (1988) has offered several other reasons for course book evaluation. He suggests that the selection of an ELT course book often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the

available course books on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in course books already in use. This would go a long way in ultimately assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts.

One additional reason for course book evaluation is the fact that it can be very useful in teacher development and professional growth. Cunningsworth (1995) and Ellis (1997) suggest that course book evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of course book material. Course book evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. Similarly, course book evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in course books while familiarizing them with a wide range of published language instruction materials.

1.5.1. Course book Evaluation Schema

As mentioned previously, if one accepts the value of course books in ELT then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. While the literature on the subject of course book evaluation is not particularly extensive, various writers have suggested ways of helping teachers to be more sophisticated in their evaluative approach, by presenting evaluation 'checklists' based on supposedly generalizable criteria that can be used by both teachers and students in many different situations. Although Sheldon (1988) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations. Pre-eminent theorists in the field of ELT course book design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of course books such as layout, organizational, and logistical characteristics. Other important

criteria that should be incorporated are those that assess a course book's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular course book as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, course book evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

1.5.2 The evaluative framework: Cunningsworth's four guidelines

For the purposes of this evaluation, we will adopt the four-guideline approach proposed by Cunningsworth (1995: 15-17). These guidelines are broad principles that underlie much longer and more familiar checklists of the type commonly used in “predictive” evaluations, i.e. those done when choosing a book for a certain course (Ellis, 1997: 36). By themselves, however, the guidelines support the present academic investigation by allowing detailed comment on the syllabus and methodology employed. They also follow a logical progression from general to particular.

Cunningsworth's four guidelines are as follows:

- Guideline One: Course books should correspond to learners' needs. They should match the aims and objectives of the language learning program.
- Guideline Two: Course books should reflect the uses (present and future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes.
- Guideline Three: Course books should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method.’
- Guideline Four: Course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

CHAPTER 2

CURRICULUM AND SYLLABUS

2.1 Curriculum or Syllabus?

The terms of curriculum and syllabus are the basis of textbook evaluation criterion. Every so often, these two expressions are little confusing. Thus, we need to make a clear distinction between curriculum and syllabus. The definitions given below are taken from Celce-Murcia (2004: 185).

- a. A curriculum is a document of an official nature, published by a leading or central educational authority in order to serve as a framework or a set of guidelines for the teaching of a subject area- in our case a language- in a broad and varied context. Thus, a state at a national level, a board of education at the district level, a community at the municipal level or a university or college at the local academic level may choose to issue a document stating the scope and goals of its program for teaching a second or foreign language. Accordingly, such a curriculum will present overall broad perspectives that can apply to all types of schools and segments of the population. At the district level, it will apply to all schools within that district and at a given university to all the language courses- even though they might be taught in different departments.
- b. A syllabus, in contrast to the curriculum, is a more particularized document that addresses a specific audience of learners and teachers, a particular course of study or a particular series of a textbook. Ideally, in this sense, a curriculum should be implemented through a variety of syllabuses and each of these syllabuses should be compatible with the overall curriculum. At the state level, this would mean that the curriculum provides general guidelines for all educational planners, policy makers, and all material and courseware developers. All textbooks, supplementary materials, tests, and courseware would be designed so as to fit the goals specified in the general curriculum.

2.2. Syllabus for the 4th Grade

In the following part, the new syllabus for young learners will be introduced.

2.2.1 General Introduction

For the 4th grade, students have 2 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 2 hours of compulsory English. Part B is designed for those who take 4 hours of English (2 + 2). Part B does not present any new information but aims to reinforce and enrich what has already been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 4 hours per week. The aim is not to finish units but to teach English. Consolidation units can be covered in 2 hours in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students, and teachers can give feedback to those after the consolidation unit in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will

- a. Have a very basic range of simple expressions about personal details and needs of a concrete type
- b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations
- c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire
- d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort
- e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly
- f. Spell his/her address, nationality and other personal details
- g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.

h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to achieve the above mentioned objectives, the following structures are suggested:

- Simple present tense “to be” as the copula verb: affirmative, negative, yes/no questions
- Imperatives: Classroom commands
- Wh- questions: What, How many, What colour, Where? When? How old?
- Possessive pronouns
- Have got: affirmative, negative, yes/no questions
- Plural nouns
- Predicate adjectives
- Prepositions of place (in, on, under, next to)
- Prepositions of time on/at/ in
- adj. + noun combinations
- There is/ are
- Countable and uncountable nouns
- Quantifiers: Some / a lot of
- Time expressions such as in the morning, at noon, at night, etc.

As for contexts (situations and texts), the following can be used:

- * informal inter-personal dialogues and conversations between people
- * very short recorded dialogs and passages
- * very short, simple reading texts
- * visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
- * short phrases and sentences
- * student conversations
- * teacher-talk
- * common everyday classroom language
- * Short descriptive paragraphs
- * games (TPR games, Spelling games, Categorization games, ball games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization
- * songs, chants and rhymes
- * poems, riddles, jokes
- * handcraft and art activities

- * Word puzzles, word hunts, jumbled words, word bingo
- * Recorded sounds (animals, nature, etc.)
- * Drawing and colouring activities
- * Connect the dots and maze activities
- * Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, etc)
- * Information gap activities

2.3 English Language Curriculum for 4th and 5th Grades

According to many national and international researches, the level of education in Turkish Republic is certainly not satisfactory and the goals set in the curriculums could not be achieved. As stated in Şahin's research (2007) some international studies such as Pisa (2003), Prills (2001) and Timms-R (1999) put forward that Turkey is one the least successful countries in Mathematics, Science and Language Teaching. It achieved to be the 31st out of 38 countries in math and 33rd in science. In the project of international reading skills development, Turkey achieved to the 28th out of 35 countries. In addition, the report prepared by EARGED in 2002 put forward that education in the country is a complete failure and all aspects of education should be revised.

As a result, the Ministry of National Education started a reform action in primary curriculum in 2004. The Turkish curriculum for Grade 1 to 5 is redeveloped considering social constructivist theory of education. New curriculum of EFL was piloted in 2005-2006 school year and put into practice nationwide in 2006-2007 school- year.

MİRİCİ (2006: 155-156) states that a new national curriculum in all subject areas is introduced in elementary schools in Turkey. The new curriculum is based on a "Constructivist" approach. In a "Constructivist" approach learning is a personal process and what gets learned is closely related to learner's level, interests, personal participation, existing knowledge and the dynamic nature of the interplay between learners and their peers and their teachers and others with whom they interact (Allen, 2004: 235; Brown, 2000: 286). This approach is based on learners building meaning for themselves: learners actually

construct knowledge for themselves, rather than knowledge coming from the teacher' (Muijs and Reynolds, 2005: 62). The delivery of a "Constructivist" curriculum should be learner-centred and involve self-assessment activities. Both Steinberg (1998:70) and Harmer (2001: 336) point out that in the classroom teachers can help students in the way they learn with strategies for dealing with different kind of activities and problems and by offering them different learning style alternatives to choose from. Similarly, Nunan (1988: 36) states that in order to capture the complexities of the process for a learner-centred curriculum there must be a new element, which they call the "negotiated curriculum". The "negotiated curriculum" refers to those curriculum activities, which are agreed between teachers and students.

2.3.1 Why Should Children Learn a Foreign Language?

A number of studies in linguistics and education have suggested that foreign languages should be taught to children as early as possible. The benefits are both **personal** and **social**. **Personally**, children will develop a lifelong ability to communicate with more people and a deeper understanding of their own and other cultures. In addition to that, children may derive other benefits from early language instruction, including improved overall school performance and superior problem-solving skills. Some evidence suggests that children who receive second language instruction are more creative and better at solving complex problems. Furthermore, knowing a foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in our children's future. They will have access to a greater number of career possibilities. **Socially**, the benefits are many. Our citizens fluent in other languages can enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests.

2.3.2. Why Is It Better For Children to Learn a Language in Primary School?

Studies have shown -- and experience has supported -- that children who learn a language before the onset of adolescence are much more likely to have native-like pronunciation. A number of experts attribute this proficiency to physiological changes that occur in the maturing brain as a child enters puberty. Of course, as with any subject, the more years a child can devote to learning a language, the more competent he or she will

become. In any case, introducing children to alternative ways of expressing themselves and to different cultures generally broadens their outlook and gives them the opportunity to communicate with many more people. The younger the child is when learning a language, the closer the process comes to acquisition. The child has less biological, neurological, social and emotional barriers that a teacher should overcome. As a result, children become better learners without much resistance to a foreign language.

2.3.3. Will a Foreign Language Interfere with Children's Native Language Ability?

In most cases, learning another language enhances a child's native language ability. Children can learn much about their own language by learning other languages. New vocabulary also helps children learn the meaning of new concepts which may not exist in their native language. Experimental studies (carried out in the USA) have shown that no long-term delay in native language development occurs in children participating in foreign language classes. In fact, children enrolled in foreign language programs score statistically higher on standardized tests conducted in their native language.

2.3.4. Why Is Parental Cooperation Necessary?

Unless a teacher gets support from the parents, he is bound to tackle with lots of problems.

Firstly, parents should be informed about the innovations that have taken place in language teaching field. This way they can be asked not to interfere with the school policy of language teaching and the teacher's methods and techniques. Most probably parents have tried to learn a foreign language before and they will try to impose upon the teacher the methods and techniques that they are familiar with. Having a one or two hour teacher-parent conference may save the teacher one full year of struggling with the misconceptions and wrong beliefs about language teaching/learning.

Secondly, parents can be asked to encourage their child's interest in the language and in other cultures. They can show him or her that they value the ability to speak a second language. They may attend cultural events that feature music, dance, or food from the country or countries where the language is spoken together with their children. If possible, they can provide some books, videos, or other materials in the foreign language. If they are

familiar with the language themselves, they can help their child with his or her homework or project works.

2.3.5. Who Are Young Learners?

The term '**young learners**' refers to children from the first year of formal schooling (6 years old, in our case) to 12 years of age. In some cases, language teaching may take place at a younger age, such as 3 to 6. These children are usually referred to as '**very young learners**'. Although these age groups are seen as representing one group, there are in fact distinctive differences between what children of 6 years can do and what children of 10 can do. Because when we consider children, we need to consider four related but separate developmental areas- *physical, cognitive, socio-emotional*, and *communicative* growth.

Physical development refers to physical growth and motor control. As a child matures, the higher portions of the brain develop, and the child attains increased control over finer and finer muscle movement.

Cognitive development is intellectual growth. As a child matures, the methods he uses to organize, store and retrieve information for problem solving and generalization also improve. Each child perceives the world differently as he interprets incoming stimuli in the light of his experiences.

Socio-emotional development is closely related to the other areas of development. As a child matures, he becomes less egocentric and more social. Each and every day he learns more about the social behaviours, social rules and customs of his society.

Finally, *communicative development* is also closely related to other areas of development. In order to understand the abstract nature of language, the child has to develop cognitively. In order to be able to produce speech, he has to develop physically. In order to use language and communication appropriately, he has to develop socio-emotionally.

2.3.6. How Do Young Learners Learn?

Between the age of six and 12, the child develops cognitive and communicative skills. In fact, by the age of 12, the child will have achieved a level that is almost equal to that of the adult. Since English language teaching begins at the fourth grade in our country (children at the age of 9 or 10), the learning characteristics of this age group will be mentioned here (see Table 1).

It should be borne in mind that regardless of their age, children need input that is comprehensible, developmentally appropriate, redundant (repeatedly received from a variety of sources), and accurate (grammatically correct with proper word choice and pronunciation). They are eager to use the language productively when it is functional and communicative (representative of actual speech and personally relevant), frequent (ample opportunities to practice), redundant (speak repeatedly on the same topic), and consistent with their identity (less formal, peer-oriented, expressive use of language). The classroom context should be supportive and motivating, communicative and referential (speaking in real time, about real events and objects, to accomplish real goals), developmentally appropriate, and feedback rich (no formal correction but feedback and correction in the process of natural communication).

Characteristics	Implications	Need
Longer attention span compared to younger learners	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 personalize their learning experience

Table 2. The learning characteristics of 10-12 year olds.

Many teachers imagine that all students will automatically like working with others, but this is not the case. Working together with a partner requires many social skills and sometimes especially very young students prefer to work alone. They love to do things in the presence of others but since they are egocentric, they prefer individual activities. They should be given plenty of opportunities to play in teams and to 'help each other' in order to increase the social skills required for cooperative and collaborative work.

2.3.7. What is the Distinction between Language Acquisition and Language Learning?

When children are the case, the most important distinction between acquisition and learning is the formal school atmosphere. Children are more concerned with the use of language to convey meaning than with correct usage. They want to use the language actually, not to learn about it. Hence, teaching the rules of usage is not necessary for children. Young children are willing to use language without worrying about grammar correctness. They rarely have inhibitions that are typical of teenagers and adults. Furthermore, they have a marvellous ability of imitation. Hence, when they are exposed to a good model, they can learn a language without an accent. Children love to play and learn best when they have fun. Thus, it is better to begin with a play-centred approach, and gradually move to more conscious and cognitive learning as they mature. Young learners tend to be less self-conscious, inhibited or shy. They are more willing to take risks and less afraid to make errors. So Krashen's affective filter is not yet at work especially if the teacher does not spoil the whole thing by, for example, trying to teach overt grammatical rules. Most children have a natural musical taste, and play is the only activity that the child takes seriously; so, any syllabus for young learners should include such activities. They have innumerable virtues including the following:

1. Singing helps to acquire a sense of rhythm.
2. Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
3. Games, including musical ones, constitute a context for language use for children. They become themselves when they play or sing.
4. Games and songs contribute to socialization (they are collective).
5. Craft activities give children a sense of accomplishment.
6. Physical and mental involvement in the production of something concrete and useful makes children forget about the formal side of teaching which often proves counterproductive.

Games are highly motivating because they are amusing and interesting. They encourage and increase cooperation. Furthermore, they are a natural part of children's world. They can be used to give practice in all language skills and to present or practice language

components. Games are invaluable tools to provide opportunities for our learners with meaningful and useful language in real contexts. Games are a wonderful tool for both language acquisition and language learning. Other useful aids can be songs, stories, riddles, puzzles, and drawing/colouring activities. Children are engaged in their first language with these things. Thus, they can be beneficial for language teaching as well. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom.

Children also love doing tasks and projects. Projects should be appropriate for the age of the student. More complex projects can be used with 10-12-year olds. It is a known fact that students have very different approaches to learning and have distinct preferences and interests. A project work can ensure all are satisfied. They can work at their own pace and do what they feel more suitable for them. Furthermore, while doing a project, students will focus on the process as well as the product.

2.3.8. How much English and the Mother Tongue Should Be Used in the English Language Classroom ?

Our aim is to have a classroom in which the teacher and the children speak English all the time. Nevertheless, this goal is not an easy one to achieve. The following tips can be helpful. Firstly, you can conduct entire lessons in English with children but your use of English must be consistent from the very first lesson. Pace yourself carefully and try to use the same language frequently. You will need to use a lot of body language and facial expressions. You can even maintain discipline in English, because you can communicate your disapproval or anger with your voice, your eyes and your posture. You do not need to use mother tongue.

Secondly, you should accept the fact that children will use their mother tongue when speaking to each other, except during language practice activities. Moreover, children will use their mother tongue to speak to the teacher until they are ready to use English. You should never pretend that you can't speak or understand the mother tongue. It's just that you are an English teacher, so you speak in English. You will also provide a good model for them. They see that a foreigner can speak and communicate in English. You should not force the children to speak to each other in English except during language practice

activities. If the children speak to you in mother tongue, understand what they are saying and respond in English. But, you should continuously encourage them to communicate in English.

Thirdly, you should not switch to the mother tongue finding excuses for your doing so (such as, the instruction is too long and difficult so I can give it in Turkish). You can simplify the language; if not, you can demonstrate or give examples. If you start switching, the challenge for learners and the real communicative value of language will be lost.

Lastly, never underestimate what your students can do. If you stick to the advice above, you will find that the children's comprehension of spoken English will develop rapidly. At the same time, they will become more confident in their own ability to understand.

2.3.9. What Are the Activity Types Suitable for Young Learners?

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

Table 3. Activity types suitable for the young learners.

2.3.9.1. Games, Songs, Craft Activities

If the teacher wants an activity to work, s/he should believe in the activity her/himself and s/he should set it up well. Whatever the activity is, the teacher should follow certain steps:

1. Give short but clear instructions.
2. Demonstrate if necessary.
3. Use instruction checking questions.
4. Go straight to any group/ student that looks confused or is usually slow to catch on and get them started.
5. Go around the class to make sure that everyone is doing the activity more or less correctly. If not stop the whole class and explain again.
6. Make sure you involve all the students at all times.
7. Keep reminding your students that all activities have a teaching aim. (We are going to learn a song now and learn English at the same time).

Craft Activities

Craft activities are extremely useful as learners can develop their listening and reading skills while following the written or oral instructions. Teachers should always make the craft activity themselves before doing it with their class. The finished work should be shown to the learners to give them a general idea of what is expected from them. Teachers should have the necessary materials with them so that they can do the activity together with their students while also giving the instructions.

a) Bookmark

Materials: a piece of cardboard, coloured pens/pencils/crayons, scissors, glue, ruler

Preparation: enough photocopies of the picture to be used for students; distribute them to students

Instruction:

- Put your cardboards on a flat surface, draw a rectangle, the long size should be 10 cm, and the short side should be 5 cm.
- Cut the rectangle.
- Place the rectangle on the picture. Draw around it. Now cut the rectangle on the picture.
- Paste the picture on the cardboard.
- Color it.

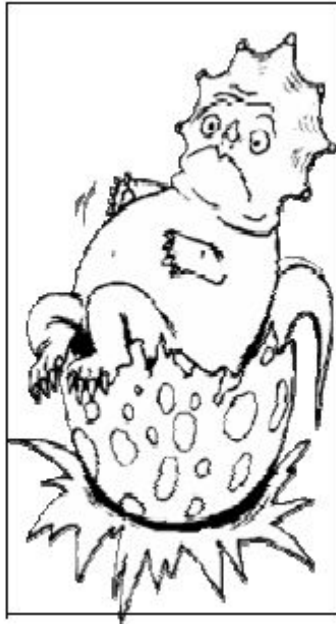


Figure 1. Bookmark

b) Finger Puppets

Materials: Colored pens, children's fingers!, scissors, circles of paper, scotch tape.

Preparation: enough circles of paper to be distributed to students

Instruction:

- color the paper circle to represent the puppet's clothes.
- cut out the circle and make a small cut in the centre for the neck.
- make a cut from the edge of the circle to the centre.
- draw a face on one of your fingers.
- put the circle over your finger, overlapping the paper at the cut to make a 'skirt' shape.

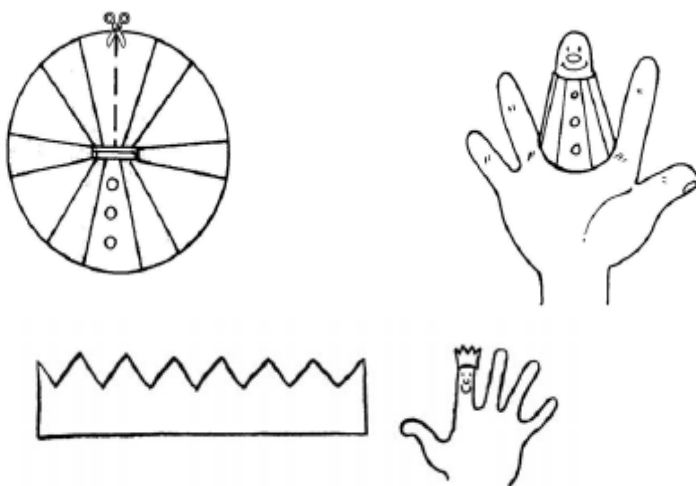


Figure 2. Finger Puppets

Materials: children's fingers!, scissors, washable pens, strips of white and/or colored paper, scotch tape

Preparation: None

Instruction:

- Draw faces on your index fingers.
- Take a strip of paper and stick it into a circle that just fits the top of your finger.

c) Hand puppet

Materials: children's hands!, washable pens

Preparation: None

Instruction:

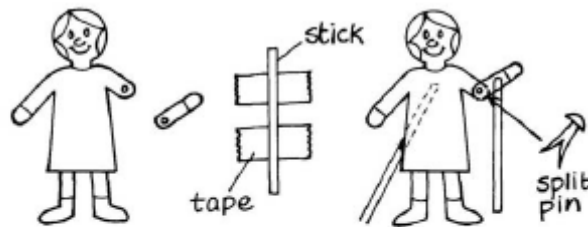
- Draw faces on your fists.
- Raise and lower your thumb to make the puppet speak.



Figure 3. Hand Puppet

d) Other types of puppets

Stick puppet



Fist puppet

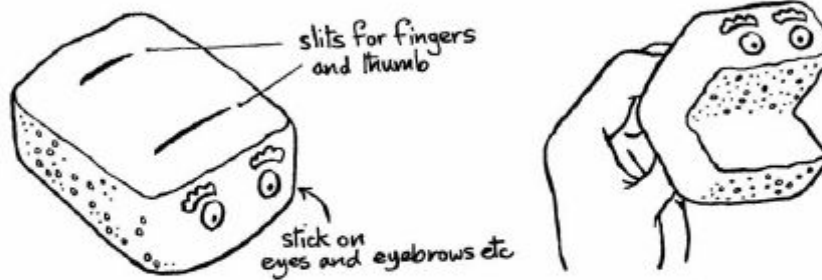


Figure 4.Puppets

Glove puppet



Sponge puppet



Tube puppet

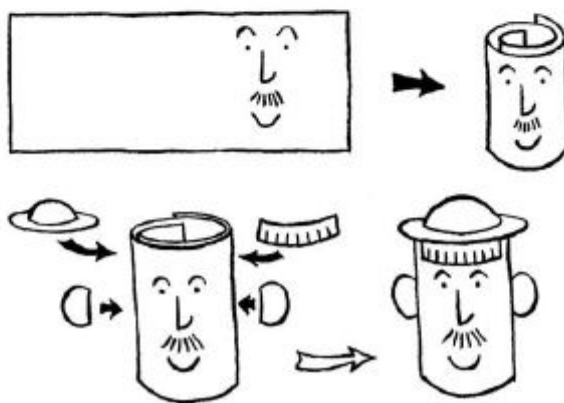


Figure 5. Other types of puppets

e) Masks

Paper plate masks

Materials: a large paper/plastic plate, a small paper/plastic cup, a small amount of wool, scissors, colored pens, a thin elastic band, glue.

Preparation: ask students to bring the necessary materials

Instruction:

- cut out two small holes at both sides of the plate
- cut out two holes for your eyes
- Stick the wool for hair at the top of the plate
- Stick the cup in the middle of the plate for nose
- Draw a mouth under the nose
- Tie the elastic band to wear it around your head.

Paper plate masks

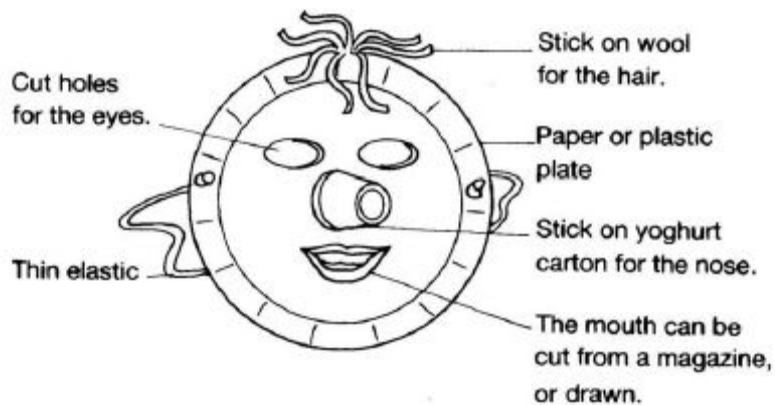


Figure 6. Mask

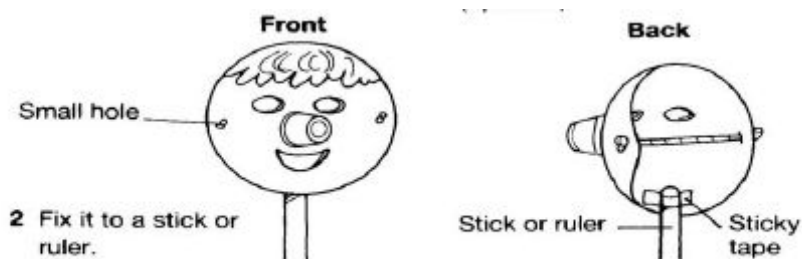
Stick/Ruler masks

Materials: a stick or a ruler, a large paper/plastic plate, a small paper/plastic cup, a small amount of wool, scissors, colored pens, a thin elastic band, glue, scotch-tape.

Preparation: ask students to bring the necessary materials.

Instruction:

- cut out two small holes at both sides of the plate
- cut out two holes for your eyes
- Stick the wool for hair at the top of the plate
- Stick the cup in the middle of the plate for nose
- Draw a mouth under the nose and cut a hole
- Tie the elastic band.
- Fix the mask onto the ruler or stick with a piece of scotch-tape.



f) Cards

Materials: a piece of cardboard big enough for a greeting card, crayons, colored pens.

Preparation: ask students to bring the necessary materials, write what you want them to put on their cards (Happy Mother's Day, Happy New Year, etc.) on the board.

Instruction:

- ask them to fold the cardboard into two equal flaps
- have them draw and paint whatever they want on the front cover (shapes or pictures)
- tell them to write the greeting (Happy Mother's Day, Happy New Year, etc.) inside

- when it's done, stand it up to dry

g) Connecting the dots

Materials: a connect-the-dots activity

Preparation: enough copies to be distributed to students

Instruction:

- ask students to connect the dots following either the numbers or letters (sometimes teachers prefer putting elements of a sentence instead of numbers, when students follow the correct order they find the correct picture)
- talk about the picture (they can also color it)

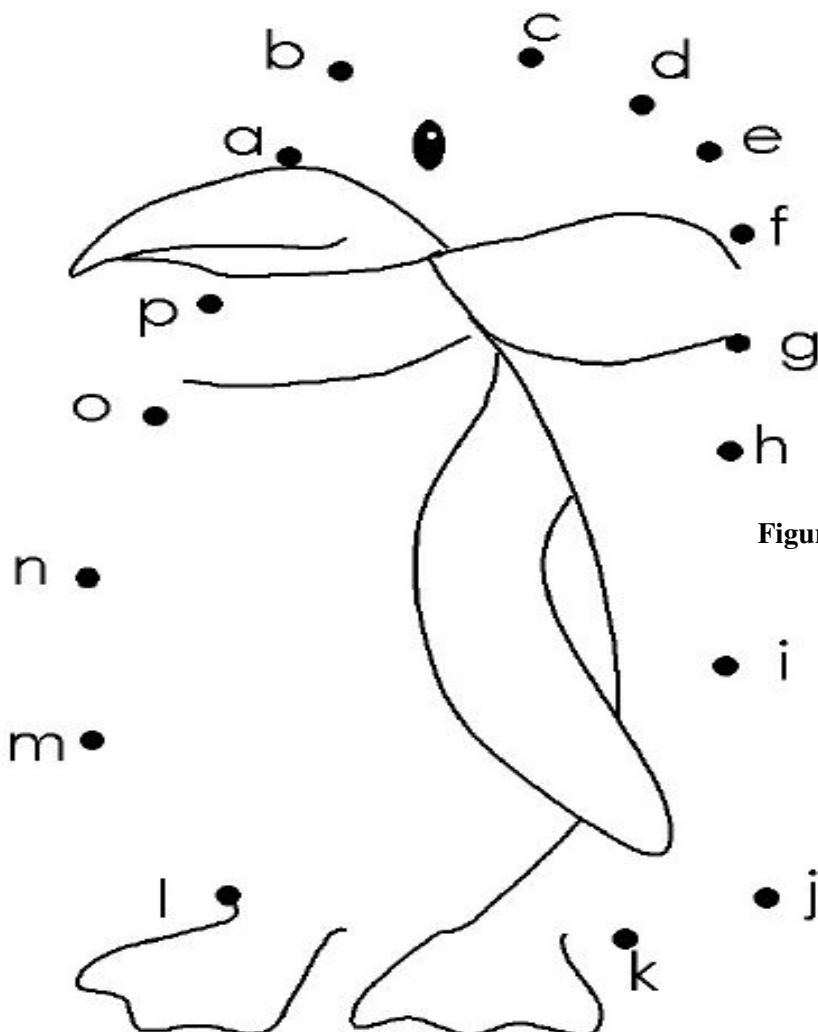
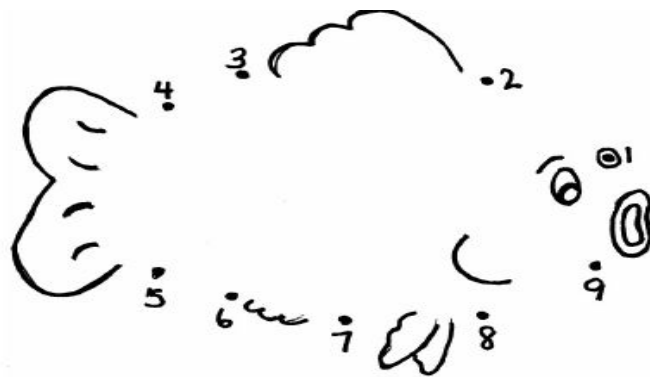


Figure 7. Connecting the dots

h) Colouring

Materials: a colouring page

Preparation: enough copies to be distributed to students

Instruction: ask your students to do the mathematical equations and color the picture accordingly.

Colors:

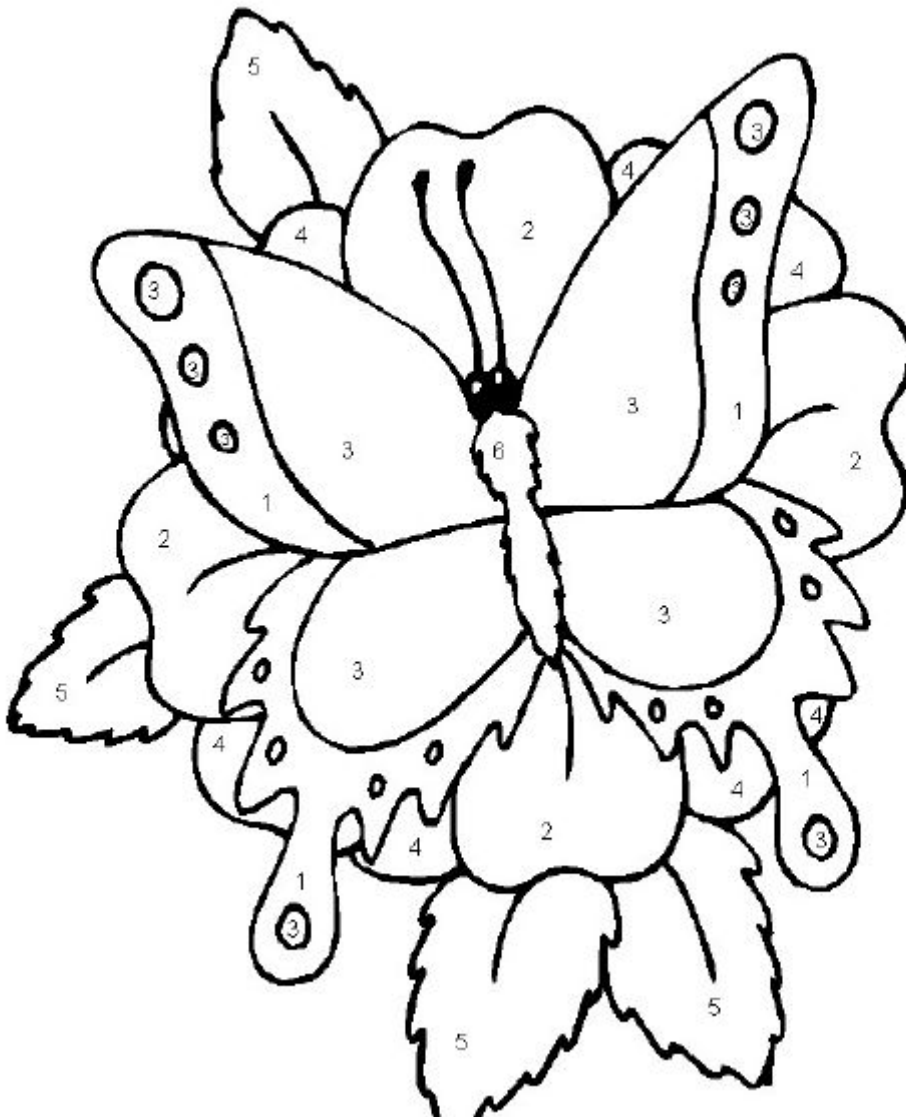


Figure 8. Coloring

$15 / 3 = \text{Green}$ $27 / 9 = \text{Red}$ $9 / 9 = \text{Blue}$

$14 / 7 = \text{Yellow}$ $24 / 4 = \text{Brown}$ $20 / 5 = \text{Purple}$

i) Book making

Materials: Paper, thin card for the cover, colored pencils, scissors, glue, a stapler or blunt needles and thread.

Preparation: Make examples of a book at various stages of production—cut out pages, written pages ready for binding, the cover, and the finished book. It is a good idea to make a poster or worksheets showing the different stages of the process. The children can refer to them instead of always coming to you.

Instruction:

- Explain that they are going to make a book themselves. Show them the one you have made.
- Explain how to make the book, demonstrating the steps and referring to the poster or worksheet as you go. It is better to explain a step and let them do it before going on to the next step.
- As the children work, go round the class monitoring, encouraging, and sorting out difficulties, but refer them to the poster or worksheet, or to each other, whenever you can.
- When they finish the books, encourage them to look at one another's. You could also make a display on the wall.

Example: Alphabet book

Page 1: A is for

AIRPLANE



Page 2: B is for Etc.

Figure 9. Book making

j) Art activities

Photo frames

Materials: 8 large Popsicle/ice-cream sticks, glue, paint of any color, a photo, cardboard (cut slightly smaller than the Popsicle stick frame), small cut-out pictures or shapes.

Preparation: Make a sample photo frame

Instruction:

- Glue the sticks together as shown below.
- Let your students paint the frame. Let it dry completely.
- Attach any shapes, pictures or decorations.
- Glue the photo to the cardboard.
- Glue the cardboard to the frame.



Figure 10. Photo frame

Games

Students may wish to play games purely for fun. Teachers, however, need to make sure that whatever done in the classroom is for teaching and learning purposes. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. Games are best set up by demonstration rather than by lengthy explanation. It is very important not to

play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak. For very young learners competitive games can be frustrating. Games should encourage cooperation and collaboration rather than competition.

a) Circle Game:

Change places if..... This is a TPR activity with students in a closed circle, with the teacher in the middle to begin the game.

- a. There should always be one less chair than participants.
- b. Depending on what you want to revise the teacher says, "Change places if you're wearing trainers." (if you like pizza, etc.)
- c. All students who are wearing trainers must stand up, and move to another chair and the teacher should sit on one of the recently vacated seats.
- d. The person left without a seat stays in the middle and gives the next command, "Change places if you're wearing white socks" and so it goes on.

Young learners can get very excited, so be careful to incorporate this activity in the class at an appropriate time. It is a definitely a 'warmer' as opposed to a 'cooler' and may be better at the end of a class.

b) Pair game:

In the Dark The teacher fills a box with textured items--a piece of blanket, a feather, a square of sandpaper, a rock, a small pillow, a bean bag, a coin, a ball, etc. (so that students can use adjectives like soft, hard, rough, smooth, silky, light, heavy, small, large, cold, sharp, dull, etc.) Two students sit with their back against each other. The teacher blindfolds one of them. Then the blindfolded student chooses an item from the box and tries to give his partner who does not see what his friend has as many clues as possible (such as It's small. It's round. It's cold. It's heavy, etc.) to help his partner find the object.

c) Individual game:

Draw what you feel: The teacher asks students to bring a piece of paper and some colored pens/pencils. S/he plays some music and wants them to draw whatever they feel. As music is playing, all students should be drawing. After 20 or 30 seconds, s/he stops the music and gives students some time to complete their drawing and colouring. Then s/he plays the music again and

they continue with the drawing. If the teacher wants to use this activity as a 'cooler', a soft melody should be used.

Maze : The teacher makes enough copies of the following maze and distributes it to all students. Put this cute teddy bear to bed.

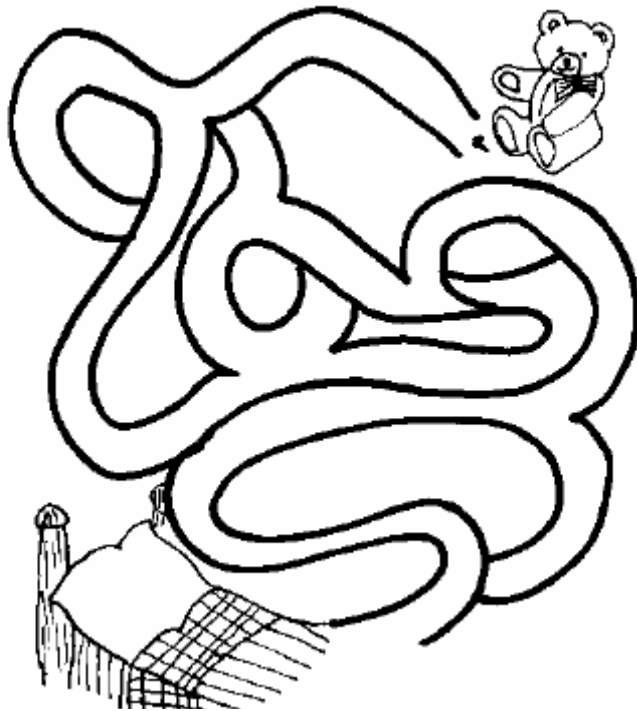


Figure 11. Maze

Word Hunt

The teacher makes enough copies of the following and distributes it to all students.

Find these words in the puzzle. Cross them out. What is the hidden sentence?

Words: PIG, SEA, DOLPHIN, TREE, BUG, DOG, SHEEP, BIRD, HORSE, CAT, HEN, COW, FLOWER

W	E	D	O	G	C	A	T
D	O	L	P	H	I	N	L
B	I	R	D	C	O	W	O
V	E	H	E	N	P	I	G
H	O	R	S	E	B	U	G
S	H	E	E	P	N	A	T
T	R	E	E	U	S	E	A
F	L	O	W	E	R	R	E

Table 4. Word hunt

d) Group game:

The teacher brings a buzzer and several pictures showing what s/he wants to practice (different occupations, animals, clothes, etc.). The class is divided into two teams. The pictures are posted on the board or wall. One person from each group is called to the desk where the buzzer is situated. They are asked to keep their hands at their back. The teacher then reads the clue. The student who wants to answer should press the buzzer first, then say the word and then show its picture. If the answer is correct, his group gets 10 points. The group with more points at the end of the game wins.

Songs

Children like songs, and they learn a lot of songs in their mother tongue anyways; hence, it is a medium that children are very comfortable with. Songs and music can add variety to the class. A song hides the nature of exercises making them look like fun when in reality students are working with the language in the way we want them to. Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

Songs often include a lot of repetition that helps to make language memorable. Moreover, songs contain chunks of language that children can remember and use. Young children learn quickly and forget quickly if they don't practice. Hence, they need to sing and practice the same song at certain intervals. Children will enjoy singing a song they already know, but do not assume they will all remember the song and the vocabulary.

The use of songs is flexible. A song can be used in any stage of the class: as a presentation tool, as a practice exercise or as a production activity. Depending on the activity designed by the teacher, a song can serve as a good way to encourage team work and collaboration. When they sing, children will be actively involved in their learning, even at a very young age. Furthermore, children have a lot of energy and want to make noise. Songs may channel these natural inclinations positively.

Songs can be used to teach not only the English language but also the culture of the target language. Moreover, songs show English in real use. Because songs must be sung at a reasonably fast speed they encourage natural phonological features like linking and weak forms. A song is a great tool to teach pronunciation but not limited to it. In fact, songs can be integrated into all language learning areas.

We should be careful in choosing songs that:

- 1) Contain simple, easily understood lyrics.

- 2) Link with a topic or vocabulary that you are studying in class.
- 3) Are repetitive.
- 4) Children can easily do actions to (to help emphasize meaning).

a) Acting:

Sing the song (or play the cassette) and clearly point to objects or demonstrate the actions that you want them to do. Sing the song again; this time students are expected to do what you do. Sing again; students try to accompany you physically and verbally as much as they can. Sing as many times as necessary. You should go through the song slowly with the movements, first modelling for children to see what they need to do and then encouraging children to join in. Pick up the speed of the song as children become more confident.

Sample songs:

Head, Shoulders, Knees and Toes

Head and shoulders, knees and toes,
 Knees and toes, knees and toes.
 Head and shoulders, knees and toes,
 And eyes, ears, mouth and nose.



Figure 12. Body Parts

The Wheels on the Bus Go ...

The wheels on the bus go round round round
 round round round; round round round
 The wheels on the bus go round round round
 All day long.
 The children on the bus go wriggle wriggle wriggle
 wriggle wriggle wriggle; wriggle wriggle wriggle
 The children on the bus go wriggle wriggle wriggle
 All day long.
 The mommies on the bus go “Don’t do that!”
 “Don’t do that!”; “Don’t do that!”
 The mommies on the bus go “Don’t do that!”
 All day long.
 The daddies on the bus go read, read, read
 Read, read, read; read, read, read
 The daddies on the bus go read, read, read
 All day long.
 The doggies on the bus go woof, woof, woof
 Woof, woof, woof; woof, woof, woof

The doggies on the bus go woof, woof, woof
All day long.
The babies on the bus go waa, waa, waa,
Waa, waa, waa; waa, waa, waa,
The babies on the bus go waa, waa, waa,
All day long.

b) Dancing:

Introduce and practice the vocabulary in the song. Make sure that they have understood the meaning clearly. Sing the song. Don't forget to go through the song slowly. Sing again; students try to accompany you as much as they can. Then they can start singing and dancing.

Sample song:

She'll be coming round the mountain

She'll be coming round the mountain when she comes.

She'll be coming round the mountain when she comes.

She'll be coming round the mountain

Coming round the mountain

Coming round the mountain when she comes.

Yuppie, ya ya yuppie yuppie ya

Yuppie, ya ya yuppie yuppie ya

Yuppie, ya ya yuppie

Ya ya yuppie

Ya ya yuppie yuppie ya.

She'll be wearing red pyjamas when she comes.

She'll be wearing red pyjamas when she comes.

She'll be wearing red pyjamas

Wearing red pyjamas

Wearing red pyjamas when she comes.

...

She'll be riding six white horses when she comes

She'll be riding six white horses when she comes

She'll be riding six white horses

Riding six white horses

Riding six white horses when she comes.

...

c) Language Exercises:

Fill in the blanks- The lyrics of the song are given to the students with blanks. They listen to the song and try to fill in the missing words.

Sample song:

Ten Little Indian Boys

..... little, little, little Indian

..... little, little, little Indian

..... little, little, little Indian

..... little Indian boys.

Putting in the right order- The lyrics of the song are given to the students in a mixed order. They listen to the song and try to put the lines into the correct order.

Sample song:

Twinkle, Twinkle Little Star

a) Up above the world so high

b) Twinkle, twinkle little star (x2)

c) Like a diamond in the sky

d) How I wonder what you are (x2)

Chants and Rhymes

Chants and rhymes use rhythm in an enjoyable way. They provide a change of pace and mood to improve student motivation. They offer opportunities for repetition in a fun way. The stages of teaching are the same with the ones mentioned in songs.

Sample Chant:

The rules, the rules, the rules of the classroom. (*Snap fingers.*)

The rules, the rules, the rules of the classroom.

Follow, follow, follow directions, (*Point index fingers.*)

Follow, follow, follow directions.

Small voices inside, big voices outside.

(*Quiet voice, then loud voice.*)

Small voices inside, big voices outside.

Work together, don't fight, or you'll get in trouble.

(*Clasp hands, then point finger.*)

Work together, don't fight, or you'll get in trouble.

Sample Rhyme:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall
All the King's horses
And all the King's men
Couldn't put Humpty together again.

Storytelling / Story Reading

Children love to hear stories, because they are motivating and fun. They create a desire to continue learning. Stories exercise the imagination helping children develop their own creative powers. They help children to link fantasy with the real world. Moreover, most children are familiar with most of the stories, so they work with familiar contexts when they work with stories.

A teacher may use both storytelling and story reading in the class. Both have their strong points.

Reading aloud

Good points

1. You don't have to learn the story.
2. You don't have to worry about making mistakes in English.
3. If you read the story, the children will always hear exactly the same text and this will help them to predict what is to come.
4. It demonstrates that books are a source of interesting ideas and so encourages reading.
5. The children can, perhaps, borrow the book afterwards.
6. Pictures in the book help the children's understanding.

Not so good points

1. You must be careful not to read too quickly because written texts are usually very precise, economical, and unrepentive, and that makes listening to them rather difficult.
2. It is easy to 'bury yourself' in a book and forget the listeners!

Storytelling

Good points

1. Children feel that you are giving them something very personal. The story is yours; it is not coming out of a book.
2. Children, these days, are rarely used to the experience of hearing someone tell a story and it can have a powerful effect on them.
3. It is often easier to understand a story being told than one which is read aloud; because,

- * it is natural to repeat oneself when speaking;
- *you can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily;
- *you can make use of your body more effectively to heighten meaning;
- * you can use the language you know the children know.

Not so good points

1. You must learn the story well enough to tell it without the book.
2. You might make some mistakes in your English.
3. You may not be able to use the same language every time you tell the story.

Choosing a story

Choose a story:

- which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)
- which you like
- which you feel is appropriate for the children
- which the children will understand well enough to enjoy
- which offers the children a rich experience of language
- which does not have long descriptive passages
- which is right for the occasion and in its relation with other things you are doing with the children
- which you feel you can tell well.

Stories are also useful for drama and dramatization.

Stages:

Getting ready-

- * Practice reading the story before you tell/read it to students.
- * Think of a different voice you can use for each character.
- * Practice the intonation. For example, if the child in the story is sad, make your voice sound sad.
- * Practice the actions.
- * Prepare the visuals to set the scene (or teach unknown vocabulary). Don't forget that the visuals and your expression help children to understand the vocabulary and the story.

Before the story -

- * Physically signal that it's story time.
- * Use the cover of the storybook (or the name) to help children learn to predict what the story will be about.

During the story -

- * Tell/Read the story to them in a fun way, using different voices and playing different roles.

- * Use exaggerated intonation and gestures/body language to help them understand what is happening.
 - * Re-tell (re-read) the story and expect them to accompany you to a limited extent.
 - * (If necessary re-tell (re-read) the story and expect them to accompany you as much as possible).
- After the story -
- * Quickly review what happened in the story. Then ask children questions about things that happened in the story, to check their understanding.
 - * Invite children to show their understanding through drawing, acting out the story, or doing an art project (some kind of activity).

Drama and Dramatization

The word drama may produce the image of an end-of-term play, staged by nervous children, organized by overwrought teachers, and watched by fond parents. Drama is not only about the product (the performance) but part of the process of language learning. It allows children to own the simple and mechanical language they use by involving their personalities. It gives those children who are shy when speaking a foreign language another character to 'hide behind'. 'Dramatizing' is perhaps a better word for this than drama.

Dramatizing means that the children become actively involved in a text. This personalization makes language more meaningful and memorable than drilling or mechanical repetition can.

Dramatizing is part of children's lives from an early age: children act out scenes and stories from the age of about three or four. They play at being adults in situations, like shopping and visiting the doctor, which are part of their lives. Many of these day-to-day situations are predictable. Children try out different roles in make-believe play. They rehearse the language and the 'script' of the situation and experience the emotions involv knowing that they can switch back to reality whenever they want to.

Dramatizing a text is very motivating and it's fun. The end product, the performance, is clear and so children feel safe, and have a goal to work towards. While dramatizing children may take roles or use puppets.

Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using nonverbal communication, such as body movements and facial expressions. Drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction.

Sample Lesson Plan

The Frog Family



Figure 13. Frog

Before the class

Prepare visuals for frog family, a lily leaf, a pond.

Prepare questions: Have you ever seen a frog? Where do frogs live? What do they sit on? Do they like hot or cold? How can they cool themselves?

Before telling the story

Show frog pictures.



Figure 14. Frog

Ask the questions. For where frogs live, be ready to present POND. For what they sit on, be ready to present the LILY LEAF. For how they can cool themselves, be ready to JUMP into the pond or on the leaf.

Signal that it's story time.

During the story

Tell the story through dramatization.

Assign roles to some students. Ask them to do what you do/show/say. Re-tell the story. Help the students to perform the necessary actions.

Divide the class into several ponds. Assign roles to all students. Ask them to do what you do/show/say. Re-tell the story. They can do the actions and say some of the sentences together with you (you may want to lower your voice and let them say some of the sentences by themselves).

After the story

Ask students to color the picture.

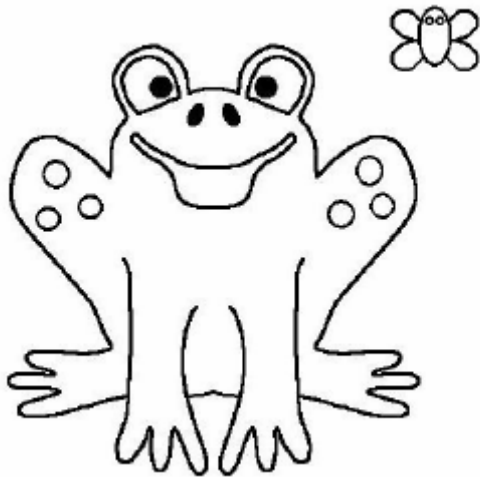


Figure 15. Frog

Language Activity

1. Fill in the blanks with the correct verb to complete summary of the story.

It very, very hot. The frog family and on a leaf in the pond. At the end, they all into the water.

2. Answer the questions

How was the weather like?

Who jumped and sat on the leaf first?

What happened to the frog family at the end?

3. Can you match the following sentences?

Everyday	Yesterday
It is very, very hot.	Frogs fell into the water.
Frogs jump.	Frogs sat on leaves.
Frogs sit on leaves.	Frogs jumped.
Frogs say "Come here!"	It was very, very hot.
Frogs fall into the water.	Frogs said "Come here!"

Table 5. Matching exercises

Everyday Yesterday

It is very, very hot. Frogs fell into the water.

Frogs jump. Frogs sat on leaves.

Frogs sit on leaves. Frogs jumped.

Frogs say "Come here!" It was very, very hot.

Frogs fall into the water. Frogs said “Come here!”

STORY

THE FROG FAMILY	
Story	Actions
This is a story about Daddy frog, Mummy frog, Sister frog, Brother frog, and Baby frog.	Point to the pictures or use the puppets as you name the frogs.
It was hot – very, very hot,	Wipe your forehead. Make hot gestures.
and Daddy frog	Point to the Daddy frog and stand near the pond.
jumped, jumped, jumped, and sat on a leaf in the pond.	Jump three times and sit on the leaf in the pond.
Mummy frog was hot – very, very hot,	Point to the Mummy frog and make hot gestures.
So Daddy frog said “Come here!”	Return to the leaf, and beckon to Mummy frog.
Mummy frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Mummy frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Daddy frog.
Sister frog was hot – very, very hot,	Point to the Sister frog and make hot gestures.
So Mummy frog said “Come here!”	Return to the leaf, and beckon to Sister frog.
Sister frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Sister frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Mummy frog.
Brother frog was hot – very, very hot,	Point to the Brother frog and make hot gestures.
So Sister frog said “Come here!”	Return to the leaf, and beckon to Brother frog.
Brother frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Brother frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Sister frog.
Baby frog was hot – very, very hot,	Point to the Baby frog and make hot gestures.
So Brother frog said “Come here!”	Return to the leaf, and beckon to Baby frog.
Baby frog jumped, jumped, jumped, and sat on a leaf in the pond.	Point to the Baby frog, stand near the pond, and jump three times to sit on the leaf in the pond by the Brother frog.
And then – SPLASH – they all fell into the water!	Move backwards and forwards as if you were losing your balance and fall into the pond.

Table 6. Story

CHAPTER 3

METHODOLOGY

3.1. Introduction

Most teachers become involved at some time in the choice of course books for their courses. The teacher of an EFL course must learn to recognize the course books or parts of course books that lend themselves well to this kind of use.

Simply casting an eye over a course book is not sufficient to bring out the good and bad points in any kind of quantitative way that will help the teacher make a clear choice of the book that best suits his purpose. One of the worst traps a teacher will face in choosing a suitable course book is the physical layout and design of the book. Book publishers recognize the sales appeal of books that are physically attractive. Consequently, it is easy to be seduced by the external form of a book. Some of the worst course books have worn the prettiest coats. Thus, the teacher needs to more detailed checklist to evaluate the course book which he intends to use in his course. In the former chapter, evaluation criteria have been discussed and defined.

Materials provide an important function in language teaching methods. In a functional/communicative methodology, for example:

- “1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
3. Materials will involve different kinds of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.”

(Richards and Rodgers, 1986: 25)

This section will provide a detailed evaluation of the course books used in the fourth grade classes of primary schools in Turkey. It will begin by introducing background

information and the course books then follow McDonough and Shaw's two-stage evaluation:

An external evaluation which offers a brief 'overview' of the materials from the outside (cover, introduction, table of contents)... followed by a closer and more detailed internal evaluation.

(McDonough and Shaw, 1993:66)

In accordance with McDonough and Shaw (1993: 67), the external evaluation will be accomplished by "looking at:

- the 'blurb', or the claims made on the cover of the teachers/students book [and]
- the introduction and table of contents

It will also examine other factors that McDonough and Shaw (1993: 70) believe...[are] necessary to take into account at this external stage." These factors are as follows: the use of visual/audio equipment, course book layout, topic bias, the publication date, course book provisions, and time factors.

The internal evaluation will

Analyze the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author/publisher.

(McDonough & Shaw, 1993: 75)

Following McDonough and Shaw this analysis will investigate skill presentation, material grading and sequencing, natural language element inclusion, the relationship of tests/exercises to materials and learners, and finally, the suitability for teachers and different learner learning styles.

3.2. Evaluation of Course books

We need to point out here that selecting appropriate textbooks and other classroom material is, then, a painstaking process that must be informed by research, effective classroom practice, and the needs of diverse student population. Selecting a textbook can be a challenging task. Because most of us are drawn to attractive packaging, we need to develop a list of criteria to help us to compare texts on more than just their physical appeal. The criteria emerge from the curriculum itself and from basic principles of language

learning, students' growth and development, and the specific language area or areas addressed in the text.

Shanahan and Knight (1991) are quick to point out that their guidelines for textbook selection describe quality language arts instruction and not texts per se. They also caution that teachers involved in text selection need to do some research and keep in mind that the text is only a tool, not a replacement for sound teaching methods. The following guidelines are adapted from Shanahan and Knight and applicable to text selection at any curricular level.

1. Students gain language skills by using language; therefore, the text should encourage language use. Activities should emphasize genuine communicative purposes and encourage students to think about their own language rather than about some artificial samples or exercises supplied by others. A violation of this criterion occurs when students are asked to revise and edit a sample essay or do exercises.
2. The text should emphasize the social uses of language. The purposes for which we use language and literacy "shape the ways in which we use them." Therefore, students need varied experiences that are genuinely purposeful (e.g., to discover, to imagine, to persuade, to establish identity). Texts violating this criterion are those that ask students to fill in the blanks, give short answers, or focus on skills unrelated to actual language use.
3. The language arts are integrated, interdependent processes, not separate subject matter. Shanahan and Knight (ibid) note that "combined instruction has often been found to lead to the higher achievement. Despite this, language books have more commonly emphasized particular aspects of language learning while ignoring others." Consistent with this guideline are texts that feature writing responses to quality literature or sharing writing orally. Texts that emphasize grammar, which has "little or no relationship to authentic composition", violate this guideline.
4. Texts should recognize growth and development. Kids change in *what* they know and *how* they come to know. Although, as Shanahan and Knight point out many subject areas are able to sequence the content of learning, "the process of reading, writing, speaking, and listening cannot be so easily or accurately divided up into types and sequences of information". In the English language arts, "language processes are more alike than different across developmental levels". That is, a 6th

grader and a 12th grader both engage in the same process when writing an essay; the level of sophistication in handling those processes is the difference, not the processes themselves. Similarly, Shanahan and Knight argue, their level of sophistication in language itself develops as students create and use language across a variety of settings for diverse purposes-not by adding categories of information. In the English language arts, then, students refine language processes rather than accumulate information. Textbooks should reflect this process through activities that encourage students to participate in the language arts, not read about them. Texts should also provide teachers with information on students' growth and development and help them model various language processes appropriate to the curricular level.

5. Textbooks should also assist teachers in assessing student learning. Shanahan and Knight note that good teachers are always observing and evaluating their students' performance; therefore, a text should help them to collect data to evaluate growth. Traditionally, texts have supplied purely quantitative measures; however, the language arts are qualitative as well. Texts that help teachers observe and evaluate language in use, implement portfolios, and respond to diversity are better than those using only traditional tests. The teacher's guide should also provide representative student samples, reducing the danger of applying adult standards to younger ones.
6. Textbooks should help kids think. Working with language has the advantage of making our thinking explicit; therefore, text activities should make students more aware of their own thought processes. We need and use various means of thinking, and texts should offer students a diverse experience: inventing and creating, drawing on previous knowledge, consolidating new information new information, problem solving, reformulating knowledge, critical analysis, and evaluating. Activities that depend on cooperative learning groups, for example, foster thinking skills.
7. Textbooks should respect pluralistic society. We know "different linguistic, cultural, ethnic, racial and gender groups use language in different ways". A teacher should reject a text that ignores culture together or negatively portrays, through inference or illustration, a minority group. A language text should address language differences, treating all dialects as variants of equal communicative value, with the goal of enhancing understanding and interpersonal communication.

3.2.1 External and Internal Analysis

The course book should be investigated according to its practical considerations by the scholars. Under the term of practical considerations the researchers mean the cover, price, durability, quality of editing and publishing, availability, introduction, table of contents, and organisation of the attractiveness, units and lessons (Daoud and Celce-Murcia, 1979; Dougill, 1987; Grant, 1987; Hutchinson and Waters, 1987; McDonough and Shaw, 1993; Robinson, 1991; Sheldon, 1987; Tucker, 1978).

McDonough and Shaw (1993) suggest external evaluation criteria for course books, which investigate the course books from the outside in (cover, introduction, and table of contents). It is very logical, as well because we first estimate things visually and then we go in depth in terms of content. The external evaluation of the materials gives us some information about the tables of content, the intended audience, the proficiency level, the structure in which the materials are to be used, the ways the language has been introduced and constructed into teachable units/lessons, the authors' views on language and methodology. With external evaluation the following factors also should be kept in mind:

- 1) Are the materials to be used as the main 'core' course or to be supplementary to it?
- 2) Is a teacher's book in print and locally available?
- 3) Is a vocabulary list/index included?
- 4) What visual materials does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it actually integrated into the text?
- 5) Is the layout and presentation clear or cluttered?
- 6) Do the materials represent minority groups or women in a negative way?
- 7) Do they represent a 'balanced' picture of a particular country/society?
- 8) The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the course book successfully?
- 9) The inclusion of tests in the teaching materials (diagnostic, progress, achievement), would they be useful for the particular learners? (McDonough and Shaw, 1993: 67-74).

In this chapter, we analysed four different English coursebooks, which are now used in teaching English to 4th grade students. All of these course books analysed one by one firstly, then the results

3.2.2 Time for English 4 Coursebook Evaluation

This section aims to evaluate whether Time for English 4 is appropriate to use in a course. The criteria used for the evaluation of a coursebook are how they are designed and organized, how they deal with the language content and skills, which topics are included and, how they are presented and methodological aspect of them and how the teacher's book support them.

TIME FOR ENGLISH 4		
AUTHORS: Prof. Dr. Aydan Ersöz, Prof. Dr. Abdulvahit Çakır, Dr. Neslihan Özkan, Dr. Gülşen Demir, Ass. Prof. Dr. Paşa Tevfik Cephe, Ass. Prof. Dr. Bena Gül Peker		
PUBLISHER and PUBLICATION DATE: The Ministry of Education,2006 (Semih Ofset)		
ISBN: 975-11-2838-2		
COMPONENTS: Students Book, Workbook, Teacher's Book. CD		
LEVEL: Beginner Elementary		
LENGHT: 14 Units No. of pages: 181 Size : A5		
TARGET SKILLS: Listening, Speaking, Writing, Reading		
TARGET TEACHERS: The Primary School Teachers (Non-native)		
TARGET STUDENTS: 4 th class primary school students		
ASSESSMENT (* POOR ** FAIR *** GOOD **** EXCELLENT)		
Factor	Rating	Comment
Rationale	****	
Availability	?	This book is distributed by M.N.E
User definition	****	
Layout/Graphics	****	
Accessibility	****	
Linkage	****	
Selection/Grading	****	
Physical Characteristics	****	
Appropriacy	****	
Authenticity	****	
Sufficiency	****	
Cultural Bias	****	
Educational Validity	****	
Stimulus/Practice/Revision	****	

Flexibility	****
Guidance	****
Overall Value for Money	It is free of charge-distributed by M.N.E(Ministry of National Education)

Table 7. Evaluation Checklist of Time for English 4

3.2.2.1 Aims of the Coursebook

Pakkan (1997; 8) states that a good coursebook should have practicality should be easily obtained and affordable. Time for English 4 have this features. This coursebook is distributed free of charge by the Ministry of National Education. Paper quality of this coursebook seems to be durable enough young learners for one year usage.

Pakkan (ibid) adds that it should be appropriate for the learners' language level, level of education, age, social attitudes, intellectual ability, and level of emotional maturity, and the general goals of ELT in the country it is used. It should also be relevant to the needs of the learners. As they are called young learners, students of this level are fond of game-like language learning. At a first glance, Time for English 4 looks like a painting book or a handcraft book more than an EFL coursebook. Students enjoy using this coursebook at school or at home and learn the language like playing a game. Thus, we can say Time for English 4 fits these qualities mentioned above. Young learners are motivated and encouraged by the activities, texts and the authenticity of the coursebook.

3.2.2.2 Design and Organization

The following parts include coursebook package, organization of the coursebook, syllabus type and the general review of the external features of the Time for English 4 coursebook.

3.2.2.2.1 Coursebook Package

In a coursebook package, it is important to look at how different parts are related to each other. The whole package should consist of at least student's book, teacher's book, workbook, and audio materials.

Time for English consist of two books for young learners for the time present. Time for English 4 is from beginner to pre-intermediate. Each level of the coursebook includes student's book, workbook, teacher's book, and audio CD. Each coursebook has 14 units. Each of these 14 units is divided into 12 parts and a task part at the end of the unit. These 12 parts are consist of game time, writing time, reading time, listening time, song time, craft time pieces. In the student's book, at the end of the every three units, there is a consolidation part. The general vocabulary list exists at the end of the student's book.

In the workbook, there are 14 units also. Units are divided into four activity parts. There is "my diary" section at the end of the each unit. Audio CD provides listening parts and songs, which are read and sung by native speakers for the students' right pronunciation.

3.2.2.2 Organization of the Coursebook

Pakkan points out that a 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. Time for English 4 supplies activities to the multiple intelligence theory. There are games and craft making sessions for bodily-kinaesthetic learners, pair works, and group works for interpersonal learners, story-telling, memorizing, and writing activities for linguistic learners, logical and numerical activities for logical-mathematical learners, classification activities (animal, vegetables, fruit, seasons, etc.) for naturalistic learners, personal tasks for intrapersonal learners, hand-eye coordination, drawing activities for spatial learners and songs, rhymes, and chants for musical learners. Grant (1987: 125) points out that language function and grammatical form should reappear several times after being introduced, for revision, practice and extension. Grammar and vocabulary teaching need recycling. In the coursebook, grammar points and new vocabulary are repeated in different units after they are introduced. The language skills and functions are reinforced several times in different contexts with different items so that students can recall the form or a word easily. For instance, "my name is" structure joins in different units of the coursebook.

My name is Wendy. What is your name? (Game Time, 3)

My name is..... (Writing Time, 4)

My name is Pretty. (Listening Time, 5)

My name's (Reading Time, 6)

My name's Jane. (Reading Time, 6)
My name's Jane. (Song Time, 7)
My name is Bill. (Game Time, 9)
Mx nxxe's Bill. (Missing Letter, 10)
My Ms. Deller. (Writing Time, 13)
My name's Larry. (Reading and Writing Time, 23)
My name's Tinman. (Speaking and Writing Time, 56)
My name's Steve. (Reading Time, 102)

Coursebooks are designed according to different syllabus types. While evaluating a coursebook, the syllabus type adapted by the coursebook should be revealed. Time for English 4 is organized according to the multi syllabus types.

3.2.2.3 Language Content

The former parts consist of evaluation of the grammar, vocabulary, and pronunciation aspects of Time for English 4 student's book and coursebook.

3.2.2.3.1 Grammar

It is clearly pointless for the teacher to attempt to teach children about grammar. Children do not have the mental capacity to understand these abstract ideas. However, language patterns are very important for children. Their operational ability in the language is fundamentally based on learning these patterns. Time for English 4 is based on the principle of "building blocks"- building from a simple pattern to a more complex pattern. The jazz chant on page 62 of unit 6 is precisely that type of repeated pattern practise which young learners need. We can see the repeated pattern of;

Cat! Cat! Where is the cat?
Cat! Cat! It's on the mat.
Cat! Cat! Where is the cat?
Cat! Cat! It's under the bed.
Cat! Cat! Where is the cat?

Cat! Cat! It's in the hat.

Cat! Cat! Where is the cat?

Cat! Cat! It's next to the rat. (Time for English 4, 62)

Child-friendly teaching approach is appropriate to the way in which children learn by using patterns rather than logic. In teaching grammatical systems of English, we should teach patterns rather than giving logical explanations. Time for English is a very good example of this type of pattern-based learning. We cannot see any grammatical explanations or rules anywhere in the coursebook.

3.2.2.3.2 Vocabulary

Meaningful learning, storage and the retrieval of the vocabulary items in English as a foreign language is the common problem encountered in teaching and learning process. Cunningsworth (1995: 38) indicates that coursebooks can help equip students with strategies for handling the unfamiliar vocabulary that they will inevitably meet.

Time for English 4 focuses on expanding lists of everyday items and defining relationship among them by classified groups of words. Nouns relating to specific places or occasions are showed in picture format. Matching, finding missing word exercises help students to learn the vocabulary and to recycle them.

Visual techniques are used in this coursebook. Learners remember better the material that has been presented by means of visual aids. Games are also used to learn used to teach vocabulary. Students need to practice regularly what they have learnt otherwise, the vocabulary will fade away. Pictures, photographs, or drawing can facilitate the consolidation of words.

3.2.2.3.3 Pronunciation

Cunningsworth's study shows us the following:

Emphasis should be at least as much on the global aspect of phonology – weak forms, stress, rhythm – as on producing individual sounds, because the production of natural – sounding connected speech depends on the speaker's ability to handle the sentence stress and intonation of English with some degree of appropriateness. (1995,41).

In Time for English 4 there is no special section which focuses on pronunciation. By means of chants and songs, students learn to recognize and use correct features of English pronunciation such as vowel and consonant sounds, stress, intonation. Below, a sample chant about different sound is given:

One, two... Put on your shoe.
Three, four... Shut the door.
Five, six... Pick up the sticks.
Nine, ten... Say it again. (Ersöz, et al. , 29)

There are some spelling activities which take place in the student's book.

Skirt	Dres	Trousers	Hit
Skert	Drees	Truoters	Hot
Skort	Dress	Troosers	Hat (Ersöz, et al., 45)

3.2.2.4. Skills

Cunningsworth (ibid) states that evaluators have to check whether the coursebook deals adequately with all four skills taking the level and overall aims into account and whether there is a suitable balance between the skills (64).

In Time for English practice in four skills is included in balance by listening, writing, speaking and reading activities. The skills work progress in the book is achieved in line with

the grammatical and lexical progression of the course. The presentation and practice activities include the integration of skills in realistic contexts.

3.2.2.4.1 Listening

Grant(1987) points out the following,

A good coursebook should aim to teach major skills to the students which are discriminating between sounds both in single words and connected speech, recognizing and understanding various stress and intonation patterns, recognizing language signals in talks and lectures lastly overall comprehension skills. (19-20)

Time for English 4 has at least one listening part at each unit. New grammatical and lexical items are introduced by audio-CD in voice of native speakers. Thinking that the language teachers in Turkey are non- native speakers, this application is very useful to help developing students' international ear, and it might even be useful for teachers. Moreover these activities songs, rhymes, jazz chants are used to expand student's listening skill. The only deficiency of this course book is audio- visual materials for listening such as video.

3.2.2.4.2 Reading

According to Cunningsworth (1995), "Reading texts allow students to reflect on the structure and use of language at their own pace without the sometimes stressful real-time constrains that go with listening and speaking" (73).

The reading texts in this coursebook consist of short sentences depending on the level of the students. The reading material is linked to other skills such as listening and writing. Some of the reading texts provide the authentic language for students. For instance, the reading text about weather forecast from the coursebook is given as following:

"Good morning, everyone. This is Gerry Parker forecasting the weather in Turkey. İstanbul is 10 °C. It's foggy and rainy. Ankara is 13 °C. It's windy and cloudy. İzmir is 20 °C. It's warm and sunny. Erzurum is 4 °C. It's cold and snowy. Wow, four seasons on the same day" (Time for English 4, 145)

After the reading texts, there are some activities for measuring comprehension such as matching exercises, filling the charts, finding the missing word, answering the question, and etc. In the workbook, there are also intensive reading activities that give students a chance for self-study at home.

3.2.2.4.3 Writing

Encouraging writing activities fosters students' creativity and can be useful way of getting students excited about language and learning. Cunningsworth (ibid.) points out that "Different kinds of writing have different conventions for their organization and expression, and a coursebook should cover as many of these as is appropriate for the level and aims of the learners"(80).

Writing activities of this coursebook are very simple. They encourage students to recycle the grammatical and lexical items. Writing activities includes completing the missing words, generating sentences from a model sentence, categorizing given sentences, filling the blanks, filling in the speech bubbles, writing a simple invitation card and etc. In the workbook, at the end of the every unit "my diary" section promotes writing in target language also.

Below, there is a sample writing activity.

Find the sentences and underline them. Then find the words in the sentences.

I'vegotoneheadtwoeyesonenoseandonemouthI'vegottwoarmsand
twohandsI'vegottenfingersI'vegottwolegsandtwokneesI'vegottentoes

Now re-write the paragraph with the correct punctuations. (Time for English 4, 71)

3.2.2.4.4 Speaking

Cunningsworth (1995) points out that “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and in role-play” (49).

Speaking skills are throughout each unit, which are named “Speaking Time”. Speaking activities include dialogue practice, controlled communicative games and more open-ended texts involving information gap-fills, pair work, group work. Oral presentation and practice of language items are contained in the coursebook including dialogues, fixed and restricted role-plays. Coursebooks also integrate the pictures and structures to encourage the students to speak about what they see. Below is a sample example from the coursebook about the seasons and weather. There are some pictures about different seasons in the exercise.

Look at the following pictures. Talk about them.

E.g.: It’s winter time. The weather’s cold. It’s snowy. (Ersöz, et al. , 137)

3.2.2.5 Topic

Coursebooks must and do represent language as it is actually used and therefore they contain subject matter and deal with various kinds.

Cunningsworth (ibid) mentions the following:

A study of a language solely as an abstract system would not equip learners to use it in the real world. Coursebooks must and do represent language as it is actually used and they contain subject matter and deal with topics of various kinds.(86)

3.2.2.5.1 Variety and Range of Topic

The topics at each unit are suitable for the age group of learners. The topics suit the young learners’ world and imagination. They are all familiar to the students’ environment. Basic, concrete topics such as family, seasons, food and drink, pets, body parts, toys etc are included in the coursebook. Subjects are related to the engage learners’ knowledge system.

3.2.2.5.2 Social and Cultural Context

Cunningsworth (1995) states the following:

The coursebook should set its material in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age group etc. In addition to physical context, the relations, modes of behaviour and intentions of the characters in the book should be interpretable by the students, so that they relate the language used to its purpose in the social context. (90)

The social and cultural context in the coursebook is comprehensible to the learners as they are suitable enough for their level and interest. In terms of gender and sexism, women are given equal prominence to men in all aspects of the coursebook. Characters are generally animals and children. There are not any steady characters in the coursebook, characters change continuously page by page. The coursebook's characters exist in a social setting such as school, home, seaside and their social relationships are portrayed realistically.

3.2.2.6 Teacher's Book

Most general EFL courses, and some specialized ones, provide teachers' books as a part of the whole materials package. They are very important parts of the whole as they can exert a considerable influence on how the course is taught. A good teachers' book is invaluable in offering, among other things, guidelines on how to make best use of the course, detailed plans for teaching each unit and keys to exercises. (Cunningsworth, 1995: 112)

Time for English Teacher's Book consists of different parts that explains teachers mainly how to make best use of the book. Skills part explains what the activities of the four skills are, functions part describes the objectives of the unit, and the remaining parts give details about how to use all components of coursebook in a coherent way with keys. Teacher's book contains the same content of the student's book and the workbook. The detailed explanations of the parts both in English and in Turkish (maybe for the other branches of teachers), text scripts, and workbook key are given in the book. It has a brief introduction for teachers about the new syllabus, student's book, and workbook usage, and classroom management tips on the first page of the coursebook.

Teachers books should meet the needs of their users as fully as possible and should be flexible as much as possible. Teachers' books of course whenever possible be pitched appropriately to the level of the users. If they are addressed potentially to a wide range of users, the needs of the less knowledgeable and confident should not be neglected.

(Cunningsworth, 1995: 113)

In Time for English 4 Teacher's Book the language that is used for explaining the principles of the book and the activities is quite clear and understandable.

Teachers will expect a teacher's book to provide suggestions for the planning and teaching of lessons. They will seek guidance in what to do and how to do it. We should therefore check that the teacher's book provides suggested procedures for the planning, preparation and teaching of lessons. It is also important that attention is given to the sequencing and progression of lessons and the planning of schemes of work. (Cunningsworth, 1995:114)

Time for English 4 Teacher's Books give clear guidance in both planning the lessons and explaining the activities. At the beginning of the units, skills and function part and explanations of the student's book parts assist teacher how to teach the subject without any hesitation. Time for English 4 mainly divides the lesson procedure into three parts: Presentation, Practice, and Production. Under the headings of these parts, the activities are explained systematically in a clear way.

The way guidance is presented in teacher's book is also important. Are the different sections clear, and coursebook units be related easily to their corresponding sections in the teacher's book? This can be helped through cross-referencing by page number and by clear page layout. An increasingly popular format is to interleave the pages of the teacher's book into the student's book. The result of is that the pages of the student's book and the teacher's book always appear next to each other, so that the teacher does not have to fumble about with two separate books at the same time. (Cunningsworth, 1995: 114)

In Time for English 4 Teacher's Books, the pages of the student's book and the teacher's book always appear next to each other with the answer keys. This format helps teacher to use only the teacher's book during the lesson.

Teachers' books can give useful advice on the use of correction techniques and can also provide keys to exercises for the benefit of teachers who are not entirely confident of their English. Keys can also give suggested or specimen answers in the case of open-ended tasks where there is no "correct" answer. (Cunningsworth, 1995: 114)

Correction techniques are not stated in Time for English 4 Teacher's Book. This means teachers are left alone without the guidance of the coursebook on error correction in the class. The answer key of student's books is available in the each unit of the teacher's books. The answer keys of the workbook are presented at the end of the teacher's books. Text scripts of the listening material in Student's Books are also available in Teacher's Book in order for teachers to feel secured.

Teacher's book can also offer regular tests which can be used to give students feedback on their progress, and also to give teachers information on which areas of language need to be revised and have yet to be consolidated. (Cunningsworth, 1995: 114)

Time for English 4 Teacher's Book does not offer teachers any extra testing materials. Every cycle of three units is followed by a consolidation part in the student's book. Through these regular parts, teachers can encourage students to evaluate their own progress and understand what they need to review. If the teacher uses these tests effectively, s/he can get feedback about the students' learning process and plans his/her lesson based on this feedback.

Learner motivation is a major factor in success in language learning and teacher's book can help by providing advice on including sufficient variety of activity in lessons, on using topics of real interest to the learners, on extending coursebook exercises to match the level and the ability of the learners. They can save a lesson that is losing momentum as well as providing teachers with a welcome additional sense of security. (Cunningsworth, 1995: 114)

The coursebook has songs, chants, games, puzzles, projects, quizzes and a play to perform. The very high quality of photos, illustrations, and audio material will add to students' motivation and desire to learn. These factors make Time for English 4 lively and inspiring, and in such a rich context language is easier to remember.

A blank space should be left at the end of each section or unit in teacher's book, for noting down any additional ideas that have come up whilst planning or teaching the lesson. Evaluative comments on lessons taught could also be noted down there, particularly if the comments related to ways of using the material, so that they could be reviewed the next time the same unit was taught.

(Cunningsworth, 1995: 115)

There is a blank for teachers to write down their ideas after every consolidation unit in Time for English 4 Teacher's Books. Time for English 4 will be the main coursebook for the 4th grades afterwards and seems to be used for a long time. The teacher will make use of these notes for the further years.

In the progressive sections, Enjoy English 4, Build up Your English 4, and Spring 4 have been evaluated in terms of deficiencies to avoid making too many repetitions. The former evaluation criteria are used to make an assessment in the same style.

3.2.3 Enjoy English 4 Coursebook Evaluation

ENJOY ENGLISH 4		
AUTHORS: Asuman Sönmez and Birsen Yitim		
PUBLISHER: Doğan Publications(The Ministry of National Education),2005		
ISBN: 975-11-2374-7		
COMPONENTS: Students Book, Workbook, Teacher's Book		
LEVEL: Beginner Elementary		
LENGHT: 8 Units No. of pages: 101 Size : A4		
TARGET SKILLS: Listening, Speaking, Writing, Reading		
TARGET TEACHERS: The Primary School Teachers (Non-native)		
TARGET STUDENTS: 4 th class primary school students		
ASSESSMENT (* POOR ** FAIR *** GOOD **** EXCELLENT)		
Factor	Rating	Comment
Rationale	**	
Availability	*	
User definition	***	
Layout/Graphics	***	
Accessibility	**	
Linkage	***	
Selection/Grading	***	
Physical Characteristics	**	
Appropriacy	**	

Authenticity	*
Sufficiency	**
Cultural Bias	***
Educational Validity	**
Stimulus/Practice/Revision	*
Flexibility	*
Guidance	**
Overall Value for Money	It is free-distributed by M.N.E(Ministry of National Education)

(Taken from Sheldon, 1988: 242)

Table 8. Evaluation Checklist of Enjoy English 4

3.2.3.1 Aims of the Coursebook

Cunningsworth (1995: 5) states that a sound way to approach the selection of coursebooks is firstly to identify the aims and objectives of a particular teaching programme.

There are a number of factors to be taken into consideration while identifying the aims and objectives. The teacher firstly has to answer the question “What, at the end of the learning process, will the learners be able to do that they can not do now?” The other factors are:

- What is the aim of the teacher, students and teaching programme?
- Which grammar structures are prioritized?
- What type of syllabus is concerned?
- Is it just reading and understanding or does it give place to speaking?

Cunningsworth (ibid) also explains that aims and objectives can reflect learners’ needs in terms of both language content and communicative abilities. Coursebooks should be selected which will help in attaining these objectives. Cunningsworth (1995: 15) maintains that the aims and objectives of a learning/teaching programme should determine which course materials are used, and not vice-versa, reflecting the principle that coursebooks are better servants than masters are. It is very important that coursebooks should facilitate learners’ progress and take them forward as effectively as possible towards their goals. As a

result, the content of the material should correspond to what students need to learn, in terms of language items, skills, and communicative strategies.

Enjoy English 4 does not properly correspond students' need in term of skills and communicative strategies. Teaching listening skill from extra materials is at the mercy of the teacher. Writing is the most dominant skill amongst the other skills.

3.2.3.2 Design and Organization

As mentioned above in order to avoid repetitions of the former parts, only the weakness of the coursebook compenents and the lack of organization are highlighted.

Enjoy English 4 is an elementary level coursebook for the students learning English for the first time. The authors of this book are Asuman Sönmez and Birsen Yitim and the publisher of this book is Ministry of National Education. The sufficient information about the authors or publishing details cannot be found on the front cover of the book. This situation makes it difficult to ascertain whether the authors have a recognized standing in the field or a reputation for producing innovative materials. The absence of contact information does not give chance the communication between teachers and the authors, which is essential for the best exploitation of this book, via e-mail or even letters. The publisher and the authors of this book are not accessible anyway in terms of assistance or suggestion.

Other consideration is the quality of the book used by young students during the whole year. The paper and the cover quality of Enjoy English 4 appear to be satisfactory and size and format of print is appropriate. However, format is not visually appealing and interesting enough. Hand-drawn pictures, charts, and exercises seem to be clear, appropriate, and attractive for the young learners. However, in some pages, pictures are blurred and they seem to be put there just for filling the space and for being decorative. (See Appendix A)

Components of the coursebook are limited with the student's book, workbook, and teacher's book. The package does not contain any audio or visual material such as cassettes or CD's. In the teacher's book, authors have mentioned an existence of a cassette for songs but the package does not contain any cassettes. Perhaps, this cassette might not have been reproduced by the Ministry of the National Education for decreasing the cost of the package.

Student's book consists of eight units. The first six units contain three modules, which named lesson one, lesson two and lesson two. The last two units consist of two modules. The vocabulary list is given unit by unit at the end of the coursebook. The main deficiency of the coursebook is the lack of a consolidation part. A good coursebook is expected to have a policy of recycling newly thought items. In order to transfer something newly learned from short-term memory to long-term memory revision and recycling has great importance and role. Thus, the defectiveness of this unit is an extra burden to teachers, which means extra worksheets for revision and extra time for preparation and assessment of these papers.

Workbook consists of ten units without any sub-modules. The workbook aims to consolidate the language points and grammar structures that appear in the Student's book with various exercises.

It is organized according to the monolingual classroom situations. Student's Book is divided into twelve modules every of which consists of two parts Part A and Part B. In Part A tasks are given importance whereas in Part B language is taken as a unit. In Part A mainly vocabulary and skills-based activities leads up to a communicative tasks. Typically it consists of: reading and listening: and vocabulary, which introduces the topic of the module and incorporates speaking.

3.2.3.3 Language Content

All of the grammatical structures are relevant to the course syllabus and learners' level. The first unit starts with basic components and later every subject is given with sufficient stages of difficulty that no complexity occurs to confuse the learners. The lack of recycling can cause problems both for students and the teacher in the progressive units. For example, after a few units, students may forget to introduce themselves easily.

Vocabulary of the coursebook is simple and supported with the illustrations. For some new items, there are some illustrations like picture dictionary at the end of the pages in an irregular way.

In the coursebook, there is no significance for the special exercises related with pronunciation such as individual sounds, word-stress, or intonation because of the absence of chants and rhymes.

3.2.3.4. Skills

Coursebooks focus on listening in two different ways. Firstly as a part of general oral work, including dialogues and role-play, where listening activities play a secondary role compared with speaking. One of the most difficult and often uncomfortable aspects of taking part in a conversation in a foreign language is the unpredictability of the answer to respond. Coursebooks should do more here to help learners to cope with this problem. For instance, by providing dialogues in which what the students say is well controlled and graded. This second way is in its own right, with recorded listening passages for comprehension, for extraction of information as a lead in to discussion, in conjunction with a reading text etc. The main problem of Enjoy English 4 coursebook is lack of listening materials. The only one source for listening is the teacher himself. This situation gives rise anxiety for teachers about the students' pronunciation. The lack of listening materials has a direct effect on speaking skill that is why it is difficult to isolate listening from speaking. Speaking, reading and writing activities are provided by the simple, controlled sentences which are relevant to the students' level. Below is an example of linked reading and writing activity:

Look at the pictures and read.

I haven't got an umbrella. Janet hasn't got an umbrella.

I haven't got a bike.....Buğra hasn't got a bike.

Complete (has got, hasn't got)

1. Mine an umbrella.
2. Janet an umbrella.
3. Minea bike.
4. Buğra a bike.
5. Buğra a ball. (Enjoy English 4, 49)

3.2.3.5 Topic

Language coursebooks are primarily a means for facilitating language learning. In achieving this, they cannot simply do that; because language is not an abstract system; it is used in real situations for real purposes. Therefore, coursebooks must represent language as it is actually used in real life and this can be achieved by using various kinds of topics. Learners come to class with knowledge, skills, attitudes, curiosity, and experience. Language learning engages these attributes so that the learning process is made more meaningful. Coursebooks can contribute to this process by including informative, challenging, exciting topics. These kinds of topics provide opportunities for expanding the students' experience in general as well as in language learning.

Learners may get the information better when they are not only concentrating on learning the target language, but also using the language to do things in real life. This shows the importance of choosing the suitable topics for the learner group. The selection of topics is related with the qualifications of the learner group such as their age, linguistic level, nationality, their purpose for learning the target language, etc.

Enjoy English 4 is prepared to be used with young learners; therefore the topics appeal to them. The topics are the ones that young learners can understand easily and use in real life and they are communication based. 'Introducing people', 'Talking about possessions', 'Days of the week', 'Parts of a house or a school', 'Ability' are some of the topics in student's book.

The communication that occurs while dealing with the topics in student's book of Enjoy English 4 is very meaningful among the learners since the subjects are suitable for their interests. For example, the subjects are not much related with politics but school environment or family. Therefore, the learners get motivated easily on the topic they are learning and their experience is enriched in real life.

3.2.3.6 Social and Cultural Context

This is a good point that people and children in this course book are treated equally and anywhere in the book there is no sign for any racism and sexism. Characters are plain and ordinary people whom we see in our everyday life and they are appropriate for young Turkish students. Eight main characters, five of them are girls and three of them are boys, and their family members are presented in this book. Most of the characters have the target culture' name (i.e. Janet, Molly, Tommy) and some of them have Turkish names (i.e. Mine, Buğra) in order to show the friendship between the cultures. Women presented in this book have jobs and contemporary physical appearing. Men are seldom seen in this book, women images are dominant, but it is not forgotten that the authors of this course book are women. Children of both sexes and various cultures and physical conditions can use this book without feeling estranged or diminished. Even these characters might be good models for young learners' pedagogical development.

3.2.3.7 Teacher's Book

The other disappointing feature of the coursebook is teacher's book. If we put aside the clear guidance of the coursebook both in planning the lessons and explaining the activities, it has too many shortages by means of assisting teachers.

The teacher's book does not compound the pages of Student's Book with the Teacher's Book. No page of student's book is available in teacher's book except for the content page. As a result of this, the teacher has to carry two separate books at the same time. There is no blank for teachers to write down their ideas at the end of each unit in Friends Teacher's Books. Teacher's book can not offer regular tests which can be used to give students feedback on their progress, and also to give teachers information on which areas of language need to be revised and have yet to be consolidated. There is no correction techniques stated in Enjoy English 4 teacher's book. This means teachers are left alone without the guidance of the coursebook on error correction in the class. In teacher's book, the procedure of the activities and answer keys are available in the each unit.

3.2.4. Build up Your English 4 Coursebook Evaluation

BUILD UP YOUR ENGLISH 4		
AUTHOR(S): Yunus Demir		
PUBLISHER: Cemre Publication (The Ministry of National Education), 2002		
ISBN:-		
COMPONENTS: Students Book, Workbook, Teacher's Book		
LEVEL: Beginner Elementary		
LENGHT: 8 Units No. of pages: 111 Size : A4		
TARGET SKILLS: Listening, Speaking, Writing, Reading		
TARGET TEACHERS: The Primary School Teachers (Non-native)		
TARGET STUDENTS: 4 th class primary school students		
ASSESSMENT (* POOR ** FAIR *** GOOD *** EXCELLENT)		
Factor	Rating	Comment
Rationale	**	
Availability	?	This book is distributed by M.N.E
User definition	***	
Layout/Graphics	**	
Accessibility	**	
Linkage	*	
Selection/Grading	**	
Physical Characteristics	*	
Appropriacy	**	
Authenticity	*	
Sufficiency	*	
Cultural Bias	***	
Educational Validity	**	
Stimulus/Practice/Revision	*	
Flexibility	*	
Guidance	*	
Overall Value for Money		It is free-distributed by M.N.E(Ministry of National Education)

Table 9. Evaluation Checklist of Build up Your English 4

a) External Analysis

The author of this book is Yunus Erin and the publisher of this book is Cemre Publishing. At a first glance, cover and the paper quality of the book is not satisfactory. The vocabulary unit is added at the end of the book with the Turkish definitions. However, the consolidation units do not exist neither in the student's book nor in the workbook. Excessive use of pictures makes the course book unclear and speech bubbles are too confusing for the young learners. Limited activities take part in the textbook such as songs, gap filling and matching. Besides, writing activities are constricted with gap filling, which makes students be accustomed to imitative writing rather than free writing.

Build up Your English 4 corresponds with the aim of the class, aim of the learning programme and the syllabus. When we look at the syllabus of the teaching programme and content of the book, we see their aims correspond with each other. This coursebook is a good resource for students as it matches to the students' needs. There are different syllabus types, so it shows us that this coursebook provides alternative methods. It includes teaching styles. It provides optional methods not just one single method.

Components for each level;

Student's book consists of eight units. There are sub-modules named Lesson 1, Lesson 2 etc. Each unit has different numbers of lesson modules. Unit 1 has five lessons, Unit 2, 3, 4, 6, and 7 have four lessons. Unit 5 has three lessons. At the end of the coursebook, there is a dictionary section, with Turkish meanings of the vocabulary unit by unit.

Workbook has the same unit format with the student's book. The workbook aims to consolidate the language points and grammar structures that appear in the Student's book with various exercises.

Teacher's book gives step-by-step lesson plans, the answers to the exercises for the student's book. The keys of exercises in the workbook are not given. It also contains extra ideas on how to present/practise new words and grammar structures and error correction. The layout of the course is presented clearly in the introduction part in teacher's book.

Build up Your English 4 does not offer any listening materials as well as the other three coursebooks. The only listening source is the teacher himself here again.

b) Internal analysis

Activities of grammar structures are good in terms of usefulness. They are ordered in a proper way. The recycling of the grammatical items is insufficient. Vocabulary teaching is another deficiency of this coursebook, recycling vocabulary items is inadequate too.

Emphasis is on the grammatical forms, not on vocabulary teaching. Pronunciation is not taken into consideration anywhere of the coursebook package.

The individual tasks are used more than pair-works or group works in this book. As mentioned before, children are interactive, they like talking and moving. Almost, none of the exercises in the coursebook helps the students to draw their attention more than a couple of minutes and to calm down. Craft activities, mazes, chants and colouring pages are not seen anywhere of the book as if it is an adult course book.

The dominant skill on Build up Your English 4 is writing and reading. Speaking and listening is another handicap of the coursebook. Without listening materials, these two skills lose their importance.

The socio-cultural context in the coursebook is comprehensible to the learner's level and interest. Social settings are relevant to the students' everyday life. But, some of the illustrations are really humorous, for example a man on page 31, who is flying a kite, wears a suit. In terms of gender and sexism, women are not given equal prominence to men in some sections of the coursebook. Men have been shown as gardener, engineer, policemen, teacher, doctor, athlete, salesman. Women are generally represented here as housewives. A few of them are teacher and nurse. Nearly all of the women characters wear skirts or dresses. Just a woman tourist on page 100, who is tall, beautiful, blonde, and thin, wears jeans.

The teacher's book guidance is more satisfactory than the student's book. The introduction part is about the methodology of the book and useful guidance about classroom management and young learners' attitude is given. In addition to this introduction, well-

planned lesson instruction useful, teaching suggestions and, error correction tips and, classroom management advice. However, blank spaces for teachers, revision tests, keys of the exercises in the workbook are not stand in the teacher's book.

3.2.5 Spring 4 Coursebook Evaluation

SPRING 4		
AUTHORS: Prof. Dr. Ahmet Kocaman, Nilüfer Tataroğlu, Ülkü Özgüner		
PUBLISHER: Özgün Publications (by The Ministry of National Education), 2004		
ISBN: 975-6721-46-4		
COMPONENTS: Students Book, Workbook, Teacher's Book		
LEVEL: Beginner Elementary		
LENGHT: 8 Units No. of pages: 72 Size : A4		
TARGET SKILLS: Listening, Speaking, Writing, Reading		
TARGET TEACHERS: The Primary School Teachers (Non-native)		
TARGET STUDENTS: 4 th class primary school students		
ASSESSMENT (*POOR **FAIR ***GOOD ***EXCELLENT)		
Factor	Rating	Comment
Rationale	***	
Availability	?	This book is distributed by M.N.E
User definition	****	
Layout/Graphics	****	
Accessibility	****	Picture dictionary is added
Linkage	****	
Selection/Grading	****	
Physical Characteristics	****	
Appropriacy	****	
Authenticity	****	
Sufficiency	**	
Cultural Bias	****	

Educational Validity	***
Stimulus/Practice/Revision	***
Flexibility	***
Guidance	***
Overall Value for Money	It is free-distributed by M.N.E(Ministry of National Education)

Table 10. Evaluation Checklist of Spring 4

a) External Analysis

The authors of this book are Prof .Dr. Ahmet Kocaman, Nilüfer Tataroğlu and Ülkü Özgüler and the publisher of this book is Özgün Publications. On the back cover of the book, it is claimed that

Spring is a new two level English course for 4th and 5th grade students. The books follow the new Ministry of Education English programme for İlköğretim 4th and 5th grades. Each level of the course includes; Student's Book, Workbook, Teacher's Book, Audio Cassettes.

(Spring, 2004)

This course book has some extras beside other course books. The aim and approach of the book is clearly defined and package of the course book is presented. The additional aspects of this coursebook are picture dictionary and references. None of these coursebooks, which have been evaluated here, provides these items. Nevertheless, the wordlist is confusing for the young learners because it is presented in alphabetical order not unit by unit. This situation can cause some handicaps for the students who refer the wordlist. There is a special page for students after contents page where students stick on their photographs and write down their names, school, and class. There is a similar page on workbook on which students can stick the photograph of their classmates and teacher and write their friends' and teacher's name. It is a motivating factor for young learner to integrate into English. The other good thing for students is page numbers, they have written both number form and letterform. It is very useful for young learners in order to consolidate numbers.

Size and format of print is appropriate for young learners, it is durable and suitable for using more than one time. The general format is visually attractive and interesting for students. Pictures and hand drawings are simple, colourful, and clear for young learners.

b) Internal analysis

Recycling of the grammatical and lexical items is sufficient. Unsurprisingly, consolidation unit doesnot exist neither in student's book, nor in the workbook. Skills are integrated in a balanced way. All four skills take place in all units.

The most frustrating point of the Spring 4 is women and men are not presented equally in this course book. Nearly all of the women wear skirts and roles of the people distribute according to the Turkish traditions. For example;

Mehmet can play the saz.

Gül can't play the saz.

My father can drive a car.

My grandmother can't drive a car.

(Spring, 59)

The school director and the teacher roles are given to the men, women are represented as shopping, knitting housewives.

On the introduction page of first unit, we have been introduced to the Smith Family, but we have not seen any trace of The Smith Family on the latter pages. They have suddenly disappeared and replaced with non-native characters such as Kaya Family, Ege, Burcu,etc.

The characters of different nations are not presented in this book. Turkish characters are dominant, so we cannot define this course book as an authentic material for language learning.

CONCLUSION

This thesis focuses on the characteristics of an ideal course book for young learners in Turkey. For language students and especially EFL students who may have limited or no contact with native speakers, the course book is one of the main learning and reference tools due to its pervasive use inside and outside the classroom as a guide to proper language use. In state schools of Turkey, the English language teachers do not have a chance to select a course book, because of The Ministry of Education's principle of "equal education without charge to every primary school students." Consequently, teachers would not feel themselves responsible for evaluating course books and use them whether they might be suitable for the students or not.

Eventually, as learner expectations and objectives have changed, the process of finding a suitable coursebook that meets all their requirements has become more difficult. Cunningsworth (1984: 6) states, "No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect coursebook which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and students need,"

The English Language teaching courses in Turkey are based chiefly on coursebooks. For most teachers, coursebooks are viewed as the only resources necessary for an effective language-teaching course. The English Language teaching practiced in Turkey has been assuming importance within the last decade. The need for English proficiency is growing rapidly due to an increasing awareness of globalization and the impact of new information technology. Money, energy, and time are all being invested in an effort to better prepare students in a constantly growing, competitive environment. However, several obvious problems still exist within the current educational framework: specifically, the education of young learners and their coursebooks.

Turkey is currently facing great changes while the educational medium is taking on a completely new shape. As Turkey draws closer to enter into the European Union, contrasting values, beliefs, and lifestyles inside the country, and with other countries, have become an even greater concern. During such a transitional period, teaching English language has become the most important issue for the Ministry of Education in Turkey. Reviews of the current educational infrastructure regarding the English Language curriculum have shown that serious and complex problems stem from outdated coursebooks that are still being taught. There have been some positive changes in the syllabus introduced, coursebooks Spring 4, Build Up Your English 4 and Enjoy English 4 have been abolished from Ministry's booklist for 4th grades and publication of these books will have been ended gradually for the upper classes by 2009.

For the reason that, students have used only one course book in English Lesson, they could not evaluate and compare the course book properly. Therefore, the data obtained from the inquiry could not employ in this research. Merely, the statistical data from their answers has been just given here to be the cognizant of results. For future researches, making a survey with young learners is really a challenging job. During survey filling session, students could not understand and answer the questions. For young learners, survey questions must be very easy and sentences must be very short. They have generally in a positive attitudes toward everything, thus they are always tend to give positive answers to the questions. In sum, students aged 10-11 are not suitable for filling such long and complex survey papers.

In the following, the evaluation of the research questions of this study regarding the old course books and new course book evaluation data is presented. In addition to that, implications for English Language Teaching and future prospects are discussed.

Evaluation of Research Question 1

Our first research question is:

1. Are the present 4th grade English course books, which are authorized and distributed by the Ministry of Education, suitable for young learners?

There is an urgent necessitate for course books to adopt an approach that fully reflects and promotes the young learners' need. In particular, the course books analyzed here, except Time for English 4, generally fail to provide either a motivational framework for learner or an appropriate balance in skills. At the end of evaluation of textbooks, except Time for English 4, all of the course books would have some deficiencies by means of activities, grammar presentation, and students' outcome.

Despite the fact that, the national curriculum and course syllabus are determined by the Ministry of Education, the current course books would meet the minimum requirements of the national curriculum. This shows that, although there are fluctuations in their appearances, functions of these course books are nearly identical.

Evaluation of Research Question 2

Our second research question is:

2. How should the ideal course book for young learners be?

In the analysis of the data, our first hypothesis was that the present course books were insufficient to meet the teachers' and the students' expectations. However, a new course book for the 4th grade students named "Time for English 4", which have supported the researcher's thesis has been launched by the Ministry of Education in 2006. In this study, it is claimed that an ideal course book for young learner should have;

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

Moreover, the ideal course book should not contain confusing and complex grammatical structures and overwhelming grammar exercises.

Time for English 4 is the best example of how an ideal textbook should be in terms of internal and external features. The other reviewed course books have included some of these aspects given above, such as pair-works, songs and simple writing activities. Commonly, they might have been considered as a grammar book more than a course book for young learners.

Implications for English Language Teaching

As we discussed in introduction part, teaching English to young learners is very popular subject in Turkey, due to the personal and social reasons. A numerous studies have been carried out about this subject recently. All these studies point out that teaching to young learners differs from teaching adolescents or adults. Young learners lack of longer attention span and need game-like learning activities. Therefore, textbooks play an important role in teaching young learner and selection and usage of course books require excessive attention and effort.

Future Prospects

This study was only limited to the four course books used in the state primary schools. For further research, various authentic course books that are printed by well-known printing houses as Cambridge, Oxford, Pearson-Longman, etc. and are used in private schools of Turkey can be investigated in comparison to course books used in state schools.

Moreover, this study was a local study which only investigated the young learners' attitude towards English course book. In a future study, perceptions of students from two or more state primary school and/or perceptions of students from one state school and one private school on textbook evaluation can be compared.

APPENDIX A: Enjoy English 4

A. Listen and repeat.

Lesson 2

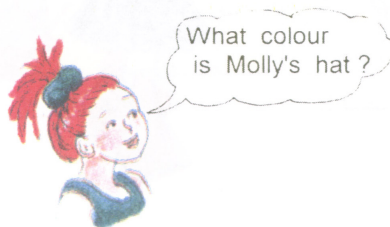


A1. Listen and draw the lines.



My hat is blue.
My skirt is pink.
My T-shirt is white.
My shoes are black.
My socks are red.

A2. Talk to your friend.

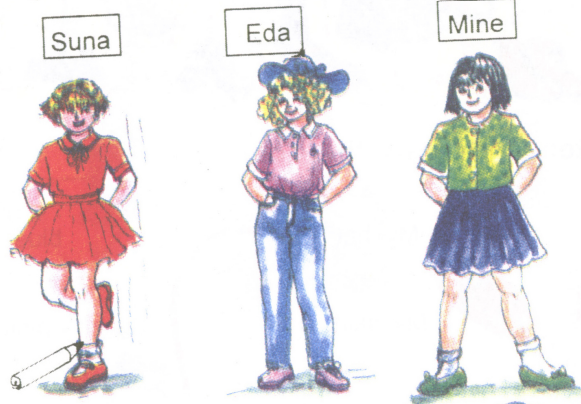


B. Match them



a jacket	a skirt	a hat	a sock	a boot
4				

B 1. Look at the girls.



B 2. Complete .

- This is Mine's jacket.
- This is Eda's _____.
- This is _____.
- This is _____.
- This is _____.



C. Answer them. 



1. Is this a dress ?

Yes, it is.



2. Is this a sock ?

No, it isn't.



3. Is this a skirt ?



4. Is this a tie ?



5. Is this a T-shirt ?



6. Is this a boot ?

C1. Show some clothes and ask your friend.

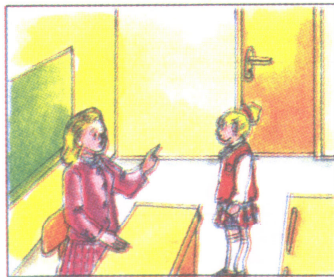
You: Is this a jacket ?

Your friend: _____

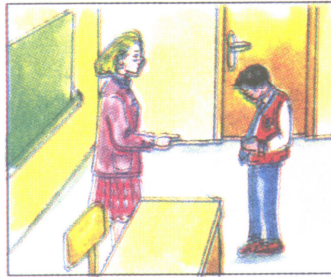
You: Is this a coat ?

Your friend: _____

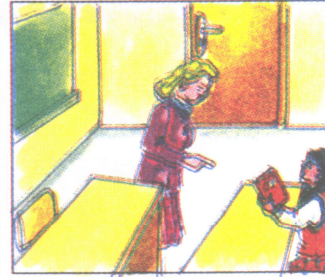
Classroom English



Go to the door.



Show me your tie.



Hold up your book.

PART 1 Listening and Writing Time

a) Look at the following pictures. Listen and repeat the words.



T-shirt



sweater



shirt



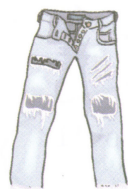
coat



dress



trousers



jeans



skirt



cap



hat



gloves



boots



shoes



sneakers



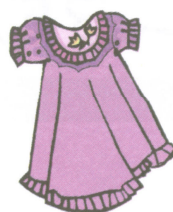
tights



socks



pyjamas



nightgown



slippers

b) Now, find 7 objects that begin with " S " and write them.

c) Now, find 3 objects that begin with " T " and write them.

UNIT 4

PART 2 Game Time

Fill in the missing letters.

1) N G H O

2) O O S

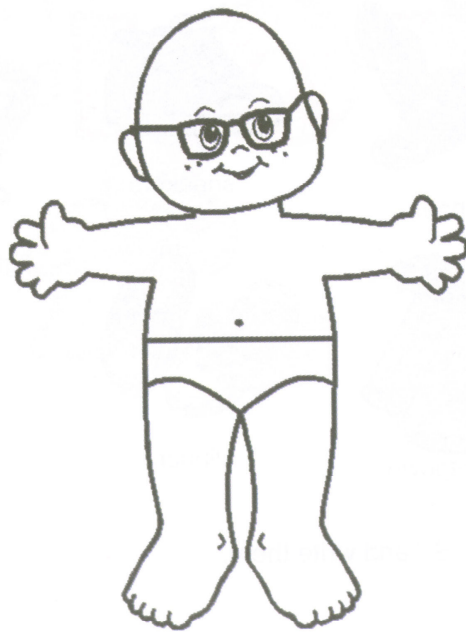
3) R S

4) G E S

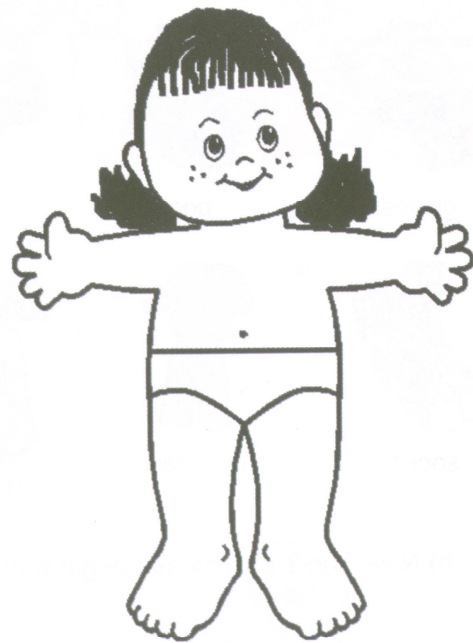
5) E N

PART 3 Craft Time

Dress the following dolls up. Colour the clothes and label them.



BILL



SALLY

PART 4 Reading and Writing Time

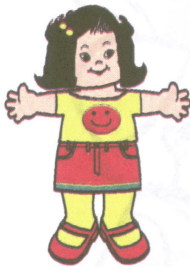
Study the following and fill in the speech bubbles.



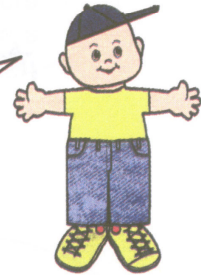
I've got a hat and a coat.
I've got trousers and boots.



I've got a.....and a.....
I've got.....,.....and
.....



I've got a.....and a.....
I've got.....and.....



I've got a.....and a.....
I've got.....and.....

PART 5 Craft Time - 2

Draw the following.

a nightgown



a hat



trousers



Look and read.



This is a coat.



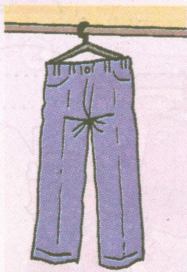
This is a tie.



This is a shirt.



This is a blouse.



These are trousers.



This is a pullover.



These are socks.



This is a skirt.



These are shoes.



This is a jacket.



This is a dress.



This is a T-shirt.



These are my clothes.



These are my clothes.

Lesson Three UNIT FOUR

Let's practise.

A. Ask and answer.



B. Ask questions.



UNIT 4 My shoes

4



LISTEN AND REPEAT

1



socks



dress



pullover



T-shirt



shirt



skirt



trousers



cap



shoes



jacket



coat



jeans



LISTEN AND REPEAT

2



Ali, is this your shirt?

No, it isn't. It is my father's shirt.



Are these your shoes?

No, they aren't. They are my mother's.



32

thirty-two

No, they are not. = No, they aren't.

My shoes

D

LISTEN AND REPEAT



3

1. Is this a skirt?

No, it isn't.



2. Is this a cap?

Yes, it is.



NOW YOU: Answer the questions.

SPEAK



4

1. Is this a coat?



2. Is this a T-shirt?



3. Is this a skirt or a shirt?



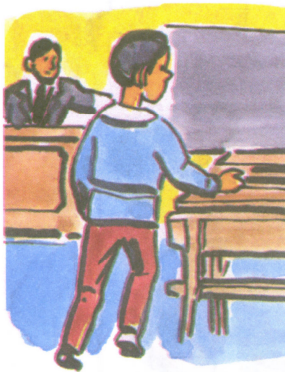
4. Are these socks or shoes?



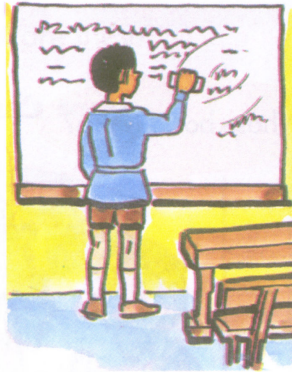
LISTEN AND REPEAT



5



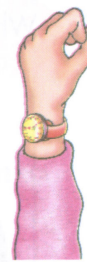
Go to the blackboard.



Clean the blackboard.



Hold up your book.



Show me your watch.

MEMORY GAME

6

thirty-three

33

APPENDIX E: The Survey

Sevgili Öğrenci,

Bir yıl boyunca okuduğunuz İngilizce ders kitabı Enjoy English 4 isimli ders kitabı ile ilgili bir anket çalışması yapılacaktır. Sizden ders kitabınız ile ilgili bir değerlendirme yapmanız beklenmektedir. Lütfen aşağıdaki soruları dikkatlice okuduktan sonra size uygun gelen kutucuğu işaretleyin. Yardımlarınızdan dolayı teşekkür ederim.

Not: Bu anket çalışması sadece sizlere daha iyi ders anlatabilmek için yapılan bir araştırmadır. Sizlere herhangi bir not verilmeyecektir.

Adı :

Soyadı :

Sınıfı:

Cinsiyeti: Kız Erkek

Yaş:

Yrd.Doç.Dr.
Abdülkadir Çakır

Ebru ERKAN
İngilizce Öğretmeni

1. İngilizce ders kitabınızı nasıl buldunuz?

Beğendim

Fena değil

Beğenmedim

Bilmiyorum

2.İngilizce ders kitabınızın içindeki aktiviteleri (okuma, alıştırma, diyalog... v.b.) nasıl buldunuz?

Beğendim

Fena değil

Beğenmedim

Bilmiyorum

3.İngilizce ders kitabınızdaki alıştırmaları nasıl buldunuz?

Zor

Kolay

Bilmiyorum

4.İngilizce ders kitabınızdan size verilen ödevleri evde yaparken(Boşluğu dolduracak ifadeyi işaretleyin)

Kolayca yaptım

Zorlandım

Yapamadım

5.İngilizce ders kitabınız size göre.....

Eğlenceli

Normal

Sıkıcı

Bilmiyorum

6.İngilizce ders kitabınızın yaşınıza uygun olduğunu düşünüyor musunuz?

Evet

Hayır

Bilmiyorum

7.Sizce İngilizce okulda ders kitabı olmadan öğrenilebilir mi?

Evet

Hayır

Bilmiyorum

8.İngilizce ders kitabınızdaki konuların, alıştırmaların, resimlerin güncel olduğunu düşünüyor musunuz?

Evet

Hayır

Bilmiyorum

9.Başka bir İngilizce ders kitabı kullanmak ister miydiniz?

Evet

Hayır

Bilmiyorum

10.İngilizce ders kitabınız İngilizce okumayı öğrenmede size ne kadar yardımcı oldu?

Çok yardımcı oldu

Biraz yardımcı oldu

Hiç yardımcı olmadı

11.İngilizce ders kitabınız İngilizce yazmayı öğrenmede size ne kadar yardımcı oldu?

Çok yardımcı oldu

Biraz yardımcı oldu

Hiç yardımcı olmadı

12. İngilizce ders kitabınız İngilizce konuşmayı öğrenmede size ne kadar yardımcı oldu?

Çok yardımcı oldu

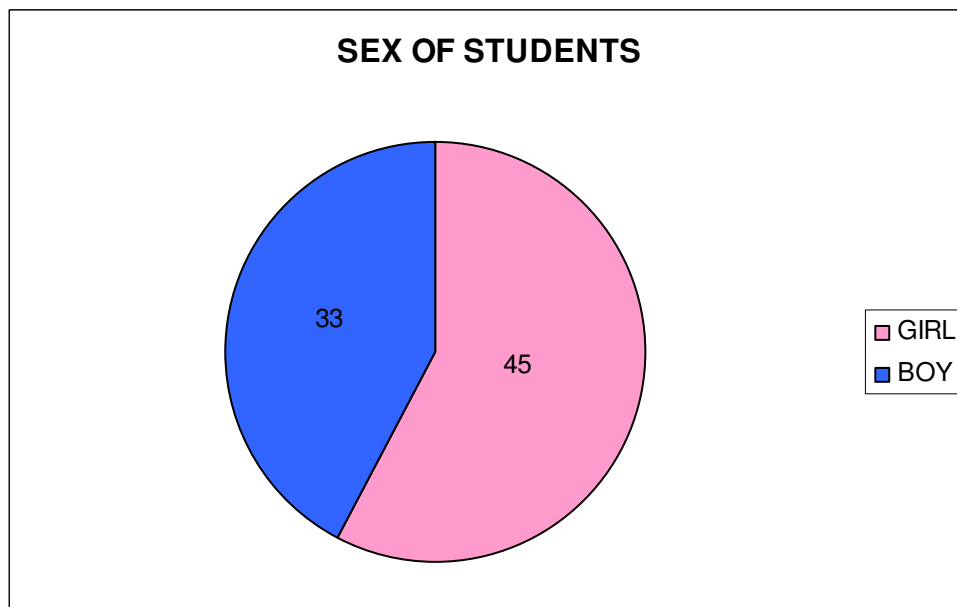
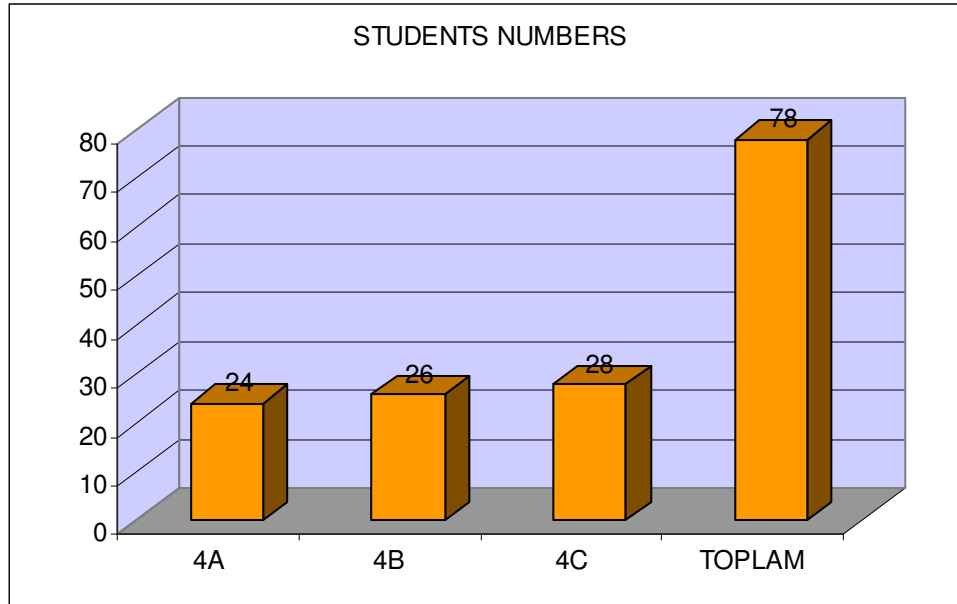
Biraz yardımcı oldu

Hiç yardımcı olmadı

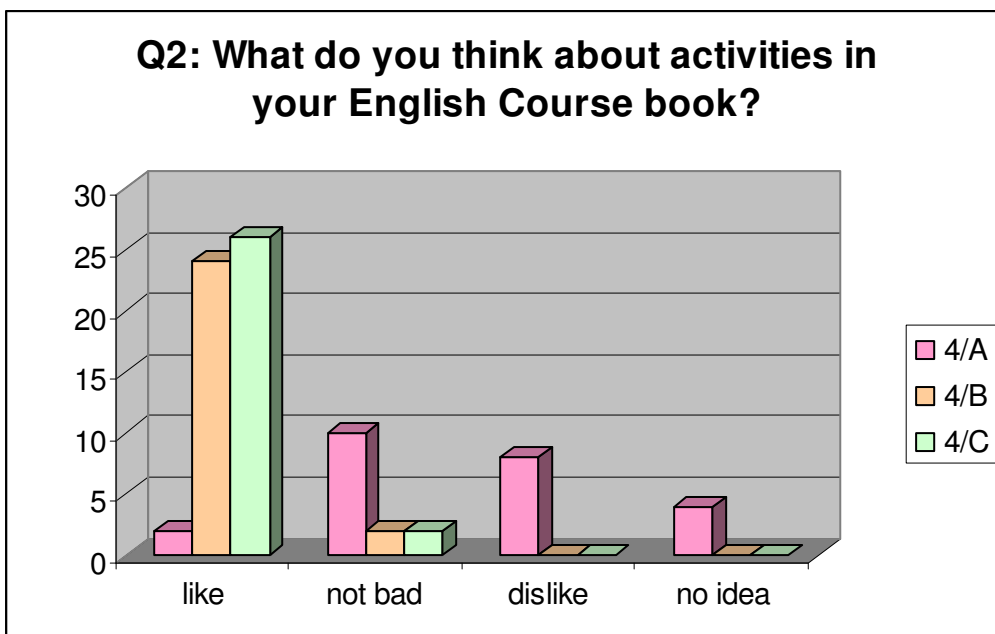
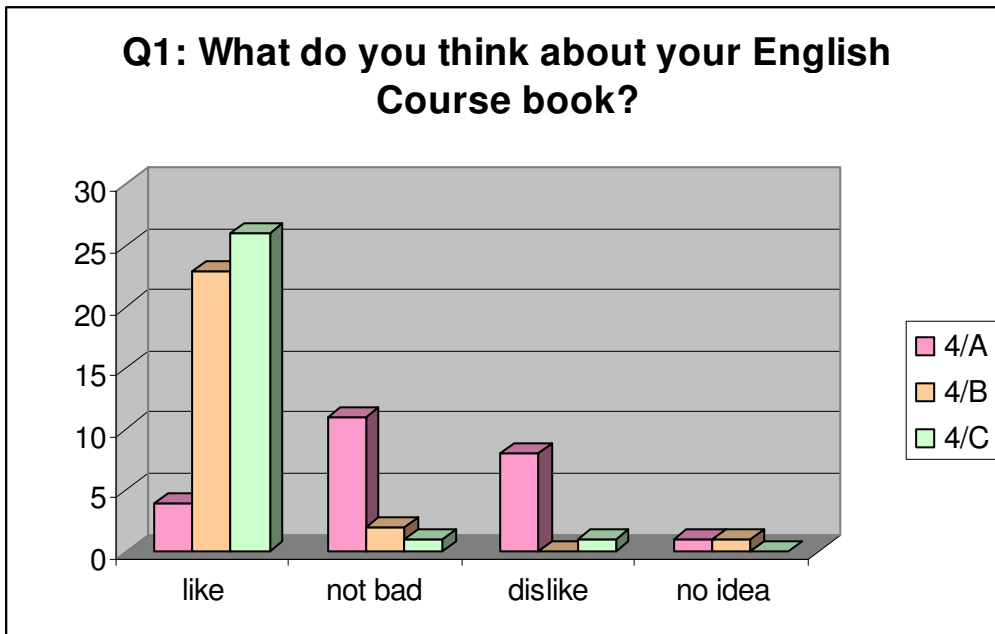
Ekleme istedikleriniz:

.....
.....
.....

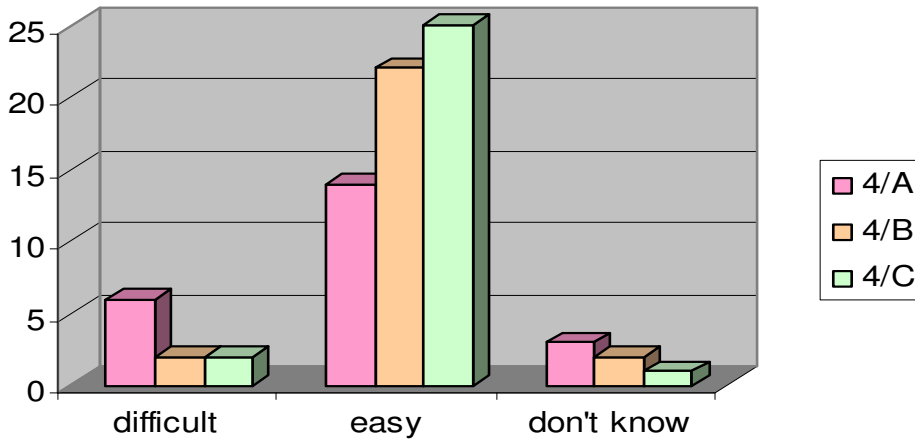
APPENDIX F: General Description of Students



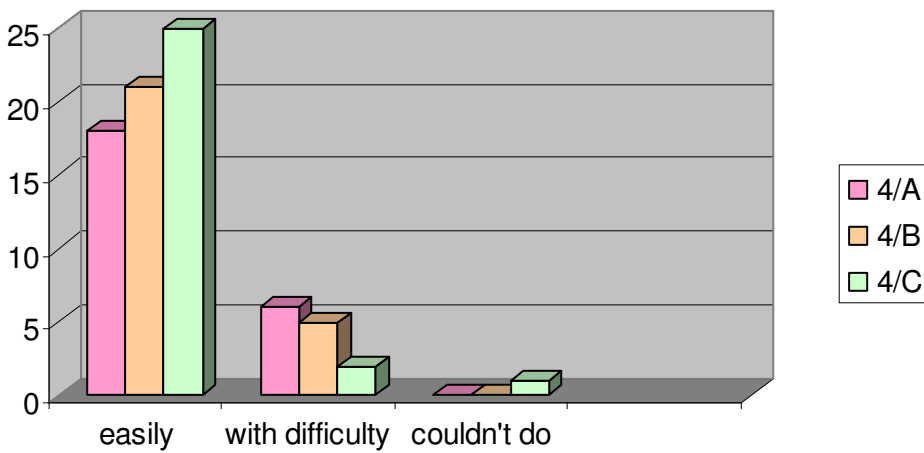
APPENDIX G: The Graphics of Students' Answers



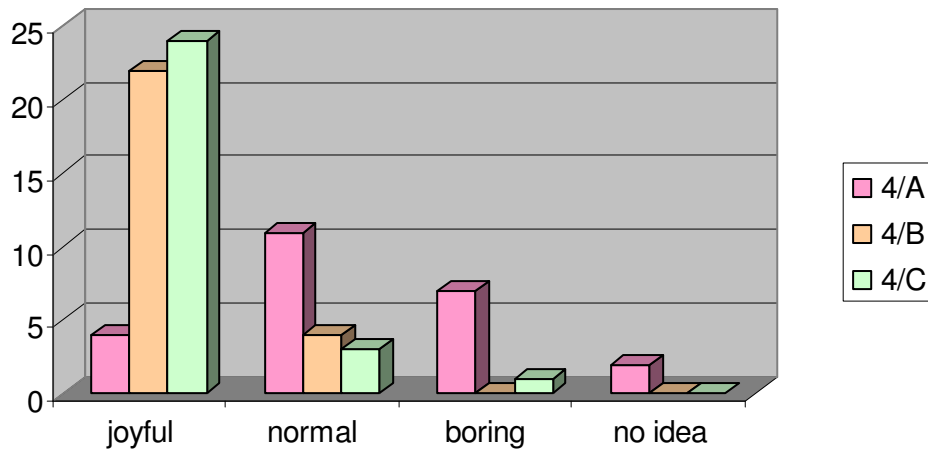
Q3:What do you think about your English coursebook?



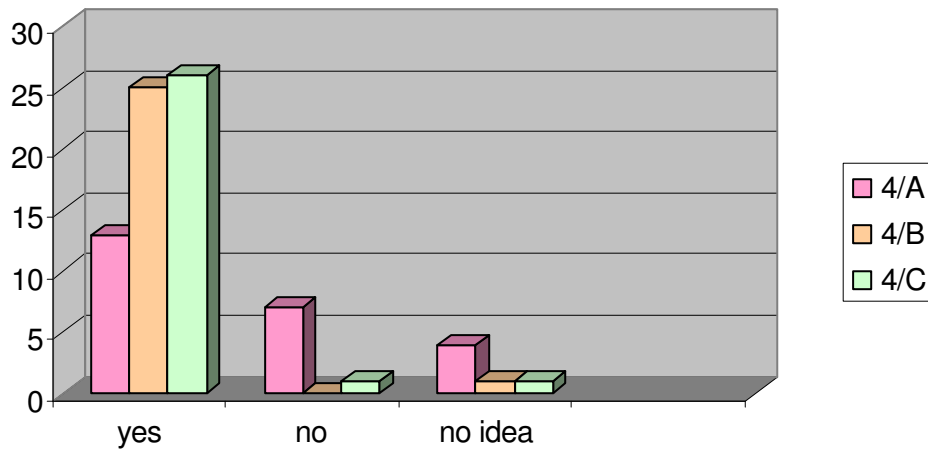
Q4:While doing homework from your coursebook, I could do it.....



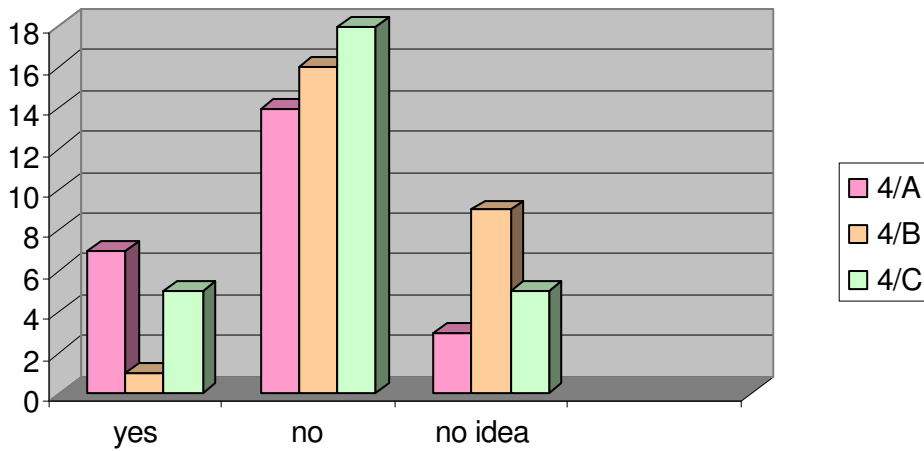
Q5: From your point of view, English course book is



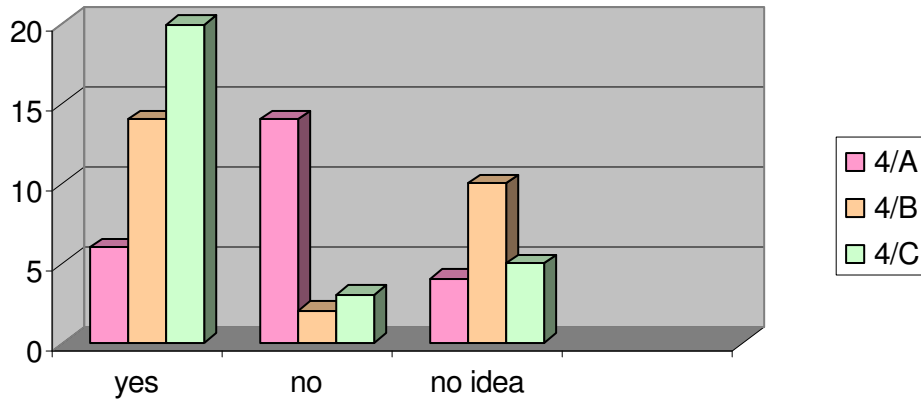
Q6: Do you think English course book is suitable for your age?



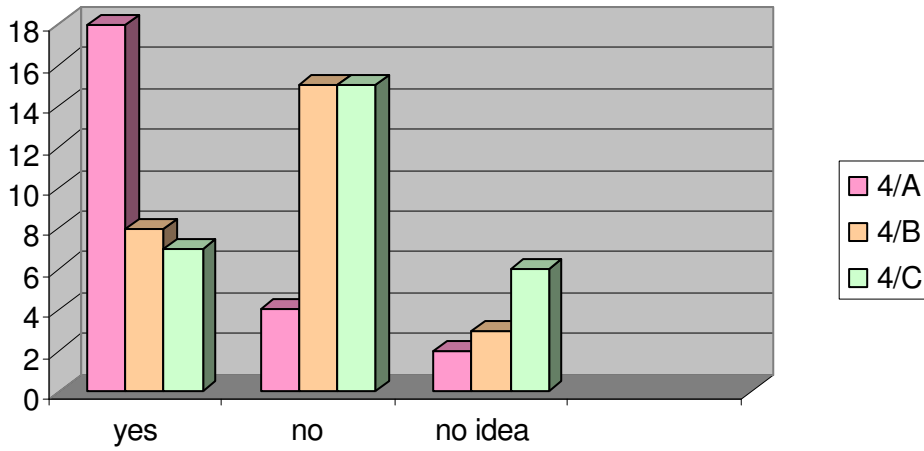
Q7: Do you think English can be learnt at school without course book?



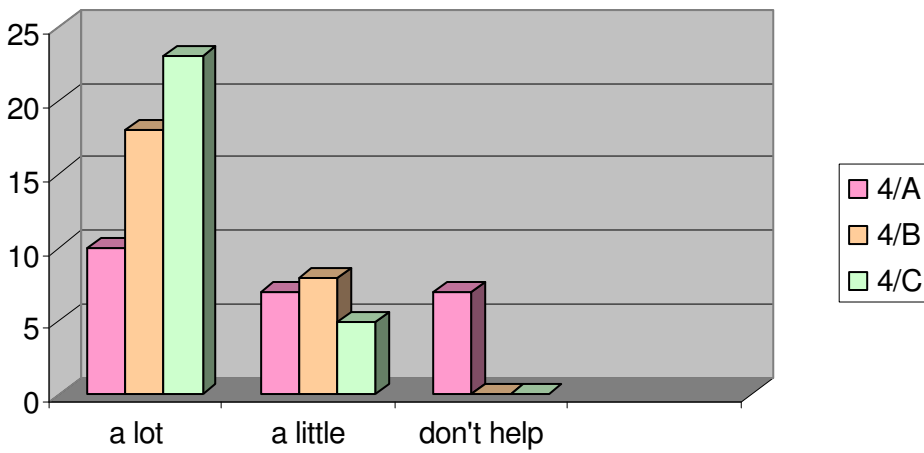
Q8: Do you think the subjects, exercises and pictures in your course book are up to date?



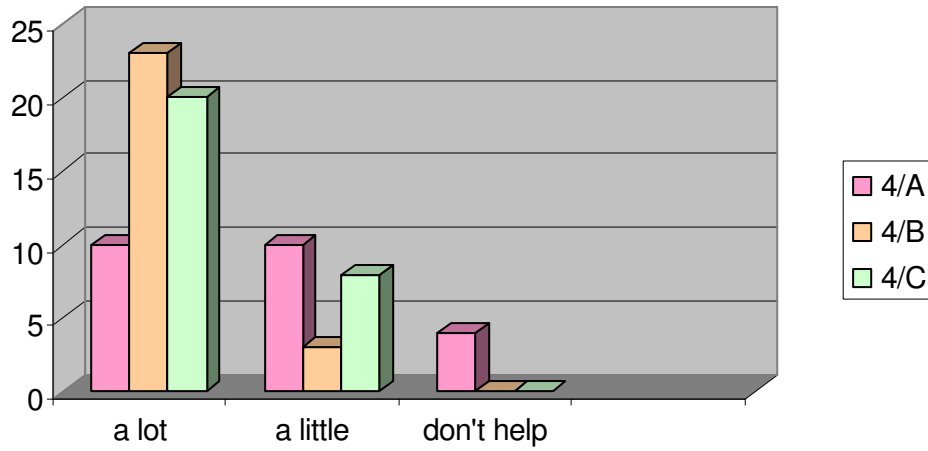
Q9: Would you like to use another course book?



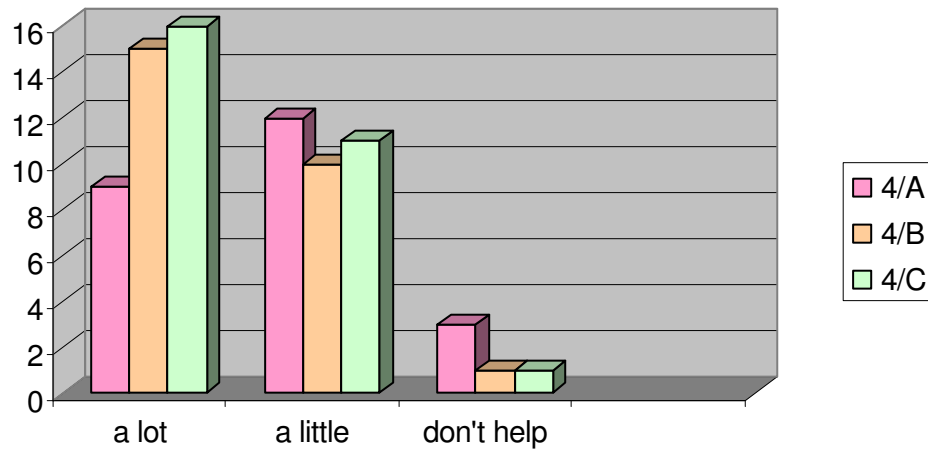
Q10: How useful was your English course book in learning how to read English?



Q11: How useful was your English course book in learning how to write in English?



Q12: How useful was your English course book in learning how to speak in English?



APPENDIX H: Teacher Course Book Evaluation Form

PLEASE NOTE: 1 = HIGHLY DISAGREE 10 = HIGHLY AGREE

A Practical Considerations:

1. The price of the course book is reasonable.
1 2 3 4 5 6 7 8 9 **10**
2. The course book is easily accessible.
1 2 3 4 5 6 7 8 9 **10**
3. The course book is a recent publication.
1 2 3 4 5 6 7 8 9 **10**
4. A teacher's guide, workbook, and audio-tapes accompany the course book.
1 2 3 4 5 6 **7** 8 9 10
5. The author's views on language and methodology are comparable to mine.
1 2 3 4 5 **6** 7 8 9 10

B Layout and Design:

6. The course book includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.
1 2 3 4 5 6 **7** 8 9 10
7. The layout and design is appropriate and clear.
1 2 3 4 **5** 6 7 8 9 10
8. The course book is organised effectively.
1 2 3 4 5 6 **7** 8 9 10
9. An adequate vocabulary list or glossary is included.
1 2 3 4 5 6 7 8 9 **10**
10. Adequate review sections and exercises are included.
1 2 3 4 5 **6** 7 8 9 10
11. An adequate set of evaluation quizzes or testing suggestions is included.
1 2 3 4 **5** 6 7 8 9 10
12. The teacher's book contains guidance about how the course book can be used to the utmost advantage.
1 2 3 4 5 6 7 8 9 **10**
13. The materials objectives are apparent to both the teacher and student.
1 2 3 4 5 6 **7** 8 9 10

C Activities:

14. The course book provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).

1 2 3 4 5 6 **7** 8 9 10

15. The activities encourage sufficient communicative and meaningful practice.

1 2 3 4 5 6 **7** 8 9 10

16. The activities incorporate individual, pair and group work.

1 2 3 4 5 6 7 8 **9** 10

17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.

1 2 3 4 **5** 6 7 8 9 10

18. The activities promote creative, original and independent responses.

1 2 3 4 **5** 6 7 8 9 10

19. The tasks are conducive to the internalisation of newly introduced language.

1 2 3 4 5 **6** 7 8 9 10

20. The course book's activities can be modified or supplemented easily.

1 2 3 4 **5** 6 7 8 9 10

D Skills:

21. On the skills that I/my students need to practice. The materials are included.

1 2 3 4 **5** 6 7 8 9 10

22. The materials provide an appropriate balance of the four language skills.

1 2 3 4 **5** 6 7 8 9 10

23. The course book pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

1 2 3 4 5 6 **7** 8 9 10

24. The course book highlights and practices natural pronunciation (i.e.- stress and intonation).

1 2 3 4 **5** 6 7 8 9 10

25. The practice of individual skills is integrated into the practice of other skills.

1 2 3 4 **5** 6 7 8 9 10

E Language Type:

26. The language used in the course book is authentic - i.e. like real-life English.

1 2 3 4 5 6 **7** 8 9 10

27. The language used is at the right level for my (students') current English ability.

1 2 3 4 5 6 7 8 **9** 10

28. The progression of grammar points and vocabulary items is appropriate.

1 2 3 4 5 6 7 8 **9** 10

29. The language functions exemplify English that I/my-students will be likely to use.

1 2 3 4 5 6 7 8 **9** 10

30. The language represents a diverse range of registers and accents.

1 2 3 4 **5** 6 7 8 9 10

F Subject and Content:

31. The subject and content of the course book is relevant to my (students') needs as an English language learner(s).

1 2 3 4 5 6 7 **8** 9 10

32. The subject and content of the course book is generally realistic.

1 2 3 4 5 6 7 8 9 **10**

33. The subject and content of the course book is interesting, challenging and motivating.

1 2 3 4 5 **6** 7 8 9 10

34. There is sufficient variety in the subject and content of the course book.

1 2 3 4 5 6 7 8 9 **10**

35. The materials are not culturally biased and they do not portray any negative stereotypes.

1 2 3 4 5 6 7 8 9 **10**

G Conclusion:

36. The course book is appropriate for the language learning aims of my institution.

1 2 3 4 5 6 7 **8** 9 10

37. The course book is suitable for small-medium, homogeneous, co-ed. Classes of university students.

1 2 3 4 5 6 **7** 8 9 10

38. The course book raises my (students') interest in further English language study.

1 2 3 4 5 **6** 7 8 9 10

39. I would choose to study/teach this course book again.

1 2 3 4 5 6 7 **8** 9 10

40. The book encourages the teacher to be motivating.

1 2 3 4 5 6 7 **8** 9 10

(Taken from Litz ,43-45)

APPENDIX I: Primary English Course (4-5) Analysis and Evaluation Criteria

İLKÖĞRETİM İNGİLİZCE DERSİ (4-5) İNCELEME VE DEĞERLENDİRME ÖLÇÜTLERİ			
Kısaltmalar	DK:Baskıya hazır ders kitabı, ÖK: Baskıya hazır öğretmen kılavuz kitabı, ÇK: Baskıya hazır öğrenci çalışma kitabı, Öğrenme, Öğretme, Ölçme ve Değerlendirme:Ö.Ö.Ö.D.	Puan	
DERS KİTABI İçindekiler	1. İçindekiler bölümü içerikteki bilgilere kolay ulaşılabilir biçimde düzenlenmiş olmalı.	10	
	2. İçindekiler bölümünde belirtilen sayfa numaraları ile içerikteki sayfa numaraları örtüşmeli ve tutarlı olmalı. (Bu maddeden düşülebilecek maksimum puan 2,5 olmalıdır.)	0.25	
	3. İçindekiler bölümünde belirtilen başlık ve alt başlıkların yazımı büyük/küçük harf kullanımı bakımından nüsha içi ile uyumlu olmalı. (Bu maddeden düşülebilecek maksimum puan 2,5 olmalıdır.)	0.25	
DERS KİTABI Kaynakça	4. Kitabın yazımında yararlanılan kaynakları içeren kaynakça bölümü yer almalı.	10	
	5. Kaynakça bölümü kurallara uygun düzenlenmiş olmalı.	0.25	
DERS KİTABI İçerik	6. Ünite içlerinde, programın öngördüğü işlevlerin tamamına, ait oldukları üniteye yer verilmeli. (Eksik olan her işlev için 1 puan düşülecek ve bir üniteye düşülen toplam puan 3'ü geçmeyecektir.)	1	
	7. Ünite içlerinde, programın öngördüğü beceriler ait oldukları ünitelerde kazandırılmış olmalı. (Eksik olan her beceri için 0.3 puan düşülecek ve bir üniteye düşülen toplam puan 3'ü geçmeyecektir.)	0.3	
	8. Ünite içlerinde, programın öngördüğü her bir görev (task) bölümüne, ait olduğu üniteye yer verilmeli.	3	
	9. Ünitenin adı, numarası ve konusu (Topic) programa uygun olarak hazırlanmış olmalı. (Eksik olan her ünite adı, numarası veya konusu için 1 puan düşülecek ve bir üniteye düşülen toplam puan 3'ü geçmeyecektir.)	1	
	10. Nüsha içerisinde, programın öngördüğü pekiştirme (Consolidation) bölümleri ait oldukları yerlerde verilmeli.	1.5	
	11. Açıklama, anlatım, etkinlik ve ölçme değerlendirme çalışmalarında öğrencinin duyuşsal, sosyal ve zihinsel gelişimi gözetilmiş olmalı.	2	
	12. Konuların işlenişi öğrencinin günlük yaşantısı, yakın çevresi, bilgi, beceri, anlayış ve tutumları dikkate alınarak sınıf düzeyini gözetken kavram ve örneklerle verilmeli.	3	
	13. Konuların işlenişinde reklam unsurları bulunmamalı.	1	
	14. Konuların işlenişinde gereksiz tekrarlar bulunmamalı.	1	
	15. Ünite ve konu işlenişlerinin sıralanışı bakımından kitaplar arasında paralellik kurulmuş olmalı.	1.5	
	16. İçerikte verilen bilgiler güncel olmalı.	0.5	
	17. Nüsha genelinde yönergeler yapılacak etkinliği tam karşılar nitelikte, doğru ve eksiksiz verilmeli.	1.5	
	18. Alıştırma ait örnek cevap (example) doğru verilmeli.	0,5	
	19. Nüsha sonunda sözcük listesi verilmeli.	10	
	20. Ders sunuşlarında ve alıştırmalarda doğal ortamlar sağlanmalı.	3	
	21. Metin-görsel tam örtüşmeli.	1	
	22. Nüsha genelinde aynı karaktere ait görsellerde tip birliği sağlanmalı.	0.5	
	23. Yapıların kullanım mantığını kavratacak anlamlı diyalog ve görseller kullanılarak zorlama ifadelerden kaçınılmalı.	3	
	24. Nüsha içerisinde konuşma balonları diyalog akışına uygun verilmeli.	0.5	
	DERS KİTABI Ö.Ö.Ö.D.	25. Her konu programın temel becerilerini kazandıracak ve öğrencinin etkin rol almasını sağlayacak (öğrenci merkezli) biçimde düzenlenmiş olmalı.	3
		26. Konuların işlenişinde tamamlayıcı, destekleyici ve eğitici nitelikteki öğretime yardımcı unsurlara (resimler, fotoğraflar, planlar, haritalar, karikatürler, oyunlar, bulmacalar, şarkılar, vb.) yer verilmiş ve çeşitlilik sağlanmış olmalı.	3

	27.	Nüsha içerisindeki alıştırılmalarda çeşitlilik sağlanmalı.	1.5
	28.	Nüsha içerisindeki alıştırılmalar, ölçme değerlendirme tekniklerine uygun hazırlanmalı.	1
DERS KİTABI- Dil, Anlatım ve Üslup	29.	Nüsha içerisinde yazım hatası bulunmamalı.	0.25
	30.	Nüsha içerisinde noktalama hatası bulunmamalı.	0.25
	31.	Nüsha içerisinde noktalama işareti eksikliği bulunmamalı.	0.25
	32.	Nüsha içerisinde gereksiz noktalama işareti bulunmamalı.	0.25
	33.	Nüsha içerisinde dizgi hatası bulunmamalı.	0.25
	34.	Benzer biçimde düzenlenen ifadelerin yazım ve noktalamasında birlik sağlanmalı.	0.25
	35.	Her türlü kavram, terim ve adlandırmada nüsha genelinde ve takım halindeki kitaplarda birlik sağlanmalı.	0.25
	36.	Nüsha içerisinde anlatım bozukluğu bulunmamalı.	1
	37.	Nüsha içerisinde dil bilgisi hatası bulunmamalı.	2
		Not: DK 38. ve DK 39. maddelerden kitap genelinde düşülebilecek maksimum puan 250 olmalıdır.	Not
	38.	Türk Bayrağı, “Türk Bayrağı Kanun ve Tüzüğü”ne uygun özellikte verilmeli.	1
DERS KİTABI- Teknik, Tasarım ve Düzenleme	39.	<ul style="list-style-type: none"> Görsel öğeler kişi, zümre, kurum ve kuruluşları aşığılayıcı özellikte verilmemeli. Seri kitaplarda ve aynı kitap içerisinde görsel öge tekrarı yapılmamalı (içindekiler, tema, ünite başı tasarımı hariç). Görsel materyaller ve tasarımlar öğrencinin pedagojik gelişimine, seviyesine, gelişim basamaklarına uygun, çevresinden örneklerle düzenlenmeli. Atatürk görselleri orijinaline uygun, nitelikli verilmeli. Görsel öğeler net ve temiz baskılı olmalı. Görsel öğeler incelenirken: <ul style="list-style-type: none"> -Renklerde ilgi çekicilik , -Estetik sayfa düzenleme, -İyi algılama için büyüklük, -Gereksiz ayrıntıdan kaçınma, -Yazı ve görsel öge dengesi, -Sayfada aşırı yoğunluk ve aşırı boşluktan kaçınma, -Özgün tasarım, -Kolay algılama, -Kompozisyon kurallarına uygun olma şartları aranmalı. Temsili resimler, resmi kurumlar ve bunlara bağlı birimlerin arşivlerinden seçilerek verilmeli, tarihi fotoğraflar, temsili resimler ve sanat eserleri ile ilgili kaynakça gösterilmeli. Görsel tasarımlar reklam unsuru içermeyecek şekilde düzenlenmeli. Görsel öğede figürler doğal ve estetik görünümde çizim (desen), renklendirme ile ve üslup bütünlüğü içinde verilmeli. Metin yazıları ve öğretime yardımcı unsurlarda kullanılan yazılar karakter, renk ve boyut olarak kolay okunabilir ve sistematik olmalı. Öğretime yardımcı unsurlar (fotoğraf, resim, şekil, şema, grafik, tablo, harita) doğru adlandırma ve numaralandırma ile verilmeli. Madde imleri tutarlı ve estetik olmalı. 	0,5
ÖĞRETMEN KİTABI Kaynakça	1.	Kitabın yazımında yararlanılan kaynakları içeren kaynakça bölümü yer almalı.	20
	2.	Kaynakça bölümü kurallara uygun düzenlenmiş olmalı.	0.25
ÖĞRETMEN KİTABI- İçerik	3.	Kitaptan verimli şekilde yararlanmayı sağlayacak ve kullanımı kolaylaştıracak “Table of Contents (ünite adı, numarası, işlev, konu, görev bölümü)” verilmeli. (Eksik olan her bölüm için 0.5 puan düşülecek ve düşülen toplam puan 30’u geçmeyecektir.)	0.5
	4.	İşlenişte kullanılacak araç-gereçler gerekli durumlarda önceden belirtilmeli.	2
	5.	Açıklamalarda ve pekiştirici etkinliklerde reklam unsurlarına yer verilmemeli.	1.5
	6.	Ders ve çalışma kitaplarındaki etkinlik, uygulama ve ölçme değerlendirme çalışmaları için yönlendirme talimatları bulunmalı ve bu talimatlar tam ve doğru yapılmış olmalı.	2.5
	7.	Ünite ve konu işlenişlerinin sıralanışı bakımından kitaplar arasında paralellik kurulmuş olmalı.	2.5

	8.	İçerikte verilen bilgiler güncel olmalı.	1
	9.	CD ya da kasete ait "tapescript" bölümleri uygun yerde verilmeli.	1.5
	10.	Alıştırmalara ait cevap anahtarları verilmeli.	3
	11.	Alıştırmalara ait cevap anahtarları tam verilmeli.	1.5
	12.	Alıştırmalara ait cevap anahtarları doğru verilmeli.	1.5
	13.	Nüsha genelinde gereksiz tekrarlar bulunmamalı.	1.5
	14.	Her ünitenin adı, numarası ve konusu (Topic) programa uygun olarak hazırlanmış olmalı. (Eksik olan her ünite adı, numarası veya konusu için 1 puan düşülecek ve bir üniteye düşülen toplam puan 3'ü geçmeyecektir.)	1
	15.	Kitapların işlenişiyile ilgili yaklaşım, yöntem, metot ve hedeflerin açıklandığı, hitap edilen yaş ve seviyenin belirtildiği "Giriş" (Course Introduction) bölümüne yer verilmeli.	10
	16.	Ders ve çalışma kitabının görüntülerine öğretmen kitabında yer verilmeli.	20
	17.	Ders ve çalışma kitabının görüntüleri doğru, eksiksiz ve uygun yerde verilmeli.	0.5
	18.	CD veya kaset İngilizceyi ana dili olarak konuşanlar tarafından doldurulmuş olmalı.	30
	19.	CD veya kasette, fondaki sesler konuya/bağlama uygun olmalı.	1
	20.	CD veya kaset ders kitabındaki konuyla ve öğretmen kitabında verilen "tapescript" ile tam örtüşmeli.	1.5
ÖĞR. KİTABI Ö.Ö.Ö.D.	21.	Etkinlikler kazanımları ve becerileri pekiştirici nitelikte olmalı.	3,5
	22.	Öğrenmeyi ve öğretmeyi kolaylaştırmak amacıyla verilen örnek ve uygulamalar sınıf düzeyine uygun seçilmiş olmalı.	3.5
	23.	Ünite başında hazırlık çalışmaları yer almalı.	3
ÖĞRETMEN KİTABI Dil, Anlatım ve Üslup	24.	Nüsha içerisinde yazım hatası bulunmamalı.	0,25
	25.	Nüsha içerisinde noktalama hatası bulunmamalı.	0,25
	26.	Nüsha içerisinde noktalama eksikliği bulunmamalı.	0,25
	27.	Nüsha içerisinde gereksiz noktalama işareti bulunmamalı.	0,25
	28.	Nüsha içerisinde dizgi hatası bulunmamalı.	0,25
	29.	Benzer biçimde düzenlenen ifadelerin yazım ve noktalamasında birlik sağlanmalı.	0,25
	30.	Her türlü kavram, terim ve adlandırmada nüsha genelinde ve takım hâlindeki kitaplarda birlik sağlanmalı.	0,25
	31.	Nüsha içerisinde anlatım bozukluğu bulunmamalı.	1
	32.	Nüsha içerisinde dil bilgisi hatası bulunmamalı.	2
	33.	Öğretmen kitabının Türkçe hazırlandığı durumlarda yazı diline uygun nitelikte ve estetik bir dil kullanılmalı.	1
	34.	Öğretmen kitabının Türkçe hazırlandığı durumlarda her paragraf bir konu etrafında toplanıp, ana fikri destekler nitelikte, gereksiz kelime ve cümle tekrarı arındırılarak verilmeli.	1
	35.	Öğretmen kitabının Türkçe hazırlandığı durumlarda paragraftaki cümleler arasında kip, çatı ve kişi uyumu sağlanmalı.	1
	NOT	ÖK 36. ve ÖK37. maddelerden kitap genelinde düşülebilecek maksimum puan 175 olmalıdır.	NOT
	36.	Türk Bayrağı, "Türk Bayrağı Kanun ve Tüzüğü"ne uygun özellikte verilmeli.	1

ÖĞRETMEN KİTABI- Teknik, Tasarım ve Düzenleme	37.	<ul style="list-style-type: none"> Görsel öğeler kişi, zümre, kurum ve kuruluşları aşığılayıcı özellikte verilmemeli. Görsel materyaller ve tasarımlar öğrencinin pedagojik gelişimine, seviyesine, gelişim basamaklarına uygun, çevresinden örneklerle düzenlenmeli. Atatürk görselleri orijinaline uygun nitelikli verilmeli. Görsel öğeler net ve temiz baskılı olmalı. Görsel öğeler incelenirken: <ul style="list-style-type: none"> -Estetik sayfa düzenleme, -Sayfada aşırı yoğunluk ve aşırı boşluktan kaçınma, -Özgün tasarım, Temsili resimler, resmi kurumlar ve bunlara bağlı birimlerin arşivlerinden seçilerek verilmeli, tarihi fotoğraflar, temsili resimler ve sanat eserleri ile ilgili kaynakça gösterilmeli. Görsel tasarımlar reklam unsuru içermeyecek şekilde düzenlenmeli. Görsel öğede figürler doğal ve estetik görünümde çizim (desen) ve renklendirme ile üslup bütünlüğü içinde verilmeli. Metin yazıları ve öğretime yardımcı unsurlarda kullanılan yazılar karakter, renk ve boyut olarak kolay okunabilir ve sistematik olmalı. Öğretime yardımcı unsurlar (fotoğraf, resim, şekil, şema, grafik, tablo, harita) doğru adlandırma ve numaralandırma ile verilmeli. Madde imleri tutarlı ve estetik olmalı. Ders kitabından ve çalışma kitabından öğretmen kitabına alınan ilgili sayfalar aynı olmalı, kolay algılanabilir şekilde düzenlenmeli. 	0,5	
	1	İçindekiler bölümü içerikteki bilgilere kolay ulaşılabilir biçimde düzenlenmiş olmalı.	10	
KİTABI- İçindekiler	2	İçindekiler bölümünde belirtilen sayfa numaraları ile içerikteki sayfa numaraları örtüşmeli ve tutarlı olmalı. (Bu maddeden düşülebilecek maksimum puan 2,5 olmalıdır.)	0.25	
	3	İçindekiler bölümünde belirtilen başlık ve alt başlıkların yazımı büyük/küçük harf kullanımı bakımından nüsha içi ile uyumlu olmalı. (Bu maddeden düşülebilecek maksimum puan 2,5 olmalıdır.)	0.25	
ÇALIŞMA KİTABI- İçerik	4	Etkinlik ve ölçme değerlendirme çalışmalarında öğrencinin duyuşsal, sosyal ve zihinsel gelişimi gözetilmiş olmalı.	3,5	
	5	Etkinlik ve ölçme değerlendirme çalışmalarında öğrencinin günlük yaşantısı, yakın çevresi, bilgi, beceri, anlayış ve tutumları dikkate alınarak sınıf düzeyini gözetken kavram ve örnekler verilmeli.	3,5	
	6	Etkinlik ve ölçme değerlendirme çalışmalarında reklam unsurlarına yer verilmemeli.	1	
	7	Öğretmen ve ders kitabının yönlendirmeleri doğrultusunda ders kitabını içerik ve uygulamalar yönüyle destekleyen unsurlara yer verilmiş ve bu unsurlar doğru kullanılmış olmalı.	3	
	8	Ünite, konu işlenişleri ve etkinlikler bakımından kitaplar arasında paralellik kurulmuş olmalı.	1.5	
	9	Nüsha içinde verilen bilgiler güncel olmalı.	0.5	
	10	Nüsha genelinde yönergeler yapılacak etkinliği tam karşılar nitelikte, doğru ve eksiksiz verilmeli.	1.7	
	11	Alıştırmaya ait örnek cevap (example) doğru verilmeli.	0,5	
	12	Nüsha içerisinde henüz öğrenilmemiş yapılarla alıştırmalarda yer verilmemeli.	2.5	
	13	Alıştırmalarda doğal ortamlar sağlanmalı.	3.5	
	14	Nüsha içerisinde metin-görsel tam örtüşmeli.	2	
	15	Nüsha genelinde aynı karaktere ait görsellerde tip birliği sağlanmalı.	0.5	
	16	Yapıların kullanım mantığını kavratacak anlamlı diyalog ve görseller kullanılarak zorlama ifadelerden kaçınılmalı.	3	
	17	Nüsha içerisinde konuşma balonları diyalog akışına uygun verilmeli.	0.5	
	18	Etkinlik ve ölçme değerlendirme çalışmalarında gereksiz tekrarlar bulunmamalı.	1	
	19	Her ünitenin adı, numarası ve konusu (Topic) programa uygun olarak hazırlanmış olmalı. (Eksik olan her ünite adı, numarası veya konusu için 1 puan düşülecek ve bir üniteye düşülen toplam puan 3'ü geçmeyecektir.)	3	
	ÇAL. KİTABI Ö.Ö.Ö.D.	20	Çalışmalar program işlevleriyle ilişkili olmalı.	3
		21	Çalışmaların sonuçları öğrencilerin öğrendiklerini kavramalarını ve ders kitabında öğretilen yapıları, becerileri vb pekiştirmelerini sağlayacak nitelikte olmalı.	3
		22	Nüsha içerisindeki alıştırmalarda çeşitlilik sağlanmalı.	1.7
23		Nüsha içerisindeki alıştırmalar, ölçme değerlendirme tekniklerine uygun hazırlanmalı.	1.5	

ÇALIŞMA KİTABI Dil, Anlatım ve Üslup	24	Nüsha içerisinde yazım hatası bulunmamalı.	0,25
	25	Nüsha içerisinde noktalama hatası bulunmamalı.	0,25
	26	Nüsha içerisinde noktalama eksikliği bulunmamalı.	0,25
	27	Nüsha içerisinde gereksiz noktalama işareti bulunmamalı.	0,25
	28	Nüsha içerisinde dizgi hatası bulunmamalı.	0,25
	29	Benzer biçimde düzenlenen ifadelerin yazım ve noktalamasında birlik sağlanmalı.	0,25
	30	Her türlü kavram, terim ve adlandırmada nüsha genelinde ve takım hâlindeki kitaplarda birlik sağlanmalı.	0,25
	31	Nüsha içerisinde anlatım bozukluğu bulunmamalı.	1
	32	Nüsha içerisinde dil bilgisi hatası bulunmamalı.	2
NOT	ÇK33. ve ÇK34. maddelerden kitap genelinde düşülebilecek maksimum puan 250 olmalıdır.	NOT	
	33	Türk Bayrağı, “Türk Bayrağı Kanun ve Tüzüğü”ne uygun özellikte verilmeli.	1
	34	<ul style="list-style-type: none"> • Görsel öğeler kişi, zümre, kurum ve kuruluşları aşağılayıcı özellikte verilmemeli. • Seri kitaplarda ve aynı kitap içerisinde görsel öge tekrarı yapılmamalı (içindekiler, tema, ünite başı tasarımı hariç). • Görsel materyaller ve tasarımlar öğrencinin pedagojik gelişimine, seviyesine, gelişim basamaklarına uygun, çevresinden örneklerle düzenlenmeli. • Atatürk görselleri orijinaline uygun, nitelikli verilmeli. • Görsel öğeler net ve temiz baskılı olmalı. • Görsel öğeler incelenirken: <ul style="list-style-type: none"> -Renklerde ilgi çekicilik , -Estetik sayfa düzenleme, -İyi algılama için büyüklük, -Gereksiz ayrıntıdan kaçınma, -Yazı ve görsel öge dengesi, -Sayfada aşırı yoğunluk ve aşırı boşluktan kaçınma, -Özgün tasarım, -Kolay algılama, -Kompozisyon kurallarına uygun olma şartları aranmalı. • Temsili resimler, resmi kurumlar ve bunlara bağlı birimlerin arşivlerinden seçilerek verilmeli, tarihi fotoğraflar, temsili resimler ve sanat eserleri ile ilgili kaynakça gösterilmeli. • Görsel tasarımlar reklam unsuru içermeyecek şekilde düzenlenmeli. • Görsel öğede figürler doğal ve estetik görünümde çizim (desen), renklendirme ile ve üslup bütünlüğü içinde verilmeli. • Metin yazıları ve öğretime yardımcı unsurlarda kullanılan yazılar karakter, renk ve boyut olarak kolay okunabilir ve sistematik olmalı. • Öğretime yardımcı unsurlar (fotoğraf, resim, şekil, şema, grafik, tablo, harita) doğru adlandırma ve numaralandırma ile verilmeli. • Madde imleri tutarlı ve estetik olmalı. • Öğrencilere resim yapma etkinliği için ayrılan bölümler ilköğretim seviyesinde en az yarım sayfa olmalı. 	0,5
NOTLAR	<p>NOT 1: DK 2, 3, 5, 13, 14, 16, 17, 18, 21, 22, 24, 38, 39; ÖK 2, 5, 8, 9, 11, 12, 13, 17, 19, 20, 36, 37; ÇK 2, 3, 6, 9, 10, 11, 14, 15, 17, 18, 33, 34 maddelerinden 10 ve üzeri sayıda hata tespit edildiği takdirde, ilgili maddeler genellenecek ve her bir maddenin “genel” puanı da “maddenin birim puanı x 10” olarak değerlendirilecektir.</p> <p>NOT 2: Her kriter maddesinin yanında belirtilen puan tek bir hataya ait puandır.</p>		

(from www.ttkb.gov.tr)

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