T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHERS' PERCEPTIONS ON COURSEBOOK "TIME FOR ENGLISH 5": THE 5TH GRADE STATE SCHOOLS

MASTER'S OF ART THESIS

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ABSTRACT

TEACHERS' PERCEPTIONS ON COURSEBOOK "TIME FOR ENGLISH 5": THE 5TH GRADE STATE SCHOOLS

DEMİRBİLEK OFLAZ, Tuğba
M.A Thesis, Department of English Language Teaching
Supervisor: Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
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The purpose of this study was to investigate the 5th grade English language teachers' beliefs on coursebook "Time for English 5" and to find out to what extent the coursebook presents the principles of constructivism. To fulfill this aim, a teacher questionnaire was adopted as a data collection instrument in this descriptive study. 140 English language teachers working in different state primary schools in Gaziantep participated in the study. Quantitative data was analyzed by calculating the frequencies and percentages of the responses given to the questionnaire.

The data revealed that the coursebook did not enable the teachers and learners to teach and learn in constructivist environment. Teachers were not satisfied with the number of vocabulary items, the presentation of geographical features, the language level in first units of the coursebook. Moreover, they needed supporting materials and better guidance from teacher's book. In the light of findings recommendations were made for the solution of the problems to the relevant parties.

Key Words: Constructivism, Curriculum, Coursebook, Young Learners.

ÖZET

"TIME FOR ENGLISH 5" ADLI DERS KİTABI ÜZERİNE ÖĞRETMENLERİN GÖRÜŞLERİ: 5. SINIF DEVLET OKULLARI ÖRNEĞİ

DEMİRBİLEK OFLAZ, Tuğba
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
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Bu çalışmanın amacı, "Time for English 5" adlı ders kitabı üzerine öğretmenlerin görüşlerini araştırmak ve ders kitabının yapılandırmacılık kuramı ilkelerini hangi ölçüde sunduğunu bulmaya çalışmaktır. Bu amaca ulaşmak için betimsel çalışmada veri toplama aracı olarak bir öğretmen anketi kullanılmıştır. Çalışma, Gaziantep'teki farklı ilköğretim okullarında çalışan 140 İngilizce öğretmeni ile gerçekleştirilmiştir. Anketlerden elde edilen nicel veri, frekans ve yüzdelik hesaplama yöntemleri ile analiz edilmiştir.

Veriler, ders kitabının öğretmen ve öğrencilere yapılandırmacı bir ortamda öğretme ve öğrenmeyi sağlamadığını, öğretmenlerin ilk ünitelerdeki kelime sayısından, coğrafi özelliklerin sunumundan ve dil seviyesinden memnun olmadıklarını; bunun yanısıra öğretmen kitabından daha iyi bir rehberliğe ve destekleyici materyallere ihtiyaç duyduklarını ortaya koymuştur. Bulgular ışığında sorunların çözümü için ilgili taraflara önerilerde bulunulmuştur.

Anahtar Kelimeler: Yapılandırmacılık, Müfredat Programı, Ders Kitabı, Çocuklar.

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CHAPTER ONE

INTRODUCTION

1.1. PRESENTATION

This thesis reports on a study that investigates what teachers think about the 5th grade coursebook "Time for English 5" used in state primary schools in Turkey and to what extent this coursebook take the principles of constructivism into consideration and present the learner with opportunities that enable him or her to learn in constructivist environment. This chapter presents a brief introduction about the background to the study. It provides the key terminology and key people in this field of research and introduces the problem, the aim and the significance of the study. The research questions to be answered through the conduct of the study are also put forward and the assumptions of the study are explained.

1.2. BACKGROUND TO THE STUDY

Beginning from 1980s, Turkey has been one of the countries that fell increasingly under global flows in economic and cultural terms (Friedman,72). English language that represents global influence in general and specific has become popular in Turkey. The increasing use of English, especially in Turkish media and educational system, shows through which channels and ways global influence enters into a country and how it affects local culture.

In the increasing use of English in Turkey ,"a rise in the intensity of a wide variety of cultural flows which make transnational encounters more frequent" due to closer financial and trade ties, the increasing development of technology to produce more efficient and rapid means of communication play an important role. In addition to the global developments, such as internet, global economy, tourism, educational policies of the Turkish government also is a major player in the rising popularity of

English in Turkey. The Ministry of Education highlights the importance of English too, by placing it into the National Curriculum of the 4th and 5th graders. In the language teaching system in Turkey, the ministry of education sets the syllabus and chooses the textbooks to be used in the state primary schools. The role of the teacher is just to use the textbook already specified by the ministry. In such cases, the specification of whether the textbooks actually work or not becomes a problematic case since the teachers are excluded from the textbook decision making process. For this reason, textbook evaluation process, in which the teachers are involved, becomes a necessary component of the teaching-learning process since it is only then the necessary feedback related to the effectiveness of the textbook can be reached. In Turkey, in order to get effective results, foreign language teaching starting with the fourth grade was included in the curriculum in the Primary Education in 1997-1998 academic years according to the resolution number 144, dated to 17.09.1997, by the Board of Education. In order for students to use English appropriately and correctly, English language curriculum was changed with the resolution number 14, dated to 10.02.2006, by the Board of Education (see Appendix A). Later, number of hours of English lesson increased to 3 hours in the fourth and fifth grades with the resolution number 111, dated to 04.06.2007 by the Board of Education. A new ELT coursebook prepared in line with this new curriculum has also been put in to use in the 4th grade state primary schools in the 2006- 2007 education year. Another new ELT coursebook prepared in line with this new curriculum has also been put in to use in the 5th grade state primary schools in the 2007- 2008 education year. Mırıcı (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. The new curriculum adopts principles of constructivism which is a recent and mostly stated trend in educational world.

Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. Individuals make choices about what new ideas to accept and how to fit them into their established views of the world (Brooks & Brooks, 1995). In educational system, materials help the individuals construct prior knowledge with new information.

Materials in general and coursebooks in particular hold an important place in a language teaching and learning process. Brown (1995: 139) defines materials as "any systematic description of the techniques and exercises to be used in classroom teaching". This broad definition allows Brown to use the term to encompass lesson plans, coursebooks, packets of audiovisual aids, games, or any of the other myriad types of activities. However, coursebooks are the most common type of materials that are used by the language teachers. Sheldon (1987: 1) defines a coursebook as "a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability".

It is now a widely accepted belief that the coursebook should be at the service of the teachers and not their master. Only such research will provide feedback about the effectiveness of the coursebook used in the teaching and learning process and thus suggestions can be made for adapting the coursebook or substituting it with other coursebook models for the particular teaching and learning context.

1.3.STATEMENT OF THE PROBLEM

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 also 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 problems still exist within the current educational framework: specifically, choosing of coursebooks continues to be a problem.

In 2007, the Ministry of Education introduced a new coursebook ' Time for English 5' to the 5th grade students and teachers in state primary schools. This coursebook organized according to constructivism, has seemed difficult and different

to teachers and students. At the beginning of the first unit, students have encountered a number of difficulties related with the language level, grammar, content and vocabulary in their coursebooks. Furthermore, geographical terms are intensively given in the first three units in the coursebook. This situation discourages students, because they have insufficient background knowledge, so they can get bored easily. Moreover, they are young learners and they want to have a good and enjoyable learning in their foreign language classes. Teachers using this coursebook in their classes for two years complain about the difficulties that they and their students have faced.

The English Language Teaching practices in Turkey are currently based heavily upon on coursebooks, because students in Turkey have little chance to use the target language in their daily lives. Thus, coursebooks take on a special role, as they become the most easily available opportunity for students to practice and function in the target language. As Ersoz (1990:2) states, “The Turkish students depend on their teachers and course books to learn English as their schools are basically the only place for exposure to such”, and adds that, “the fact that teaching and practice takes place only in the language classroom puts a tremendous responsibility on the teacher”. Because of this, the Ministry of National Education and the Textbook Committee might take the importance of the coursebook into consideration as they are changing curriculum and improving a new coursebook.

Theorists such as Sheldon (1988:237) suggest that textbooks not only "represent the visible heart of any ELT program" but also offer considerable advantages - for both the student and the teacher - when they are being used in the ESL/EFL classroom. Haycroft (1998) suggests that one of the primary advantages of using textbooks 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 harbor expectations about using a textbook 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, textbooks 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, Cunningsworth (1995) 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.

Traditional foreign language classrooms in our country are dominated by teacher-centered instruction and passive learners. The learners are expected to perform certain structures without knowing their function and purpose. The accumulation of these unconnected structures in the minds of learners becomes useless in time since they are not structured appropriately. What constructivism offers us is the conscious internalisation of language knowledge in connection with the prior knowledge and experience of the learners. As a result, more retainable, individual, subjective and clearly structured language knowledge occurs in the minds of the learners. Hanley (1994) summarises what constructivism offers with the following words:

> Focusing on a more educational description of constructivism, meaning is intimately connect with experience. Students come into a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are either valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowlede already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for learning to occur.

The opinions of theorists put forth that constructivism is a very important theory in educational framework. So teachers and students need the principles of constructivism in their teaching and learning process. The problem of this study is to what extent coursebook "Time for English 5" presents the principles of constructivism and what the 5th grade teachers of English think about the coursebook.

1.4. PURPOSE OF THE STUDY

The major purpose of this research is to investigate what teachers think about coursebook "Time for English 5" for the 5th grade state primary schools and to what extent this coursebook takes the principles of constructivism into consideration. For this purpose, the opinions of teachers were investigated by administering a

questionnaire in order to find out in what ways " Time for English 5" is effective and in what aspects the coursebook has deficiencies.

1.5. SIGNIFICANCE OF THE STUDY

In the primary school language classroom, the coursebook 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.

In literature there are a few research studies specifically done about evaluating the foreign language materials for young learners at public primary schools, because it is a recent issue in Turkey. This particularly study focuses on young learners, their coursebooks and implementation of constructivism. In terms of evaluation of coursebook "Time for English 5" which was written according to the principles of constructivism will be the first study in the field of English Language Teaching in Turkey.

In this study, it is hoped to make clear the problems of teachers about "Time for English 5" and try to find out solutions. The outcomes of this research may be used by all English teachers and also by the teachers who develop textbooks and materials. Besides, all the English teachers of 4th and 5th graders will benefit from this research.

1.6. STATEMENT OF RESEARCH QUESTIONS

This study aims to find answers to the following questions:

1. What are the views of the 5th grade English teachers about their present English coursebook in terms of constructivism?
2. What are the climates of constraints, which make the teachers not to put the theory into practice in their classrooms?
3. Does the present 5th grade English coursebook, which is authorized and distributed by the Ministry of Education, fit needs of young learners?

1.7. ASSUMPTIONS

In this study, it was assumed that the 5th grade English teachers working at state primary schools in the city center of Gaziantep gave the true objective answers.

All the participants were informed about the nature of the study. They were asked to answer the questionnaires anonymously and voluntarily. Furthermore, they were reassured that the results coming out of the questionnaires had nothing to do. On the basis of these facts, it is assumed that the participants answered all the questionnaires in a sincere and serious way.

1.8. ABBREVIATIONS

The key terms were defined briefly to support reviewers understanding the study better.

FLT: Foreign Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

YLs: Young Learners

ELT: English Language Teaching

GTM: Grammar Translation Method

CLL: Community Language Learning

CHAPTER TWO

LITERATURE REVIEW

2.1. PRESENTATION

This chapter includes principles of learning, constructivism, curriculum, coursebook and young learners.

The chapter describes the literature about constructivism, definitions of curriculum and coursebook and characteristics of young learners.

2.2. BRIEF HISTORY OF ENGLISH LANGUAGE TEACHING

Richard&Rodgers(1986) run a sharp eye over the history of language teaching through a perspective ranging from the 17th to 20th centuries in their book tittled as “Approaches and Methods in Language Teaching”. What they recognised as a result of their survey is that the novelties in ways of teaching foreign languages have been stimulated by the same issues which are common even today. In fact, today’s disagreement results from the answers given to the inquries that have been prevailing the history of language teaching. When Latin lost its power in the 16th century, it became to be seen as a curriculum subject. Its grammar and rhetoric were accepted as the topics to be instructed in foreign language classroom from 17th to 18th centuries. The learners of the “grammar schools” were taught mechanic Latin grammar, its declentions, conjugations, translation and so on. The proposals for alteration in the way of teaching Latin were suggested by Roger Ascham and Montaigne in the 16th century and Comenius and John Locke in the 17th century.

Nonetheless, the same method was applied to teach “modern” languages when they became the part of European School’s curriculums. Before the 19th century, this method had been systematized for foreign language courses. Grammar points were the main concern of an average 19th century textbook. The rules and their uses were clarified through a lot of examples. The goal was to enable students to implement a particular rule through convenient drills. This way of teaching has been called The Grammar Tranlation Method since then. It occupied the foreign language teaching history from the 1840s to the 1940s and its reshaped versions are still used in some places of the world .

The mid-nineteenth century witnessed some teaching experts with their unique ways for the improvement in teaching of modern languages. Among them were C.Marcel, T Predengast and F.Gouin. C.Marcel(1793-1896) focused on the significance of meaning in learning and put reading skills before the others. T. Predengast (1806-1886) became known as the first to mention about the use of contextual and situatinal cues as children did while acquiring their mother tongues. As for F.Gouin (1831-1896), he developed his way depending upon children’s use of language to carry out series of actions. But the innovations of these reformists were out of the settled educational frame and were not applied. Nevertheless, these efforts began to fruit when they encountered the linguists. Their studies gave way to the birth of the Reform Movement. The main reformists were Henry Sweet, Wilhelm Viet□ and Paul Passy, whose contributions made the labour of innovators more belivable.1886 was the year The Internatıonal Phonetic Association was founded and its Phonetic Alphabet was created. The attempts of these reformists led to some scientific principles on which they could build a new approach. Still, these assertions did not mean a stable method to be applied for teaching a foreign language. What they gave birth was finally was “the natural method” which was finally called as “The Direct Method”. The decline of it coincided with the 1920s. The following effect was by a report which was commenced in 1923 and which deduced that no

method could reach success on its own. Known as Coleman Report, this study suggested that reading be the ultimate aim of foreign language teaching. In the following years, applied linguists coordinated the principles of The Reform Movement and created the The British Approach, which led to the raise of The Audolingualism in the USA and The Oral Approachin Britain.

As a consequence of this survey, Richards& Rogers reached the fact that the history of language teaching is made up of the different answers given to similar questions .

2.2.1. Common Approaches and Methods in ELT

The chronologic order of the major methods is the following: the Grammar Traslation Method, The Direct Method, The Audiolingual Method, Communicative Approach, The Humanistic Approaches: "Silent Way, Community Language Learning, Suggestopedia, Total Physical Response" and the Natural Approach.

In the Grammar Translation Method, reading literature stands as the major objective of studying a foreign language, the justification of which is the intellectual development the study itself will provide for the learners. The best way to do this is Grammar Translation in which analyses of grammar rules are explained in detail and followed by the implementation of the rules in the translation of the given literary text into the mother tongue. The major focus is on reading and writing. Deduction is the way to present grammar. As its name suggests, the focus of the GTM is on grammar and translation. GTM has come to be known as the method which existed as a result of knowledge and experience accumulation of language teaching phenomenon. So, it is not wrong to say that it is the work of expert-apprentice relationship.

As for The Direct Method, students are believed to be in need of correlating meaning and the target language directly. To achieve this, teachers exhibit the meaning through making use of real object, visuals or pantomime instead of

translating it into the mother tongue of the learners when he presents a new phrase, vocabulary item or structure. This provides real-life situations. Induction is the way through which grammar is presented.14Manipulation of visuals, maps, charts and demonstarion are utilized to clarify meaning.

Following The Direct Method, The Audiolingual Method came into existence down to the influence of Behaviorism. Richards&Rodgers indicate what takes place in an Audiolingual classroom:

> Dialogues and drills form the basis of audiolingual classroom. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures may be used to as well as some cultural aspects of the target language. Dialogues are used for repetition and memorizaiton. Correct pronounciation, stres, rhythm, intonation are emhasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of the various kinds of drill and pattern-practice exercises.

Excluding The GTM, all the other methods have objectives to enable the learners to communicate effectively. This objective is on the peak in The Communicative Approach. Larsen –Freeman brings light to this issue:

> The most obvious charesteristics of the Communicative Approach is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem solving tasks.

The teacher is expected to manipulate all materials like pictures, charts, maps, real objectives especialy authentic materials such as bus tickets, menus, newspaper-magazine cutouts, timetables and so on to create social and functional communicative activities with a certain problem to be solved through interaction of pairs or groups.

Under the umbrella of The Humanistic Aproach, learners and their features as a whole person began to shape the principles of the methods. For instance, with

Gattegno(1976)'s words, The Silent Way requires the students to be "independent, autonomous and responsible for their own learning" (quoted in Richars&Rodgers). The lesson starts with the teacher's action of pointing at vocuous symbols on a wall chart. In fact, they indicate the syllables of the spoken language. These sounds are read aloud by the students first as a whole class then individually. If the target language consists of a sound which the mother tongue does not have, the students' attention is directed on the new sound silently and a clear audible example is given by the teacher. Or, the teacher does not sound any word. The second stage involves a second set of charts and focuses on varied words chosen from common vocabulary. In the following stage, the teacher uses "rods" with different colour and length. The students are made to talk about various structures with the help of charts and rods accompanied by the teacher's gestures, sometimes a few spoken words. The language item is numbers and colours at the beginning but it "moves into" all other grammatical patterns.

Suggestopedia is known for its distinctive clasroom environment techniques. As Larsen-Freeman points out, the extraordinary classroom environment is achieved by the use of dim lights, soft music, cushioned armchairs and walls decorated with scenes from the country of the target language. Also, some posters involving structural information about the target language are hanged on the walls for the benefit of peripheral learning. This atmosphere enables the teacher to provide positive suggestion. Other techniques for suggestion are visualization and choosing a new identity. Through visualization students are taken to described scene or event and given an opportunity to choose a new identity in this situation. Students play their roles as appropriately as their new identity and situation requieres. The receptive phase of the lesson is divided into concerts: in the first concert , the teacher presents the story in a dialogue, explains grammatical points and reads the dialogue dramatically with the accompaniment of classical music and teacher's voice follows the rises and falls of the music. In the second concert, students close their eyes and

listen to the teacher reading the dialogue at a normal rate of speed with musical accompaniment. On the following day, the students read the dialogue in different manners. Lastly, students engage in various activities including singing, dancing, dramatization and games.

Community Language Learning is the method which is shaped mostly by the Humanistic Approach. As Moskowitz explored, " CLL techniques also belong to a larger set of foreign language practices sometimes described as humanistic techniques" (quoted in Richards&Rodgers). Rodgers & Richards explain CLL procedures as the following:

> ...A group of learners sit in circle with the teacher standing outside the circle; a student whispers a message in the native language(L1) the teacher translates it into the foreign language(L2); the student repeats the message in the foreign language with the teacher's help; students reflect about their feelings...

The other techniques of CLL include translation, group work, recording, transcription analysis, reflection and observation, listening and free conversation.

Based on "the comprehension approach" Asher's Total Phisical Response gives importance to listening comprehension at the beginning of the instruction as this is the way children acquire their mother tongues. Language is taught quickly through body movements. Students learn by both observing actions and carrying out the actions themselves. The function of the actions is to make the commands concrete and traced in the learner's mind.

Our last method, the Natural Approach, has been built upon five hypotheses. The acqusition-learning hypothesis implies that language competence can be gained through two ways: (1) acqusition, the unconscious, natural way and (2) learning, the conscious and formal way. The natural order hypothesis asserts that some structures are acquired earlier than others. The monitor hypothesis claims that our language is triggered by the acquired system, so our conscious learning comes out later to check what we have said. The fourth one, the input hypothesis proclaims that the language

content beyond our current level should be comprehended in order to progress. Lastly, the effective filter hypohesis conveys that learners' attituditional variations should be minimized. Therefore what the teacher is to do is to arrange the class in a way that students can aquire the language through acqusition activities like dialogs, interviews, reference ranking, personal charts and tables, revealing information about yourself, activities using imagination tasks and series, developing speech for particular situations, advertisements, games and content activities.

2.3. CONSTRUCTIVISM

Constructivism is not a new concept. It has its roots in philosophy and has been applied to sociology and anthropology, as well as cognitive psychology and education. Perhaps the first constructivist philosopher, Giambatista Vico commented in a treatise in 1710 that "one only knows something if one can explain it "(Yager, 1991). Immanual Kant further elaborated this idea by asserting that human beings are not passive recipients of information. Learners actively take knowledge, connect it to previously assimilated knowledge and make it theirs by constructing their own interpretation (Cheek, 1992).

Meaning is intimately connected with experience. Students come into a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are either valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.

By the 1980, the research of Dewey and Vygotsky had blended with Piaget's work in developmental psychology into the broad approach of constructivism. The basic tenet of constructivism is that students learn by doing rather than observing. Students bring prior knowledge into a learning situation in which they must critique and re-evaluate their understanding of it. This process of interpretation, articulation, and re-evaluation is repeated until they can demonstrate their comprehension of the subject. Constructivism often utilizes collaboration and peer criticism as a way of provoking students to reach a new level of understanding. Active practice is the key of any constructivist lesson. To make an analogy, if you want to learn how to ride a bike, you don't pick a book on bicycle theory - you get on the bike and practice it until you get it right. It is this repetition of practice and review that leads to the greatest retention of knowledge.

In their book A Case for Constructivist Classrooms, J.G. and M.G. Brooks (1993) state twelve principals essential to constructivist teaching:

1. encouragement and acceptance of student autonomy and initiative.

2. utilization of raw data and primary sources along with manipulative, interactive, and physical materials.

3. when planning, teachers use cognitive terminology such as "classify", "analyze", and "create."

4. allowance of student responses to drive lessons, shift instructional strategies, and alter content.

5. inquiry concerning students' understanding of concept before sharing their own understanding of those concepts.

6. encouragement of students to engage in dialogue, both with the teacher and with one another.

7. encouragement of student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.

8. pursuit of elaboration of students' initial responses.

9. engagement of students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.

10. allowances for wait time after posing questions.

11.providing time for students to construct relationships and create metaphors.

12. nurturing students' natural curiosity through frequent use of the learning cycle model.

Constructivism is a theory about learning, not a description of teaching. Learners construct knowledge for themselves. Each learner individually constructs meaning as he or she learns. There are nine general principles of learning that are derived from constructivism. These nine principles are:

1. learning is an active process in which the learner uses sensory input and constructs meaning out of it,

2. people learn to learn as they learn. Learning consists both of constructing meaning and constructing systems of meaning.

3. physical actions and hands on experience may be necessary for learning, especially for children, but is not sufficient; we need to provide activities which engage the mind as well as the hand. Dewey called this reflective activity.

4. learning involves language: the language that we use influences our learning. Lev Vygotsky, a psychologist that helped in the theory of constructivism, argued that language and learning are inextricably intertwined.

5. learning is a social activity: our learning is intimately associated with our connection with other human beings, our teacher, our peers, our family, as well as casual acquaintances. Dewey pointed out that most of traditional learning is directed toward isolating the learner from social interaction, and towards seeing education as a one-on-one relationship between the learner and the objective material being learned.

6. learning is contextual: we learn in relationship to what else we know, what we believe, our prejudices and our fears.

7. one needs knowledge to learn: it is not possible to absorb new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we learn.

8. learning is not instantaneous: it takes time to learn. For significant learning we need to revisit ideas, ponder them, try them out, play with them, and use them.

9. "Constructivism is a psychological theory that constructs learning as an interpretive, recursive, building process by active learners interacting with the physical and social world" (Fosnot, 1996:30).

The first major contemporaries to develop a clear idea of constructivism as applied to classrooms and childhood development were John Dewey and Jean Piaget. Many others worked with these ideas as well. Constructivism is a theory about knowledge and learning; it describes what "knowing" is and how one "comes to know" (Fosnot, 1996:9)."A basic assumption is that children learn when they are in control of their learning and know that they are in control" (Green & Gredler, 2002:7).

2.3.1. Different Types of Constructivism

"The psychological theory of constructivism came from Jean Piaget and Lev Vygotsky. Widespread interests of this theory have led to a debate between those who place more emphasis on the individual cognitive structuring process and those who emphasize the social effects on learning" (Fosnot, 1996:23). The terms "cognitive constructivism" and "social constructivism" have become common when talking about this psychological theory. Social Constructivism and Cognitive Constructivism are two types of constructivism.

The first type of constructivism is Cognitive constructivism. It is based on the work of developmental psychologist Jean Piaget. Piaget's theory has two major parts: an "ages and stages", which predicts what children can and cannot understand at different ages, and a theory of development that describes how children develop cognitive abilities. The theory of development is the major foundation of cognitive constructivist approaches to teaching and learning. Piaget's theory of cognitive development suggests that humans cannot be "given" information which the automatically understand and use, they must "construct" their own knowledge. They have to build their knowledge through experience. Experiences allows them to create mental images in their head. Cognitive prospective theories focus on both what students learn and the process by which they do so (Fosnot, 1996).

The role of the teacher and the classroom environment are important parts of Piaget's theory. The role of the teacher is to provide a classroom full of interesting things to encourage the child to construct their own knowledge and to have the ability to explore. The classroom must give the students the opportunity to construct knowledge through their own experiences. They cannot be "told" by the teacher. There is less emphasis on directly teaching specific skills and more emphasis on learning in a meaningful context.

The second type of constructivism is Social constructivism. It is a theory developed by psychologist Lev Vygotsky. Vygotsky's theory is very similar to Piaget's assumptions about how children learn, but Vygotsky places more emphasis on the social context of learning. Also, in Piaget's theory, the teacher plays a limited role where as in Vygotsky's theory the teacher plays a very important role in learning. There is much more room for an active, involved teacher. Social constructivism argues that students can, with help from adults or children who are more advanced, grasp concepts and ideas that they cannot understand on their own. Unlike cognitive constructivism, teachers in social constructivism do not just stand by and watch children explore and discover. The teacher may guide students as they approach problems, may encourage them to work in groups to think about issues an questions, and support them with encouragement and advice.

There is a great deal of overlap between cognitive constructivism and social constructivism, but there is also a great deal that is different. Cognitive theorists might argue that social theories do not adequately account for the process of learning and social theorists might report that cognitive theories fail to account for the production and reproduction of the practices of schooling and the social order (Fosnot, 1996).

Many psychologists worked on the theory of constructivism, but John Dewey was one of the first major contemporaries to develop this theory. According to him education depended on action. For Dewey, mind is a means of transforming, reorganizing, reshaping accepted meanings and values, a means of attending to "the lived situations of life." Dewey kept telling his readers, "Mind is active, a verb and not a noun" (Fosnot, 1996:126). Dewey stressed the importance of having a student's knowledge grow from experience. Knowledge and ideas came only from a situation where learners had to draw them out of experiences that had meaning and importance to them.

Jean Piaget was another one of the psychologists who had a great influence on the theory of constructivism. Piaget was very interested in the way that children think. Piaget's constructivism was based on his view of the psychological development of children. He believed that the fundamental basis of learning was discovery: "To understand is to discover, to reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition." According to Piaget, to reach an understanding of basic phenomena, children have to go through stages in which they accept ideas they may later see as not truthful. "The focus of Piaget's theory is the various reconstructions that an individual's thinking goes through in the development of logical reasoning" (Green & Gredler, 2002:3).

A third view of constructivism was developed by Lev Vygotsky. Vygotsky believed that children learn concepts from their everyday notions and adult concepts. He says that students learn through interacting with their peers, teacher, manipulative, and their contextual setting (Jaramillo, 1996). When the child is presented with a preformed concept from the adult world, they will only memorize what the adult says about the idea. The child then works out their own ideas from the generalization that they have already and that they had been introduced to . Vygotsky felt that the students need to be guided by adults, but he also thought that it was very important for the student to be influenced by their peers as well as discover things on their own.

Along with the previous psychologists mentioned, Jerome Bruner also had a big influence on the theory of constructivism. Bruner's major ideas were that learning was an active, social process in which students construct new ideas or concepts based on their current knowledge. He also said that the instructor should try and encourage students to discover principles by themselves (Jerome Bruner, 1966). Bruner expressed himself by saying,

The discovery learning mode requires that the student participates in making many of the decisions about what, how, and when something is to be learned and even plays a major role in making such decisions. Instead of being 'told' the content by the teacher, it is expected that the student will have to explore examples and from them 'discover' the principles or concepts which are to be learned. Many contend that the discovery learning versus expository debate as to how much a teacher should help a student and how much the student should help himself (Martin, 2000).

Bruner's feelings were that the curriculum should be organized in a spiral manner so that students continually build upon what they already know. Jonassen (1991) notes that many educators and cognitive psychologists have applied constructivism to the development of learning environments. From these applications, he has isolated a number of design principles:

1.create real-world environments that employ the context in which learning is relevant;

2.focus on realistic approaches to solving real-world problems;

3.the instructor is a coach and analyzer of the strategies used to solve these problems;

4.stress conceptual interrelatedness, providing multiple representations or perspectives on the content;

5.instructional goals and objectives should be negotiated and not imposed;

6.evaluation should serve as a self-analysis tool;

7.provide tools and environments that help learners interpret the multiple perspectives of the world;

8.learning should be internally controlled and mediated by the learner.

Jonassen (1994) summarizes what he refers to as "the implications of constructivism for instructional design". The following principles illustrate how knowledge construction can be facilitated:

1. provide multiple representations of reality;

2. represent the natural complexity of the real world;

3. focus on knowledge construction, not reproduction;

4. present authentic tasks (contextualizing rather than abstracting instruction);

5. provide real-world, case-based learning environments, rather than pre-determined instructional sequences;

6. foster reflective practice;

7. enable context-and content dependent knowledge construction;

8.support collaborative construction of knowledge through social negotiation.

Wilson and Cole (1991:59-61) provide a description of cognitive teaching models which "embody" constructivist concepts. From these descriptions, we can isolate some concepts central to constructivist design, teaching and learning:

1. embed learning in a rich authentic problem-solving environment;

2. provide for authentic versus academic contexts for learning;

3. provide for learner control;

4. use errors as a mechanism to provide feedback on learners' understanding.

Ernest (1995:485) in his description of the many schools of thought of constructivism suggests the following implications of constructivism which derive from both the radical and social perspectives:

1.sensitivity toward and attentiveness to the learner's previous constructions;

2.diagnostic teaching attempting to remedy learner errors and misconceptions;

3.attention to metacognition and strategic self-regulation by learners;

4.awareness of the importance of goals for the learner, and the dichotomy between learner and teacher goals;

5.awareness of the importance of social contexts, such as the difference between folk or street.

Honebein (1996) describes seven goals for the design of constructivist learning environments:

1.provide experience with the knowledge construction process;

2.provide experience in and appreciation for multiple perspectives;

3.embed learning in realistic and relevant contexts;

4.encourage ownership and voice in the learning process;

5.embed learning in social experience;

6.encourage the use of multiple modes of representation;

7.encourage self-awareness in the knowledge construction process.

2.3.2.The Place of Learner Autonomy in Contructivism

Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a 'buzz-word' within the context of language learning (Little, 1991: 2). It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language learning process (Wenden, 1998: 11). It goes without saying, of course, that this shift of responsibility from teachers to learners does not exist in a vacuum, but is the result of a concatenation of changes to the curriculum itself towards a more learner-centred kind of learning. What is more, this reshaping, so to speak, of teacher and learner roles has been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom. Cast in a new perspective and regarded as having the 'capacity for detachment, critical reflection, decision-making, and independent action' (Little, 1991: 4), learners, autonomous learners, that is, are expected to assume greater responsibility for, and take charge of, their own learning. However, learner autonomy does not mean that the teacher becomes redundant, abdicating his/her control over what is transpiring in the language learning process.

Benn (1976, cited in Candy, 1991: 102) likens the autonomous learner to one 'whose life has a consistency that derives from a coherent set of beliefs, values, and principles continuing process of criticism and re-evaluation', while Rousseau (1911, cited in Candy, 1991: 102) regards the autonomous learner as someone who 'is obedient to a law that he prescribes to himself'. Within the context of education, though, there seem to be seven main attributes characterising autonomous learners (Omaggio, 1978, cited in Wenden, 1998: 41-42):

1. autonomous learners have insights into their learning styles and strategies;
2. take an active approach to the learning task at hand;
3. are willing to take risks, i.e., to communicate in the target language at all costs;
4. are good guessers;
5. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
6. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. have a tolerant and outgoing approach to the target language.

2.3.3. The Role of Teachers

All of the psychologists, who had major influences on the theory of constructivism, felt that the teacher was a very vital part of the theory. A constructivist teacher sets up problems and monitors students exploration, guides the direction of student inquiry and promotes new patterns of thinking (Brooks & Brooks, 1995). It is up to the teacher to facilitate the constructivist learning process. The structure of the learning environment should promote opportunities and events that encourage and support the process of understanding.

We have all been in a classroom where the teacher asks a question to the students and hands fly up excitedly because the student feels that they know the answer. The teacher then looks around the room and chooses a student. The student answers, and the teacher says, "No". The teacher then calls on another student who answers and the teacher says, "Close but not quite." The teacher then proceeds to call on a third student who answers and then teacher replies, "Yes, that is the right answer!"

The teacher conveys many lessons to the students by conducting their classroom in this manner. The student now knows that there is one answer to the teachers questions and that they have to find that one right answer. Another thing is that the student now knows that they put themselves at risk if they raise their hand, unless they are certain that they have to right answer. The teacher should respond to the student's answers by saying, "Gee, I never thought of it that way" or "That is a creative way of looking at it."

The teacher's response "No", causes the students to feel foolish. The teacher needs to encourage the student and support them. This is the idea of constructivism and what it means to be a constructivist teacher. The purpose of a constructivist teacher is to make the students think for themselves, and not to wait for the teacher to tell then what to think. In traditional classrooms the teacher seeks the correct answer to validate student learning, where as in a constructivist classroom the teacher seeks the students point of view (Brooks & Brooks, 1999). The students will learn to proceed with less focus and direction from the teacher. With a constructivist teacher the students can express their own ideas clearly in their own words and not have to respond to restricted question.

In a constructivist setting, the role of the teacher is to organize information around conceptual clusters of problems, questions and discrepant situations in order

to engage the student's interest. Teachers assist the students in developing new insights and connecting them with their previous learning. Ideas are presented holistically as broad concepts and then broken down into parts. The activities are student centered and students are encouraged to ask their own questions, carry out their own experiments, make their own analogies and come to their own conclusions.

The teacher should have some features for the success of a program which is built on constructivist principles. The following represents a summary of some suggested roles of a constructivist language teacher (Brooks and Brooks, 1993):

1.become one of many resources that the student may learn from, not the primary source of information.

2. engage students in experiences that challenge previous conceptions of their existing knowledge.

3. allow student respones to drive lessons and seek elaboration of students' initial responses. Allow student some thinking time after posing questions.

4. encourage the spirit of questioning by asking thoughtful, open-ended questions. Encourage encourage thoughtful discussion among students.

5. use cognitive terminology such as "classify," "analyze", and "create" when framing tasks.

6. encourage and accept student autonomy and initiative. Be willing to let go of classroom control.

7. use raw data and primary sources, along with manipulative, interactive physical materials.

8. don't separate knowing from the process of finding out.

9. insist on clear expression from students.When students can communicate their understanding, then they have truly learned.

2.3.4. The Role of Learners

Constructivist learning is a decision-making process which consists of the learners'own motivation, beliefs, abilities, attributes and experiences. The individual is selective, constructive and active in this process(Ulgen,1994:144). The learner has the control of the learning. S/he determines how the learning progresses with the teacher. The prior experiences of the learner, his learning styles, his viewpoint and the level of their preparation for the learning are the elements that give direction to his learning. The learner makes his own decisions (Brooks&Brooks,1993:10). The learner asks critical and analitical questions to take an active role in the learning process. He communicates with other learners and the teacher, discusses ideas and concludes the main points (Lin X).

The summary of the learner's roles in the constructivist learning is the following:

1-the learners are sense-makers. They are expected to conclude the meaning of a new structure or the use of a new structure in the given situation or the context.

2- the learners are responsible for their own learning. He decides what to learn, how to learn and constructs the new data as he likes.

3-the learners are expected to cooperate with other learners and teach and learn from each other.

4- the learners should be curious, patient, eager and decisive to learn.

5- the learners should be aware of the fact that constructivist language classroom does not prepare and present an objective, fixed linguistic knowledge for them but creates situations for them to personalise and construct their own linguistic knowledge.

2.3.5. The Role of Language Teaching Materials

Tomlinson(1998:2) states that the term is used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could

obviously be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language. According to him (1998:7), in order to develop materials designers should consider following factors;

- materials should achieve impact,
- materials should help learners to feel at ease,
- materials should help learners to develop confidence,
- what is being taught should be perceived by learners as relevant and useful,
- materials should require and facilitate learner self-investment,
- learners must be ready to acquire the points being taught,
- the learners' attention should be drawn to linguistic features of the input,
- materials should provide the learners with opportunities to use the target language to achieve communicative purposes,
- materials should take into account that the positive effects of instruction are usually delayed,
- materials should take into account that learners differ in learning styles,
- materials should take into account that learners differ in affective attitudes,
- materials should permit a silent period at the beginning of instruction,

- materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities,
- materials should not rely too much on controlled practice,
- materials should provide opportunities for outcome feedback.

McDonough and Shaw (1993:9) list the following materials as needed in the English classroom: “books and paper, audio-visual material (hardware and software for cassette and video), laboratories, computers, reprographic facilities and so on”. Moreover, Pakkan (1997:6) classifies language teaching materials into three categories; the coursebook , the supplementary materials (teacher’s book and workbook or exercise book), and the supporting materials (visual, audio and audio-visual materials). And in the English Language Curriculum for Primary Education (2006:27) teaching materials are divided into three major categories: visual materials, audio materials and printed materials as follows;

2.3.5.1. Visual Materials:

a) teacher, gestures, body and hand movements, facial expressions
b) blackboard/whiteboard,
c) magnetboards/flannelboards/pegboards,
d) flashcards and/or index cards,
e) wall charts, posters, maps, plans,
f) board games, puzzles,
g) mounted pictures, photos, cartoons, line drawings,
h) puppets, objects/realia,
i) pamphlets/brochures/leaflets/flyers,
j) equipment operation manuals,
k) newspapers/magazines,

l) overhead projector and transparencies, the opaque projector,
m) slides, filmstrips, TV programs,
n) computer software/hardware,
o) DVD and video cassetttes.

2.3.5.2. Audio Materials:

a) teacher,
b) audio cassettes,
c) records/record players,
d) CDs/CD players,
e) radio programs,
f) multimedia lab,
g) the language laboratory (not common today because it is extremely unnatural and not user-friendly).

2.3.5.3.Printed Materials

These are the coursebook, teacher's book, and workbook (or exercise book/ activity book).

2.3.5.3.1.Student's Book

The student's book is the main tool in the hands of the learners. It introduces new language items progressively and it provides activities to be used both in class and at home.

2.3.6.3.2.Workbook or exercise book

The workbook is another language teaching material that teachers frequenly use in their classes. It is prepared to provide a wide range of exercises and activities to emphasize what has been learned recently.

2.3.6.3.3.Teacher's book

The teacher's book is a guide for the teacher in the use of the coursebook and the workbook, and it provides additional ideas and activities in similar areas for the teacher. It gives an outline of each unit/lesson in the coursebook and shows the steps to be followed in each unit/lesson to the teacher.

2.5.4. Supporting Materials

Most English language teachers think that the coursebook is the basic and only element that can be used in English lessons. Since this happens so often, most learners get bored in the process of language learning. What can a langugae teacher do in order not to have bored students in her/his class? There are several answers to this question, but in terms of language teaching materials, the answer lies in the use of suporting materials. Even the best coursebook sometimes needs to be supported by some visual and/or audio and/or audio –visual materials. Therefore, it is important to know what the supporting materials are and to emphasize how a teacher can use these materials effectively to motivate her/his learners.

Most teachers and learners prefer using these materials in their classes because they;

a. provide realistic contexts for the exemplification of language items in the classroom.
b. provide actual examples of language in real use.
c. provide a realistic stimulus for the production of language by the pupils
d. aid motivation by answering the pupils' desire for novelty and variety (Ellis and Tomlinson, 1980:314)

Technology takes a special place in the constructivist language classroom as a powerful tool for children's learning by doing. Computers, video, and other technologies

engage children with the immediacy they are used to in their everyday lives, and bends it to a new pedagogical purpose. The main purpose of all these technological materials is to create a clear situation or context that presents the main points of the new linguistic knowledge and that makes it possible for the learner to induce the use and meaning of the new language item. Another role of the material is that the learner can use to practise the newly constructed knowledge. For instance, in a simulation, teacher can use an interactive language learning program and build a virtual world where the learners practise the new data and solve the problems.

2.4. CURRICULUM

According to the well-known internet dictionary Wikipedia's definition, in formal education a curriculum (plural curricula) is the set of courses and their content, offered at a school or university. In the ELT Curriculum: Design, Innovation and Management by Ronald V. White, on the one hand, curriculum may be viewed as 'the programme of activities…the course to be run by pupils in being educated (Hirst 1969 in Hooper 1971:234). On the other, curriculum may be defined as 'all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (Kerr 1968:16).' Hirst refers to the *programme* of activities, while Kerr refers to the *activities themselves.* One school of thought regards the curriculum as *a plan*, whereas the other views it as *activities*. In addition, in the English Language Curriculum for Primary Education(Grades 4,5,6,7 and 8) curriculum is defined in four sentences; a curriculum is a statement that specifies learning objectives, the selection and sequencing of linguistic data and a way to evaluate the set objectives. It contains a broad description of general goals which reflect an overall educational-cultural philosophy. In a way it is the reflection of the national education policy. A curriculum is the result of the social factors which covers four interrelated elements: objectives, content, methods, and evaluation.

Designing a curriculum is a very challenging task. In the process of designing a curriculum there are a lot of factors that has to be taken into consideration; national aims, learners' and teachers' needs and expectations, linguistic content and sequencing, materials, resources and activities, physical space, number of students, hour of lessons.

A well-designed curriculum is organized to achieve its aims. It helps every learner to make progress, building on his or her experiences both within and outside the school. It should be based on a clear and shared understanding of how learners learn. It recognizes the dynamic interplay between content, pedagogy, and assessment and provides a coherent and relevant set of learning experiences in lesson time. It uses time flexibly to meet learning needs, provides opportunities for learners to experience the benefits of different learning approaches, including learning through different techniques through problem identification. It provides opportunities for learners to learn on their own, in a pair, in a team, in a group, in a large group of collaborators. It includes global, natıonal, local and personal dimensions, reflects, and makes use of current technology.

2.5. COURSEBOOK

Coursebooks occupy one of the most important places among the instructional materials. Graves (2000:175) 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". 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). 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.

As it is stated in a study by Hutchinson and Tores (1994) teachers always express their need for FLT coursebooks as these make teaching and learning easier, faster, better organized, and more convenient. According to Sheldon (1987), a FLT coursebook can be defined as a published book whose explicit aim is to assist foreign learners in improving their linguistic knowledge and communicative ability. EFL/ESL coursebooks, for instance, have stimulated a range of reactions so far in language teaching experts. Responses often fluctuate between two extremes. One position is that they are valid, useful, and labour-saving tools. The other position holds that coursebooks can be regarded as masses of rubbish, skilfully marketed (Brumfit, 1980). The arguments in favour of using a textbook generally reflect the following perspective:

> "…a textbook is a framework which regulates and times the programs; in the eyes of learners, no textbook means no purpose; without a textbook, learners think their learning is not taken seriously; in many situations, a textbook can serve as a syllabus; a textbook provides ready-made teaching texts and learning tasks; a textbook is a cheap way of providing learning materials; a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all; for novice teachers a textbook means security, guidance, and support". (Ur, 1996, p. 183)

According to Williams (1983), any coursebook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting. He gives an example of a situation when the coursebook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained to teach every item in exactly the same sequence and context in which it is presented by the coursebook writer. On the other hand, Hutchinson and Torres (1994) argue that a well prepared coursebook is more than just a set of potential lesson plans, and that coursebooks survive and prosper because they are convenient way of providing structure to a learning program. They suggest that both teachers and learners see coursebooks as providing a guide that can help them teach and learn more effectively. Given the fact that the coursebook might be defined as syllabi and save the teacher time through their useful activities, tasks, and techniques, and also usually serve as the main resource material for learning a language for learners, it is highly desired that coursebook writers pay attention to the environment in which the target language is taught. As Dubin and Olshtain (1987) point out, the position of the particular language setting is an indication of the degree of support which the learner can find in his/her immediate environment. For the same reason, for any setting where English is not the native language, two major factorsneed to be considered. Firstly, the role of English as a means for furthering one's education, and secondly, the effectiveness of the existing curriculum and teaching materials.

Pakkan (1997: 7) mentions the main reasons of why teachers prefer using a coursebook 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 studiedso 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.).

In his article Robb (2003) also mentions the benefits of the well-written and welldesigned textbooks for the students. These should be taken into account by both the teachers and the textbook writers, because forcing the students into situations which they cannot manage and which are above their mental development will discourage and demoralize them.

2.6. YOUNG LEARNERS

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;

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

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

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.

2.6.1. 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 words they will not know.

- Plan lessons with varied activities, some quiet, some noisy, some sitting, some standing and moving.

2.6.2. Characteristics of Young Learners

Piaget suggests that a child's ability to use a language informatively depends upon his stage of intellectual development. Children of the 5th grades are in the

stages of concrete operations (7-11/12 years) according to the stages of development developed by Piaget.

Foley & Thompson (2003) summarize the characteristics of this stage as follows:

- Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.
- Conversation of seven conceptual domains related to the learning of mathematics and science is demonstrated in: number, length, liquid, mass, weight, area and volume.
- Operational thinking develops.
- Egocentric thought including private language or speech for oneself diminishes (p.30).

Although a child at this stage still thinks concretely, s/he begins to manipulate the data mentally. Learning through senses also goes on, but it is not only way of learning. Moreover, egocentric thought dominating learning diminishes at this stage.

Scott and Ytreberg (1990) point out that children of ten are relatively mature children with an adult side and childish side. They suggest some of the characteristics of YLs as follows:

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken world as well as the physical world to convey and understand meaning.
- They have definite views about what they like and what they don't like doing.
- They are able to work with others and learn from others (pp.3-4).

When a language teacher teaching both YLs and adolescents is asked about the difference between these two groups, the answers will most probably focus on YLs' being very active, enthusiastic about learning, and their need for variety in class. Since YLs are not physically mature yet, they need activities through which they can use their energy. What teachers of YLs need to keep in mind is that their students "have a lot of physical energy" and "often need to be physically active" (Brewster et al, 2003).

Genesee (2006) claims three stages about young learners:

- Stage 1: The child has one lexical sysytem which includes words from both languages.
- Stage 2: The child distinguishes two different lexicons, but applies the same syntactic rules to both languages.
- Stage 3: The child speaks two languages differentiated both in lexicon and syntax.

Fillmore (1982) gives some characteristics of young learners:

- They require abundant meaningful input.
- They learn a new language in social interaction.
- They can learn language and content at the same time.
- They make sense of situations by paying attention to non- verbal clues.
- They learn by watching, listening and imitating.

Additionally Slattery and Willis (2001) state another features of young learners:

- They are not able to understand grammmatical rules and explanations about language.
- They can imitate sounds they hear and copy the way adults speak.
- They need routines and enjoy repetition.

In terms of characteristics of young learners Krashen (1982) gives some suggestions to teachers in teaching and learning process:

- Articulate clearly.
- Face students when you talk.
- Use gestures and realia (real objects)
- Increase wait time.
- Check comprehension frequently.
- Use more direct sentence structure.
- Adjust vocabulary.
- Paraphrase, demonstrate, act out, translate.
- Highlight key ideas and vocabulary,
- Stop to paraphrase often.
- Explain or rephrase idioms and figurative language.

Being paralel to Krashen's views, McCloskey (2008) declares his opinions to English language teachers:

- Offer learners enjoyable, active roles in the learning experience.
- Help students develop and practice language through collaboration.
- Use multi-dimensional, thematically-organized activities.
- Provide comprehensible input with scaffolding.
- Integrate language with content.
- Validate and integrate previous experiences of learners in L1.
- Provide clear goals, encouragement, and useful feedback on performance.

Teachers of YLs need to be aware that the sudden emotional outbursts of their students are due to their age. YLs have a wide range of emotional needs and they are "emotionally excitable" (Brewster et al, 2003). Therefore, they can be overjoyed with an activity or can easily create fun in the classroom.

Therefore, Cameron (2001) suggests that teachers need to examine classroom activities from the child's point of view so that they can assess whether the pupils will understand what to do or will be able to make sense of the new learning.

In conclusion, knowing these characteristics of young learners, teachers can more successful in communication with children and in teaching process. By considering the features the teachers can present different activities, materials and attract the students' attention easily. So the lessons will be more motivating and enjoyable for both teachers and students.

CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

This chapter includes research design, research population, data collection tool and technique, data analysis and pilot study.

3.2. RESEARCH DESIGN

In this study, a descriptive research design has been carried out to define the 5th grade teachers' perceptions on the coursebook "Time for English 5" in terms of constructivism. Isaac and Michael in Ekmekci (1991) define the descriptive method as describing the characteristics of a population or area of interest. Descriptive study tries to test whether the hypothesis are true or not, or tries to find the answers to the research questions. According to Ekmekci, in descriptive studies data are collected through questionnaires, interviews or observation. In this study, the data were gathered by means of a questionnaire and interview. The quantitative data were collected and analyzed. As Glidden (1964) indicates, data gathered from other sources, especially from quantitive data, need to be analyzed and evaluated very carefully. Quantitative data are information which is expressed numerically. The obtained data must be reduced in a meaningful way so as to be described. The data can be reduced in a meaningful way either by using a graph or by reducing the data to a numeral form (Trochim,1999 cited in Kutlar, 2001:55). In this study, the data were reduced numerically in tables and then discussed like in many other descriptive studies.

In order to support the findings with different measurements, interview was used as qualitative data type and questionnaires were used as quantitative data type. Using both a quantitative and a qualitative approach to evaluate the course effects based on the rationale that studies combining quantitative and qualitative methods provide information of the actual situation and might offer great validity (Chang, 1999 cited in Kızıldag, 2007).

The questionnaire was conducted the 5th grade teachers of English in state primary schools in the city center of Gaziantep. The questionnaire was given to only English teachers, not administrators or students because the teachers were thought to be the most responsible ones to use coursebooks, implement the curricula and the best observers of the learning/teaching process. Thus, it would be possible to get the most accurate information in the most direct way.

This study focuses on three research questions. In accordance with these research questions, the 5th grade English teachers' perceptions were evaluated.

3.3. RESEARCH POPULATION

The research population of this study is the 5th grade teachers of English working at state primary schools in Gaziantep. In the first place, the number of all the teachers of English working at state primary schools in Gaziantep was taken from the Principle of National Education because there was not a list of the 5th grade teachers in the Principle of National Education. In order to find out the exact number of the 5th grade teachers of English, the researcher called and went to all the schools and learned that the exact number of the 5th grade teachers was 140 in 95 state primary schools. So, the questionnaire was applied to all the population (140 teachers of English that were working in state primary schools). Before administering the questionnaire to the teachers at the state primary schools in Gaziantep, permission was taken from the Ministry of Education through an official letter to the Head of the Director of Education in the Gaziantep city center (see Appendix B).

3.4. DATA COLLECTION TOOL AND TECHNIQUE

First of all, the list of state primary schools was taken from the Principal of National Education in Gaziantep. It was understood that there were 68 state primary schools in the district of Sehitkamil and 81 state primary schools in Sahinbey. On the list, the total number of the teachers of English was 350. But the participants of this study were the 5th grade English teachers. So all the schools were called and gone to find the exact number by the researcher and it was found as 140. This study was carried out during the 2007-2008 education year at 95 different state primary schools in the city center of Gaziantep.

The questionnaires were sent to the 95 state primary schools' e-mail addresses to reach the teachers. But only thirty-six of the teachers gave answers to the questions by means of internet. So the researcher had to go to the other schools to hand in the questionnaires. It was a difficult and long process to distribute the questionnaires to teachers because the places of schools were very far from each other. Moreover, the questionnaires given to teachers were collected by the researcher two or three days later to be sure that the questionnaires were read carefully and the items in the questionnaire were marked sincerely.

For this study, the results have been obtained by means of a questionnaire and interview. The best means to learn the attitudes of teachers was considered to be a questionnaire, so in this study the questionnaire was adopted from an unpublished master thesis (Sumen,2007). The format of the original questionnaire was changed and the number of items, which was originally 74, was reduced to 47. Because the format of the questionnaire should be appealing to the respondent and questionnaires should be as short as possible (Isaac & Michael, 1977; Selinger & Shohamy, 1989; Fraenkel & Wallen, 1990). Before applying the questionnaire, a pilot study was conducted by the researcher because in Sümen's thesis the reliability of the questionnaire was not mentioned. Frequencies and percentages were calculated for each item in the questionnaire and the

results were shown in tables and bar charts(see chapter 4). Answers taken from 140 teachers were analyzed and the questionnaire was assumed to be valid and reliable. The data obtained were evaluated in SPSS 15.0 version.

The questionnaire consisted of 47 items under different categories (see Appendix D). It was in Turkish as some of the teachers had problems using English. The categories were student needs analysis (part A), coursebook evaluation form (part B), workbook evaluation form (part C) and teacher's book and supporting materials evaluation form (part D). A five-choice type of questionnaire was developed in order to assess the teachers' opinions about the coursebook (Karasar,1994). The categories and corresponding item numbers were in part B, C and D as follows:

Teachers responded to the questionnaire by using the following scale:

5 = Always
4 = Usually
3 = Sometimes
2 = Seldom
1 = Never

An open-ended question section with enough space was added to the questionnaire in order to give the subjects the opportunity to express their opinions about other related topics which are not cited in the questionnaire.

In order to support the findings of the questionnaire, interviews were carried out with four teachers of English who were selected randomly. Interviews lasted for between 30 to 40 minutes. A tape-recorder and transcription notebook were used in order to transcribe the interviews. Every word of participants was noted down and translated into English and then transferred to computer. The researcher conducted interviews mostly in appropriate rooms that the teacher participants suggested at school such as teachers' room, school counselor's room, and so forth. In the interviews teachers answered five questions in face to face meetings (see Appendix E).

3.4.1. Questionnaire

A questionnaire is used for eliciting information about the situation and behaviour of the respondents by posing descriptive questions. It investigates respondents' experiences on a specific topic (Ekmekci, 1999).

Types of Questionnaire

1- Open-ended questions require respondents to write an answer in free form either in the form of a statement, a phrase, or a word.

2- Close questions are easy to use and score since the choices are taken from the given alternatives.

3- Contingency questions are two part questions. The answer to the first part of the question leads the respondent to choose the next cosequent question.

4- Matrix questions are a combination of several questions of the same set into one category .

5- Scaled responses vary depending on the options chosen by the researcher.

Likert Scale is one of the most common scale-response formats used to improve levels of measurement.

3.4.2. Interview

Interview is used to find out what is on someone else's mind; to find out from them things we can not directly observe (Patton, 1990). It is conducted to elicit the personal opinions of the subjects about the issue in concern (Ekmekci, 1999). Interviews add an inner perspective to outward behaviours through in-depth information. Everything not observed such as feelings, thought and intentions, how people attach meanings to what goes on in the world can be best learned through interviews. As Creswell (2003) indicates, interviews in qualitative approaches involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the

participants. Hence, the researcher interviewed the teachers for further questions or comments. The following questions were asked during the interview:

- What do you think about English language curriculum for the 5th grade?
- What are your opinions about the coursebook "Time for English 5"?
- Do you find the coursebook effective in terms of constructivism?
- What kind of supporting materials do you need?
- Do you have any other comments or suggestions?

3.5. DATA ANALYSIS

In this study, a descriptive research design was conducted. After administering the questionnaires to the teachers, the data were computed by using SPSS 15.0 version(Statistical Package for the Social Sciences) program. Frequencies and percentages were developed and analysed. After percentages and frequencies for each item were calculated and the results were presented visually, in tables and graphs, they were studied and analysed in order to draw conclusions.

3.6. PILOT STUDY

After the assessment of the questionnaire by two educational experts and six teachers, an initial pilot study was conducted with 50 of the 5th grade teachers in 25 state primary schools in Gaziantep. A pilot study was carried out in order to avoid unexpected problems that might be confronted during research and to find out to what extent the items were clear and comprehensible according to the subjects of the study. After the variables were computed by using SPSS, the results were calculated, and for the items in the questionnaire, frequencies and percentages were taken. The reliability value of Split-half was found as 0.86, which were defined to be reliable for Likert-type attitude scale Ekmekci (1999: 33-35).

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CHAPTER FOUR
RESULTS AND DISCUSSION

4.1. PRESENTATION

This chapter aims at presenting the analysis of the data obtained by the questionnaire given to the teachers in state primary schools. The questionnaire was distributed 140 English language teachers working in state primary schools in Gaziantep. The responses of the questionnaire items were analyzed and entered into computer and their frequencies and percentages were calculated by means of SPSS. The results were then displayed in tables and charts to enable the comparison of the data.

4.2. FINDINGS RELATED TO THE RESEARCH QUESTIONS FOR THE QUESTIONNAIRE

Table 4.1 Students' using English in the future

Q1		Frequency	Percent
Options		N	%
a	business life	39	27,9
b	communication	3	2,1
d	better place	4	2,9
e	education	94	67,1
Total		140	100,0

Chart 4.1

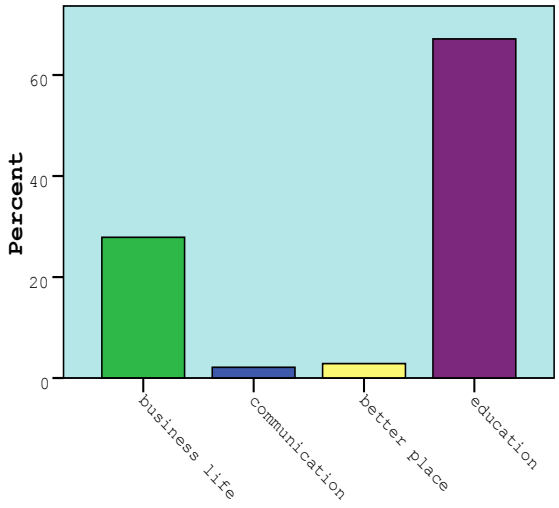
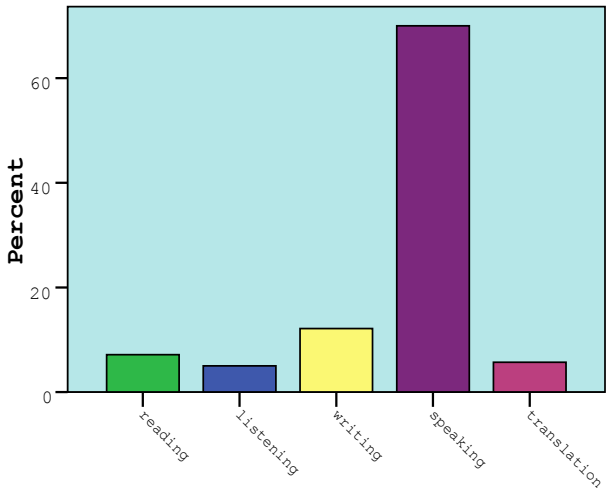


Table 4.1 shows that ninety-four of the teachers (67,1%) state the students to use English most for educational purposes in the future; thirty-nine of the teachers (27,9%) state that the students will use English in their business life; four of the teachers (2,9%) state that the students will use English to have a better place in public; three of the teachers (2,1%) state that the students will use English to communicate with foreigners. But none of the teachers state that their students will use English to read foreign publications like newspapers, magazines in English. According to the teachers, in the future using English for education is the main concern for the students and teachers.

Table 4.2 The most important skill for students

Q2		Frequency	Percent
Options		N	%
a	reading	10	7,1
b	listening	7	5,0
c	writing	17	12,1
d	speaking	98	70,0
e	translation	8	5,7
Total		140	100,0

Chart 4.2

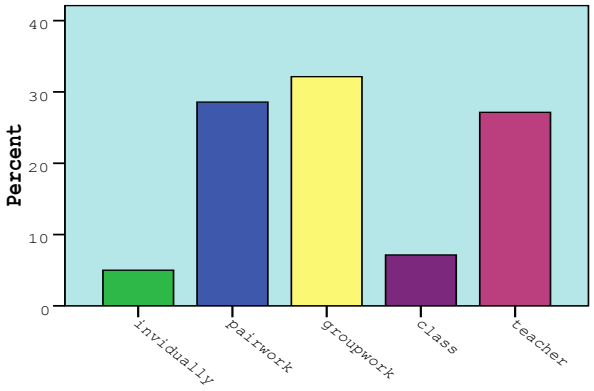


As can be seen in Table 4.2, ninety-eight of the teachers (70,0%) state that speaking is the most important language skill for the students; seventeen of the teachers (12,1%) state that writing is the most important skill; ten of the teachers (7,1%) state that reading is the most important skill; eight of the teachers (5,7%) state that translation is the most important skill and seven of the teachers (5,0%) state that listening is the most important skill for the students. Halliwell (1992:3) suggests that "young children take great delight in talking".

Table 4.3 Learning types of students

Q3		Frequency	Percent
Options		N	%
a	invidually	7	5,0
b	pairwork	40	28,6
c	groupwork	45	32,1
d	class	10	7,1
e	teacher	38	27,1
Total		140	100,0

Chart 4.3



The analysis of the Table 4.3 reveals that forty-five of the teachers (32,1%) state the students prefer to learn in groupwork; forty of teachers (28,6%) state the students prefer to learn in pairs; thirty-eight of the teachers state the students prefer to learn with their teachers; ten of the teachers (7,1%) state the students prefer to learn with class and seven of teachers (5,0%) state the students prefer to learn individually.

Table 4.4 The importance of a coursebook

Q4		Frequency	Percent
Options		N	%
a	always	85	60,7
b	usually	35	25,0
c	sometimes	16	11,4
d	seldom	4	2,9
Total		140	100,0

Chart 4.4

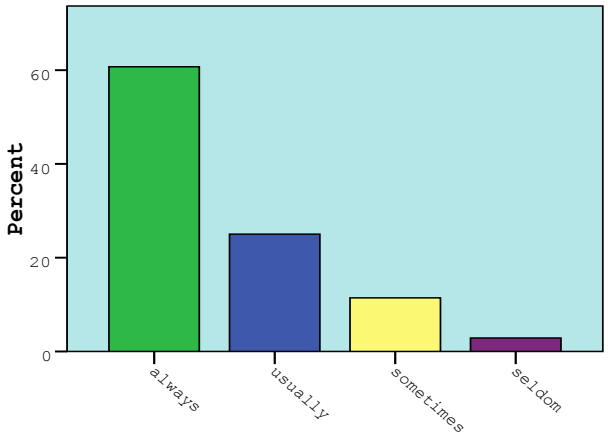


Table 4.4 indicates that a vast majority of teachers (85,7%) are of the opinion that the coursebook is really important in language teaching programme. According to this table, coursebook plays an important role and teachers need a course book to make the best use of time and to help them bring the real world into the essentially artificial classroom situation (Pakkan,1997:7).

Table 4.5 Design of the coursebook

Q5		Frequency	Percent
Options		N	%
a	always	7	5,0
b	usually	36	25,7
c	sometimes	61	43,6
d	seldom	25	17,9
e	never	11	7,9
Total		140	100,0

Chart 4.5

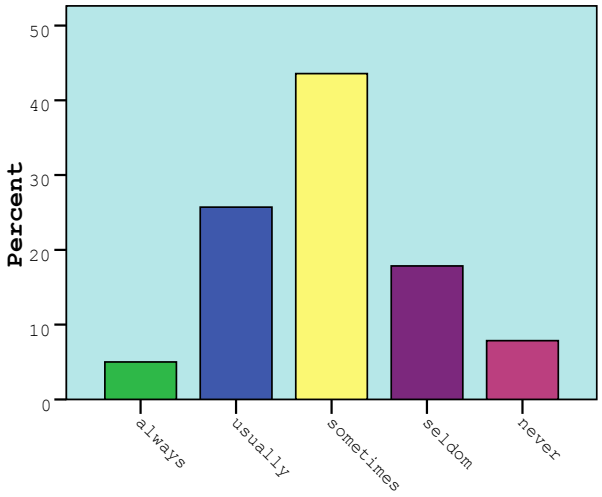
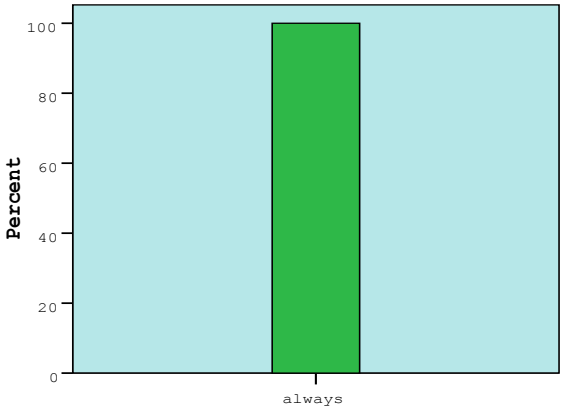


Table 4.5 shows that the design of the book is not organized effectively for all the teachers. Only seven of the teachers (5,0%) always find the design effective. Eleven of them (7,9%) think that the design of the book is not effective. But the design of the coursebook is important to encourage the students to study.

Table 4.6 Index of the coursebook

Q6		Frequency	Percent
Options		N	%
a	always	140	100,0

Chart 4.6



As it is shown in Table 4.6, there is an index at the beginning of the book. This provides the teachers and students to follow the units and find the subjects easily.

Table 4.7 List of vocabulary in the coursebook

Q7		Frequency	Percent
Options		N	%
a	always	140	100,0

Chart 4.7

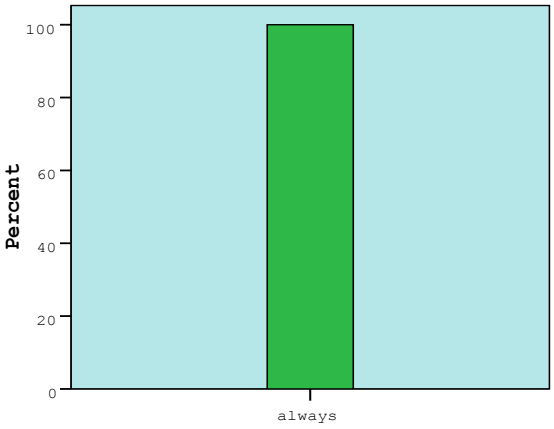
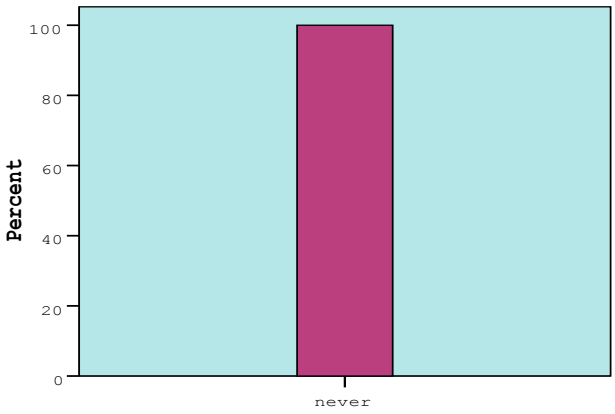


Table 4.7 shows that there is a list of vocabulary seperated according to units. There is a list of vocabulary according to units at the last pages of the coursebook. This enable the teachers and students to learn the unknown words of the units before the lesson and after the lesson they can repeat by using this vocabulary.

Table 4.8 Table of patterns in the coursebook

Q8	Frequency	Percent
Options	N	%
e never	140	100,0

Chart 4.8



As shown in table 4.8, there is not a table of patterns seperated according to units. But teachers and students can be informed by the table of patterns before and after the lesson.

Table 4.9 Activities in the coursebook to speak

Chart 4.9

Q9	Frequency	Percent
Options	N	%
a always	5	3,6
b usually	35	25,0
c sometimes	48	34,3
d seldom	38	27,1
e never	14	10,0
Total	140	100,0

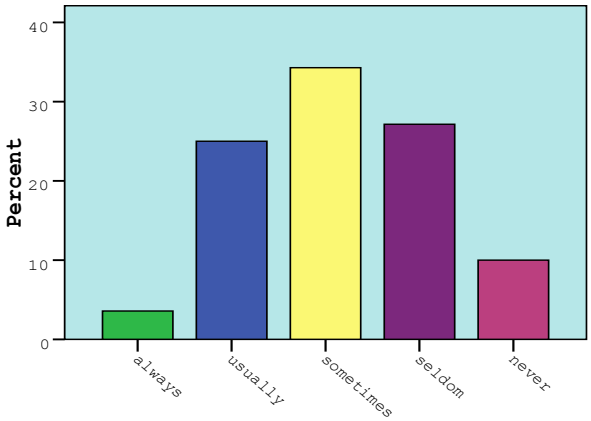


Table 4.9 displays that the activities in the coursebook do not always motivate the students to speak. According to the results, forty-eight teachers (34,3%)

think that the activities sometimes motivate the learners . On the other hand, fourteen of the teachers (10,0) state the activities never motivate the students to speak. But the activities in coursebooks should encourage the students to communicate. Grant (1987) highly emphasizes the “communicative aspect” of the textbooks and indicates that the students should be able to communicate in language as a result of using the textbook. Also, Skierso (1991) suggests that textbooks should provide meaningful communication through communicative tasks and activities.

Table 4.10 Activities in the coursebook to read

Chart 4.10

Q10	Frequency	Percent
Options	N	%
a always	17	12,1
b usually	63	45,0
c sometimes	48	34,3
d seldom	12	8,6
Total	140	100,0

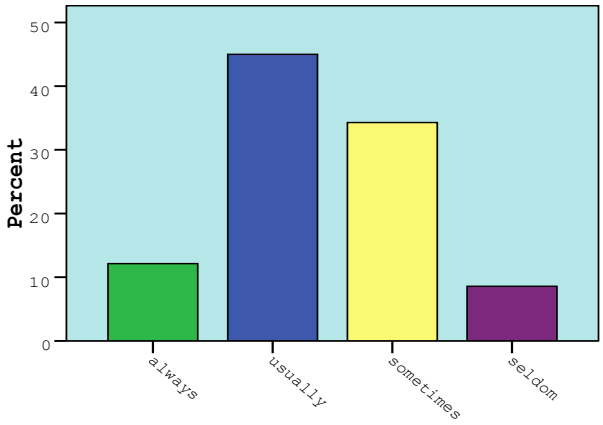


Table 4.10 reveals that the activities in the course book usually include sufficient reading practice. Most of the teachers (45,0%) state that the activities contain enough reading practice. Coursebooks pay special attention to reading activities so that student practice how to read an English text. Receptive skills are those that involve active participation on the part of the reader or listener. They are taught/practiced by using both 'top-down' and 'bottom-up' processing skills and learning strategies. Top-down processing skills require learners to use schematic and contextual knowledge as well as specific topics to arrive at comprehension. Conversely, bottomup processing skills require learners to derive meaning through the decoding of single words in a message or passage (Nunan, 1998). In general, the

combination of these processes requires the reader or listener to "decipher the meaning of individual lexical items [and] have clear ideas about the overall rhetorical organization of the text" (McDonough and Shaw, 1997, p. 109).

Table 4.11 Activities in the coursebook to listen

Chart 4.11

Q11		Frequency	Percent
Options		N	%
a	always	36	25,7
b	usually	53	37,9
c	sometimes	45	32,1
d	seldom	3	2,1
e	never	3	2,1
Total		140	100,0

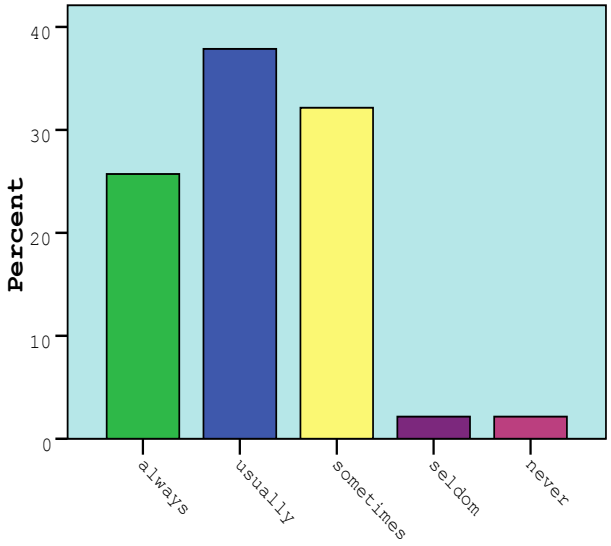


Table 4.11 demonstrates that the activities in the course book include sufficient listening practice. A great number of teachers (63,6%) indicate that the activities involve sufficient listening practice. Listening, which is one of the basic skills in language learning, always takes its place in coursebooks and this table proves that listening activities are in all coursebooks because by means of such activities students will be able to learn how to pronounce new or unknown words. One of the main reasons for getting students to listen to spoken English is let them hear different varieties and accents. Jeremy Harmer emphasizes that in today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English ,Caribbean English, Indian English West African English. Birsen Tan Tutunis (It's Easy to Teach English,16) explains that in practice it is difficult to isolate listening from speaking, since we have to listen carefully in order to understand what is said in

the interaction. She also mentions about that in the first language learning process , a child listens to every sound, to every utterance for a period of time, then comes the stage of active trial and it tries to imitate what it hears.

Table 4.12 Activities in the coursebook to write

Q12 Options		Frequency N	Percent %
a	always	33	23,6
b	usually	71	50,7
c	sometimes	28	20,0
d	seldom	8	5,7
Total		140	100,0

Chart 4.12

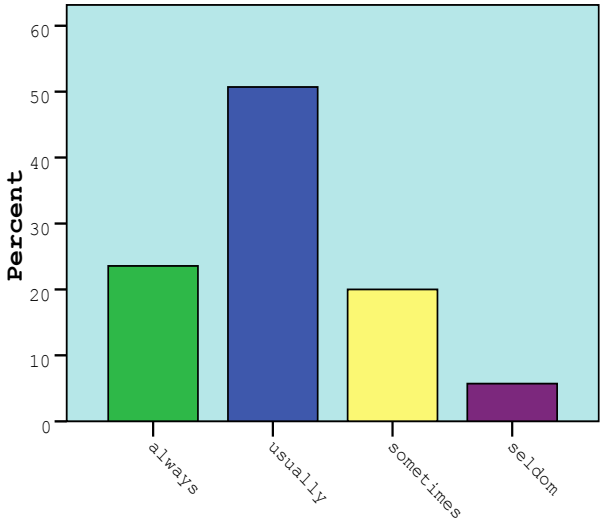


Table 4.12 presents that the activities in the course book include sufficient writing practice.Writing, which is one of the basic skills in language learning, usually takes its place in coursebooks and workbooks so that students can easily practice how to write in English and how to use conjunctions, linking words, punctuation etc. in English texts. Writing activities typically ask students to perform tasks of various kinds such as descriptions, narratives, postcards, reviews, letters etc.

Table 4.13 Activities in the coursebook for individual work

Q13	Frequency	Percent
Options	N	%
a always	9	6,4
b usually	64	45,7
c sometimes	57	40,7
d seldom	10	7,1
Total	140	100,0

Chart4.13

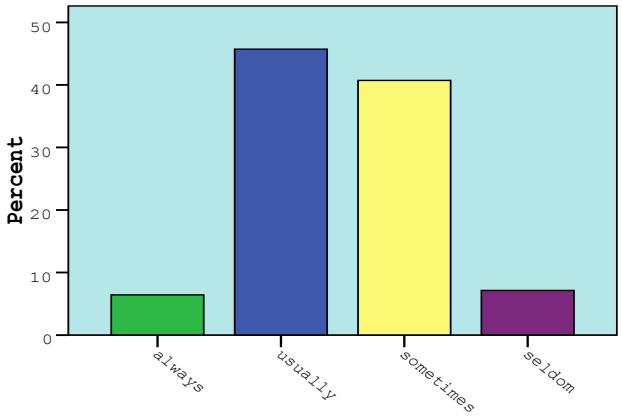


Table 4.13 demonstrates that the activities in the course book usually include sufficient individual work. There are usually activities in coursebooks which will be performed by students on their own in the classroom, which is especially important for self-confidence.

Table 4.14 Activities in the coursebook for pair work

Q14	Frequency	Percent
Options	N	%
a always	6	4,3
b usually	31	22,1
c sometimes	84	60,0
d seldom	17	12,1
e never	2	1,4
Total	140	100,0

Chart 4.14

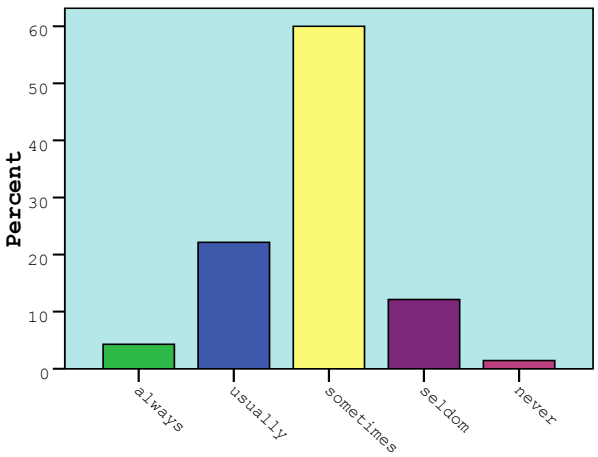


Table 4.14 displays that the activities in the course book sometimes include pair work Besides individual activities, coursebooks sometimes include pairwork

which will enable students to communicate with each other in addition to information transfer from one student to the other one.

Table 4.15 Activities in the coursebook for group work

Q15		Frequency	Percent
Options		N	%
a	always	9	6,4
b	usually	16	11,4
c	sometimes	74	52,9
d	seldom	35	25,0
e	never	6	4,3
Total		140	100,0

Chart4.15

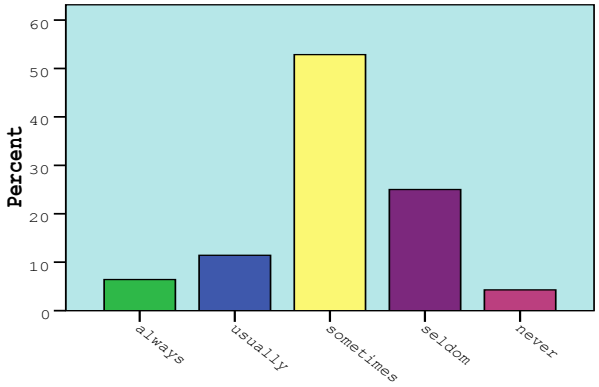


Table 4.15 shows that the activities in the course book sometimes include sufficient group work. Seventy-four of the teachers (52,9%) think the activities sometimes contain groupwork. Coursebooks sometimes include groupwork which will enable students to communicate with each other in addition to information transfer from one student to the other one. A number of theorists such as Vygotsky (1978) and Long (1990) have advocated the cognitive value of student-student/social interaction for promoting learning. Long (1990), for example, cites five benefits of interactive group activities in comparison with teacher fronted whole class instruction. These include increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning. In addition, peer interaction gives students the opportunity to encounter ideas and perceptions that differ form their own as well as the opportunity to clarify, elaborate, reorganize, and reconceptualize information, express ideas, get feedback, and justify their claims (Bruning, Schraw, and Ronning, 1995).

Table 4.16 Activities in the coursebook to give creative answers

Q16		Frequency	Percent
Options		N	%
b	usually	27	19,3
c	sometimes	49	35,0
d	seldom	53	37,9
e	never	11	7,9
Total		140	100,0

Chart4.16

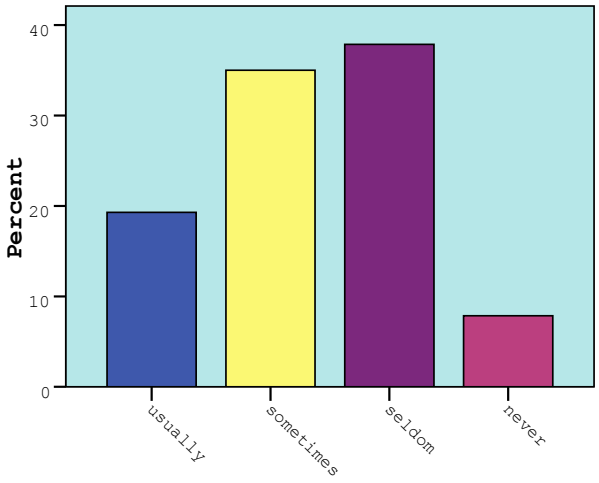
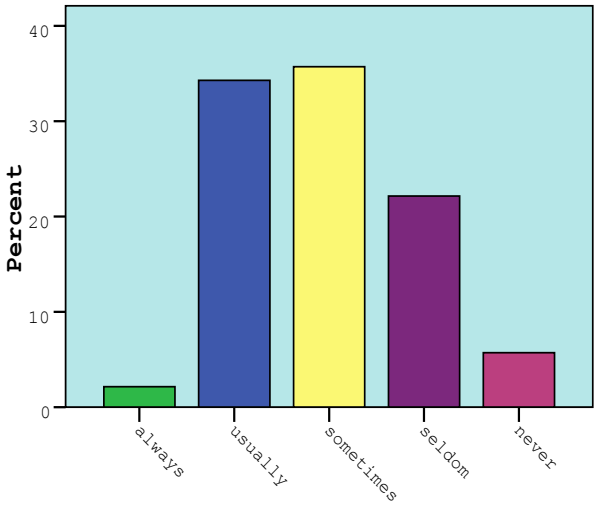


Table 4.16 demonstrates that the activities in the course book do not encourage the students to give creative answers. Most of coursebooks and workbooks lack questions in them to encourage students to give creative answers to the questions, in other words, coursebooks do not contribute to creativity of students in any way.

Table 4.17 Controlled activity types in the coursebook

Q17		Frequency	Percent
Options		N	%
a	always	3	2,1
b	usually	48	34,3
c	sometimes	50	35,7
d	seldom	31	22,1
e	never	8	5,7
Total		140	100,0

Chart 4.17



As seen in Table 4.17, the course book provide a balanced of controlled activity types. Ninety-eight teachers (70,0%) indicate that coursebooks include the activities controlled by the teachers. Coursebooks require teachers' assistance during the lesson because students face some structures or words for the first time. So they need teacher's help and guidance.

Table 4.18 Games in the coursebook

Q18		Frequency	Percent
Options		N	%
a	always	8	5,7
b	usually	43	30,7
c	sometimes	55	39,3
d	seldom	32	22,9
e	never	2	1,4
Total		140	100,0

Chart 4.18

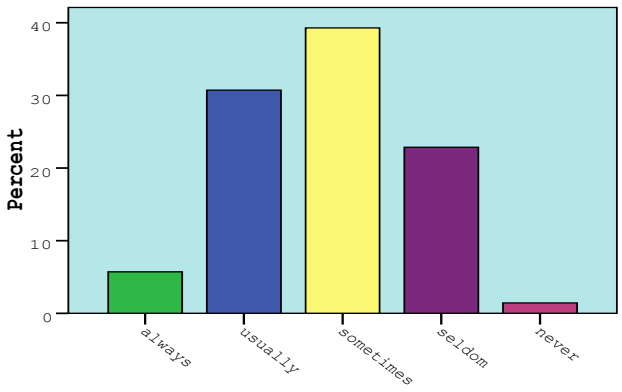
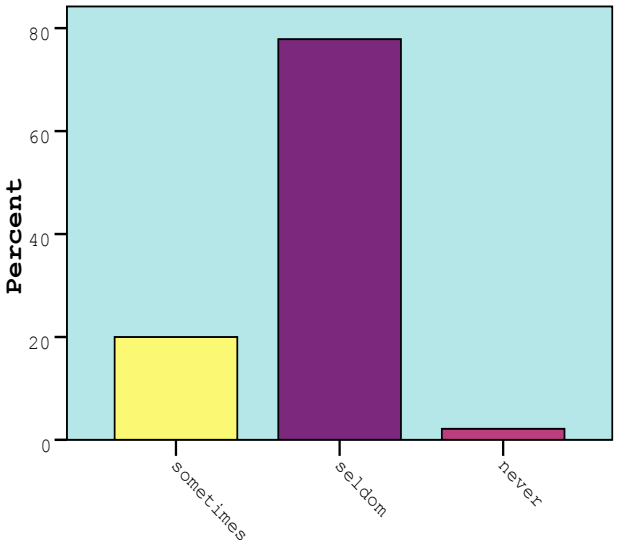


Table 4.18 presents that the activities in the course book generally include games. But thirty-four teachers (24,3%) are not satisfied with the numbers of games. Children have a great capacity in finding and creating fun in the things they are doing. Halliwell (1992) suggests that through their sense of fun and play, children live the language for real. Teachers seem to be aware of the importance of using games in their teaching. This can be a good example of what Hicks & LittleJohn (2005) implies about helping students to"switch into" the English lesson by being "eased in". Children have an amazing ability to absorb language through play and other activities which they find enjoyable. Similarly, Halliwell (1992) states that discovery learning is very powerful since the mind is engaged with the task and is not focusing on the language.

Table 4.19 Songs in the coursebook

Chart 4.19

Q19		Frequency	Percent
Options		N	%
c	sometimes	28	20,0
d	seldom	109	77,9
e	never	3	2,1
Total		140	100,0



As shown in Table 4.19, the number of songs is not sufficient. But this coursebook for young learners and young learners like songs. 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 the teachers want them. A song can be used in ant stage of the class for any teaching purpose.

Table 4.20 Dramatizations in the coursebook

Chart 4.20

Q20		Frequency	Percent
Options		N	%
c	sometimes	22	15,7
d	seldom	107	76,4
e	never	11	7,9
Total		140	100,0

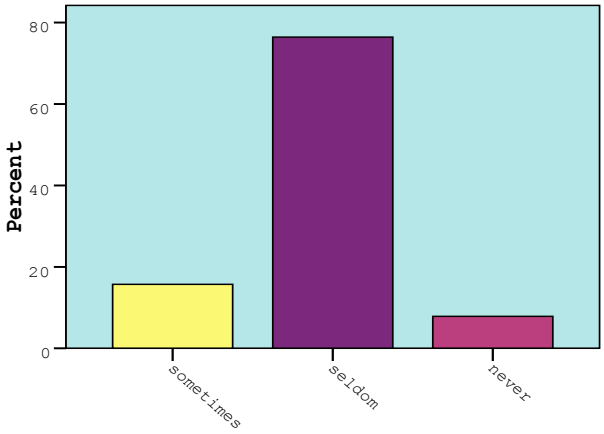


Table 4.20 reveals that the teachers are not satisfied with the number of dramatizations. Young learners have a lot of physical energy and their active characteristic (Brewster et al, 2003). Young learners are good at imitation and talking. Brewster et al. (2003) suggest that teachers of young learners need to keep in mind that their students "have a lot of physical energy" and "often need to be physically active". Most activities for the younger learners should include movement and involve the senses (Scott & Ytreberg, 1990).

Table 4.21 Appropriateness of activities to students' age

Chart 4.21

Q21 Options		Frequency N	Percent %
a	always	12	8,6
b	usually	52	37,1
c	sometimes	41	29,3
d	seldom	24	17,1
e	never	11	7,9
Total		140	100,0

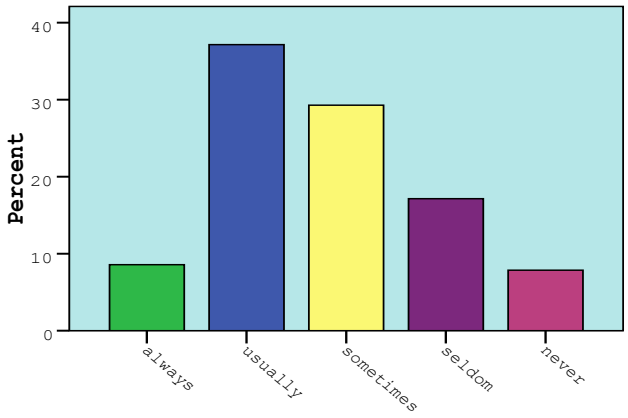


Table 4.21 shows that the activities in the course book are not always appropriate to the students'age. The students are young learners and they are 10-12 years old. They need activities to motivate, act and participate.

Table 4.22 Grammar in the coursebook

Chart 4.22

Q22		Frequency	Percent
Options		N	%
a	always	20	14,3
b	usually	44	31,4
c	sometimes	35	25,0
d	seldom	28	20,0
e	never	13	9,3
Total		140	100,0

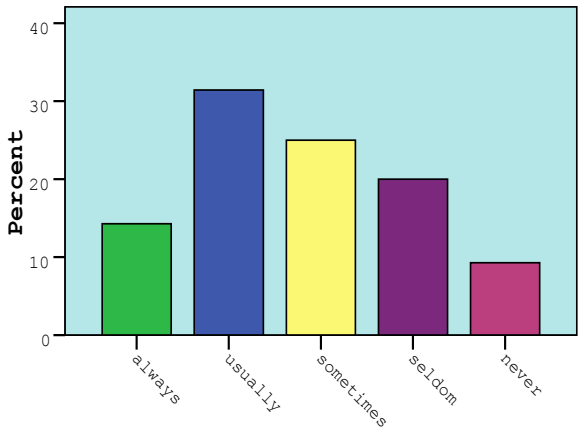


Table 4.22 displays that the activities in the course book do not involve enough grammar practice. According to Vygotsky, children learn the language automatically and unconsciously (Vygotsky, 1962). How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. Actual teaching should only include the barest minimum of grammar (Scott and Ytreberg, 1990).

Table 4.23 Appropriateness of language to students' current English ability

Chart 4.23

Q23		Frequency	Percent
Options		N	%
a	always	8	5,7
b	usually	30	21,4
c	sometimes	51	36,4
d	seldom	36	25,7
e	never	15	10,7
Total		140	100,0

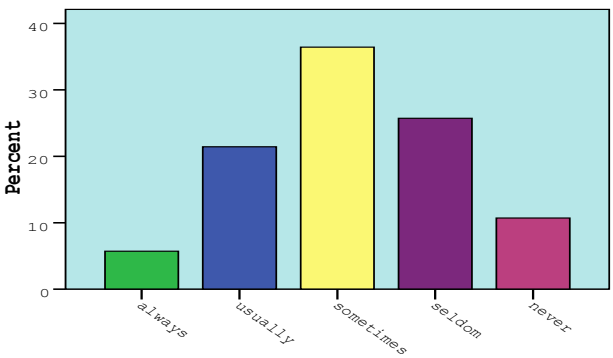


Table 4.23 presents that the language used in the course book is not at the right level for the students' current English ability. Most teachers perceive the textbook above the level of the students. They all agree that the textbook was not appropriate for the language background and level of the beginners. The students are the 5th graders and they remember and know little structures about English from the 4th grade. Because of this, the language of the book should be appropriate to the level of the students.

Table 4.24 Relevance of content of the coursebook to students' needs

Q24	Frequency	Percent
Options	N	%
a always	5	3,6
b usually	29	20,7
c sometimes	46	32,9
d seldom	47	33,6
e never	13	9,3
Total	140	100,0

Chart 4.24

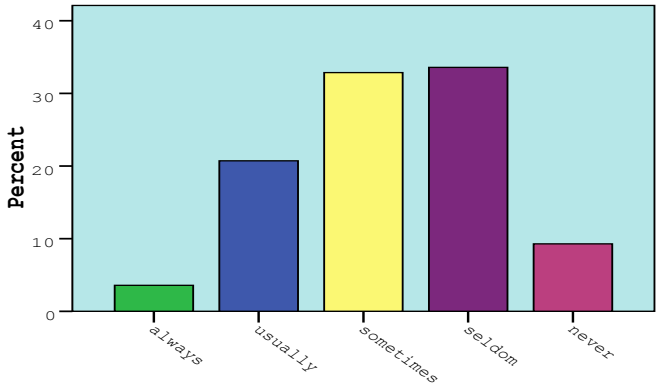


Table 4.24 demonstrates that the content of the coursebook is not relevant to students' needs. Selection and organization of content is an important criterion in the materials evaluation process and it is routinely undertaken by most authors of teaching materials. Not only Breen and Candlin (1987) but also the other authors like Hutchinson and Waters (1987), Dougill (1987), Grant (1987) and McDonough and Shaw (1993) included items relate to the organization, sequencing, linkage and continuity of the materials or units in a textbook. Cunningsworth (1995) states that the textbooks must include subject-matter and topics of the area of interest as part of real life. They should include topics that will draw their attraction and inform learners at the same time. He concludes that course materials that fail to cover relevant and interesting topics are in danger of losing the attention of its users. Breen

and Candlin (1987) also highlights that the learners will automatically be interested in certain themes and topics and the materials developers or textbook writers can anticipate what is relevant, interesting and motivating from the subject matter.

Table 4.25 Content of the coursebook

Q25	Frequency	Percent
Options	**N**	**%**
a always	6	4,3
b usually	32	22,9
c sometimes	68	48,6
d seldom	18	12,9
e never	16	11,4
Total	140	100,0

Chart 4.25

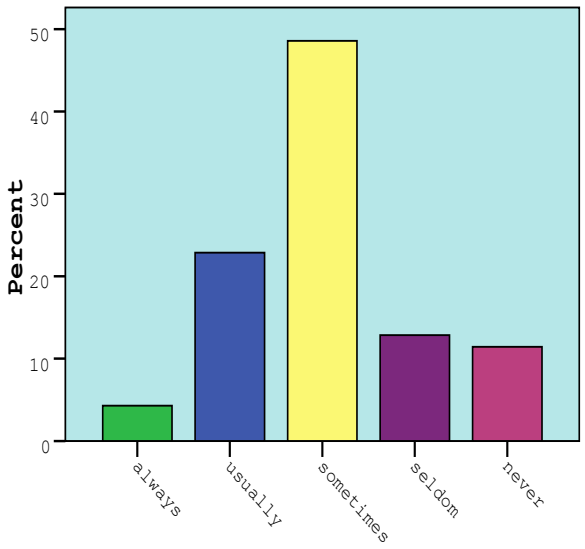


Table 4.25 presents that the content of the course book is sometimes interesting. As the literature also reveals the content of a textbook is another important aspect to be examined. As Breen and Candlin (1987) pointed out that the content of an instructional material should be appropriate to the personal interests of the learners. They also emphasize that if the topics and themes expressed in the materials appeal to students' interests, the motivation level of students would increase.

Table 4.26 Design of the workbook

Q26		Frequency	Percent
Options		N	%
a	always	5	3,6
b	usually	39	27,9
c	sometimes	50	35,7
d	seldom	31	22,1
e	never	15	10,7
Total		140	100,0

Chart 4.26

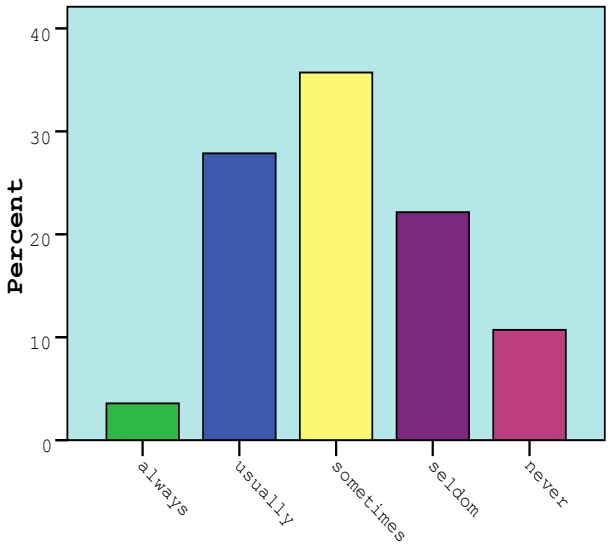
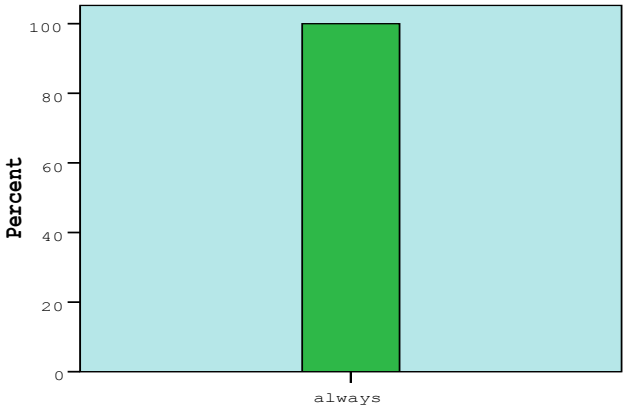


Table 4.26 displays that the design of the workbook is not organized effectively. Most of the teachers do not like the design of the book for their students. But an exercise book should motivate the students to do further activities at school or at home.

Table 4.27 Index of the workbook

Q27		Frequency	Percent
Options		N	%
a	always	140	100,0

Chart 4.27



As it is seen in Table 4.27, there is an index at the beginning of the workbook. So the teachers and students can follow the units and find the subjects easily.

Table 4.28 Activities in the workbook to speak

Chart4.28

Q28		Frequency	Percent
Options		N	%
a	always	4	2,9
b	usually	26	18,6
c	sometimes	40	28,6
d	seldom	52	37,1
e	never	18	12,9
Total		140	100,0

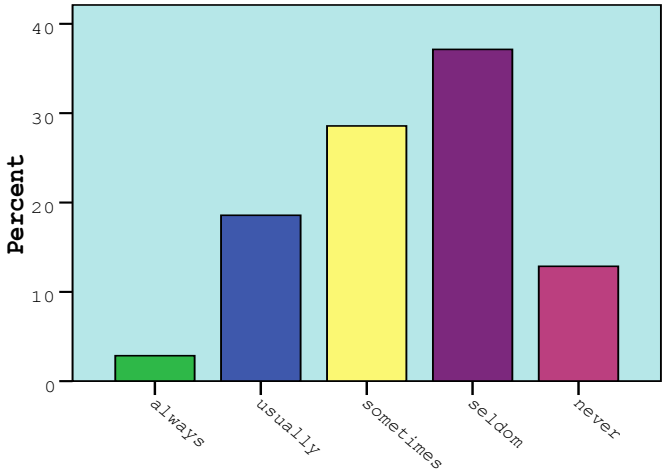


Table 4.28 reveals that the activities in the workbook do not motivate the students to speak. Most of the teachers (50,0%) do not find the activities to be motivating to speak.

Table 4.29 Activities in the workbook to read

Chart 4.29

Q29		Frequency	Percent
Options		N	%
a	always	12	8,6
b	usually	55	39,3
c	sometimes	53	37,9
d	seldom	20	14,3
Total		140	100,0

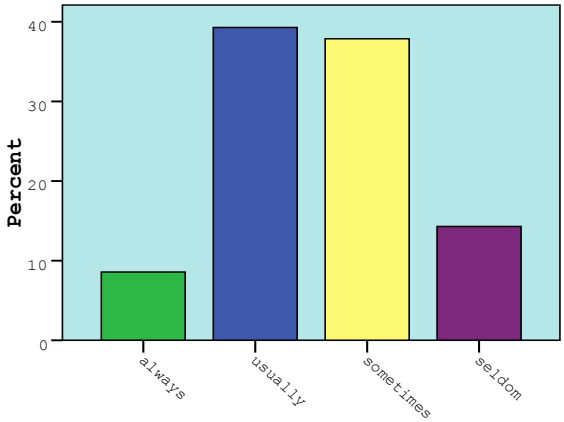


Table 4.29 shows that the activities in the workbook include sufficient reading practice. Most of the teachers are satisfied the activities which include reading activities, so the students can develop their vocabulary, pronunciation by reading.

Table 4.30 Activities in the workbook to write

Q30		Frequency	Percent
Options		N	%
a	always	16	11,4
b	usually	64	45,7
c	sometimes	36	25,7
d	seldom	20	14,3
e	never	4	2,9
Total		140	100,0

Chart 4.30

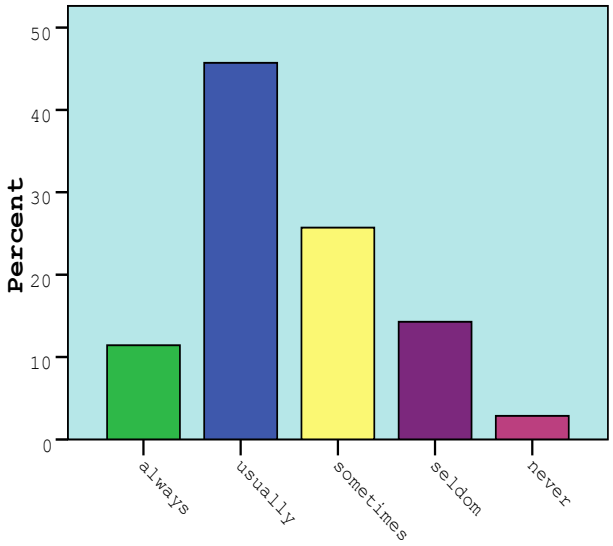


Table 4.30 displays that the activities in the workbook include sufficient writing practice.Writing, which is one of the basic skills in language learning, usually takes its place in coursebooks and workbooks so that students can easily practice how to write in English and how to use conjunctions, linking words, punctuation etc. in English texts. Writing activities typically ask students to perform tasks of various kinds such as descriptions, narratives, postcards, reviews, letters etc.

Table 4.31 Activities in the workbook to give creative answers

Q31		Frequency	Percent
Options		N	%
b	usually	26	18,6
c	sometimes	45	32,1
d	seldom	50	35,7
e	never	19	13,6
Total		140	100,0

Chart 4.31

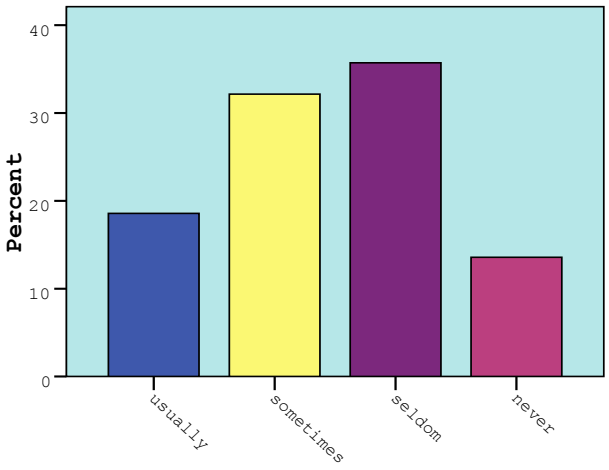
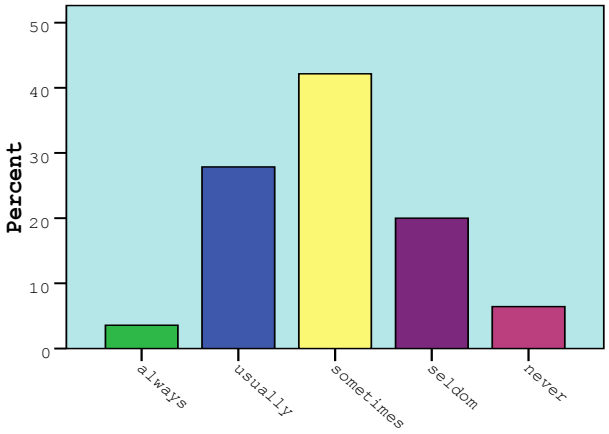


Table 4.31 presents that the activities in the workbook do not encourage the students to give creative answers. Most of the teachers (49,3%) state that the activities in the coursebook do not increase the creativity of the students.

Table 4.32 Controlled activity types in the workbook

Q32		Frequency	Percent
Options		N	%
a	always	5	3,6
b	usually	39	27,9
c	sometimes	59	42,1
d	seldom	28	20,0
e	never	9	6,4
Total		140	100,0

Chart 4.32

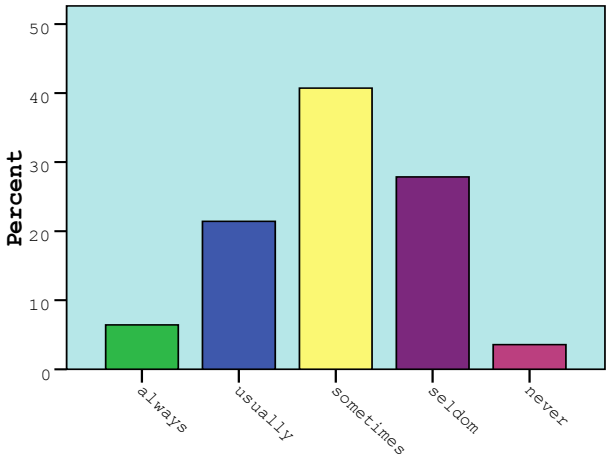


As seen in Table 4.17, the workbook does not always provide a balanced of controlled activity types. Workbooks require teachers' assistance during the lesson because students face some structures or words for the first time. So they need teacher's help and guidance.

Table 4.33 Games in the workbook

Q33	Frequency	Percent
Options	N	%
a always	9	6,4
b usually	30	21,4
c sometimes	57	40,7
d seldom	39	27,9
e never	5	3,6
Total	140	100,0

Chart 4.33



Games are invaluable tools to provide opportunities for our learners with meaningful and useful language in real contexts. But according to table 4.33, the activities in the workbook does not include sufficient number of games.

Table 4.34 Appropriateness of activities to students' age

Q34	Frequency	Percent
Options	N	%
a always	16	11,4
b usually	51	36,4
c sometimes	43	30,7
d seldom	20	14,3
e never	10	7,1
Total	140	100,0

Chart 4.34

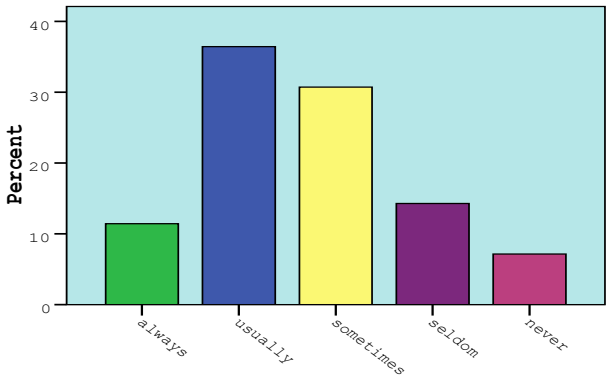


Table 4.34 shows that the activities in the workbook are usually appropriate to the students' age. The students are young learners who are 10-11 years old. They can do exercises in workbook at home in order to repeat the subjects the have learned. Slattery and Willis (2001) states that young learners enjoy repeptition.

Table 4.35 Appropriateness of language to students' current English ability

Q35		Frequency	Percent
Options		N	%
a	always	10	7,1
b	usually	28	20,0
c	sometimes	49	35,0
d	seldom	40	28,6
e	never	13	9,3
Total		140	100,0

Chart 4.35

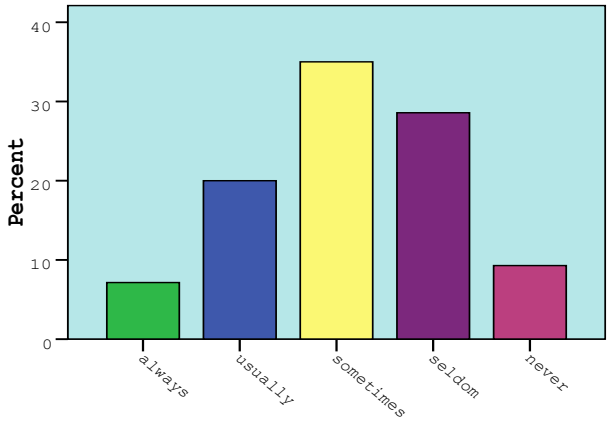
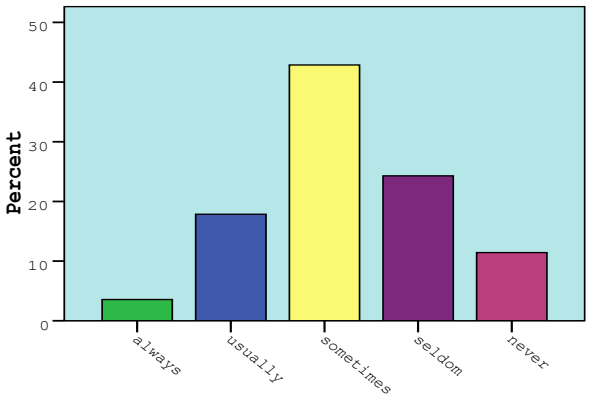


Table 4.35 presents that the language used in the workbook is sometimes at the right level for the students' current English ability. Most teachers perceive the language used in the workbook above the language level of the students. They all agree that the workbook was not appropriate for the language background and level of the beginners. The students are the 5th graders and they remember and know little structures about English from the 4th grade.

Table 4.36 Relevance of content of the workbook to students' needs

Q36		Frequency	Percent
Options		N	%
a	always	5	3,6
b	usually	25	17,9
c	sometimes	60	42,9
d	seldom	34	24,3
e	never	16	11,4
Total		140	100,0

Chart 4.36



As seen in Table 4.36, the content of the workbook is sometimes relevant to students' needs. Fifty of the teachers (35,7%) think that the content is not relevant to the students' needs. Breen and Candlin (1987) points out that the selection and organization of content in the materials is quite important. They stressed that organization of the materials should be done in such a way that learners can work on them and internalize the content. Materials should be organized for simple and familiar 'thing' to more complex and 'less familiar'.

Table 4.37 Content of the workbook

Q37		Frequency	Percent
Options		N	%
a	always	9	6,4
b	usually	23	16,4
c	sometimes	64	45,7
d	seldom	28	20,0
e	never	16	11,4
Total		140	100,0

Chart 4.37

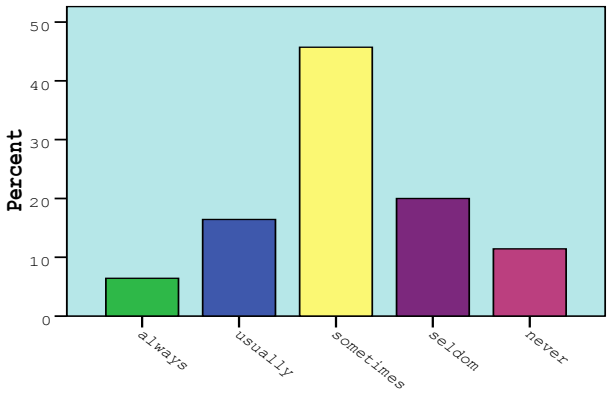
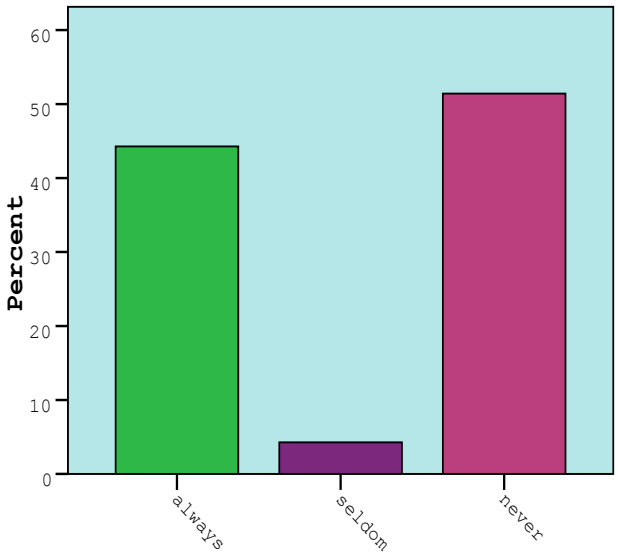


Table 4.37 presents that according to sixty-four teachers (45,7%) the content of the workbook is sometimes interesting. Most of the teachers are not content with the content of the workbook. As Breen and Candlin (1987) pointed out that the content of an instructional material should be appropriate to the personal interests of the learners. They also emphasize that if the topics and themes expressed in the materials appeal to students' interests, the motivation level of students would increase.

Table 4.38 An audio-tape/CD of the coursebook

Chart 4.38

Q38		Frequency	Percent
Options		N	%
a	always	62	44,3
d	seldom	6	4,3
e	never	72	51,4
Total		140	100,0

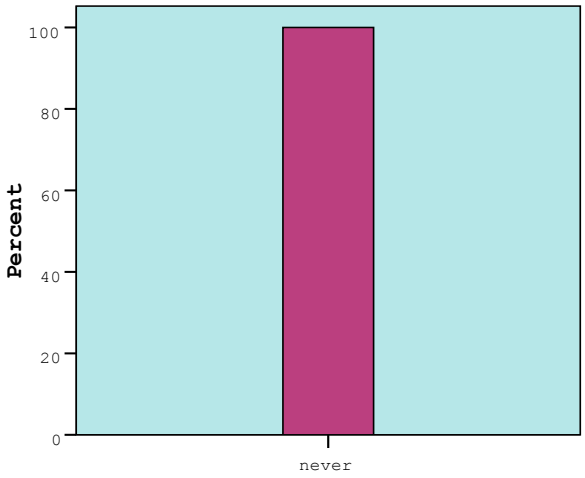


As seen in Table 4.38, sixty of teachers (44,3%) state that a CD accompanies the coursebook, but seventy-two of teachers (51,4%) state that a CD accompanies the coursebook. There is an opposite situation. The reason is that the CD of the coursebook does not reach all the schools, so some of the teachers have the CD and use it; but the others do not get the most important audio material.

Table 4.39 Posters of the coursebook

Q39		Frequency	Percent
Options		N	%
e	never	140	100,0

Chart 4.39



As can be seen in 4.39, the coursebook is not supported by posters. But posters are motivating visual materials. They are large enough to use so that learners sitting at the back can easily see them and want to participate the lesson.

Table 4.40 Flashcards of the coursebook

Q40		Frequency	Percent
Options		N	%
e	never	140	100,0

Chart 4.40

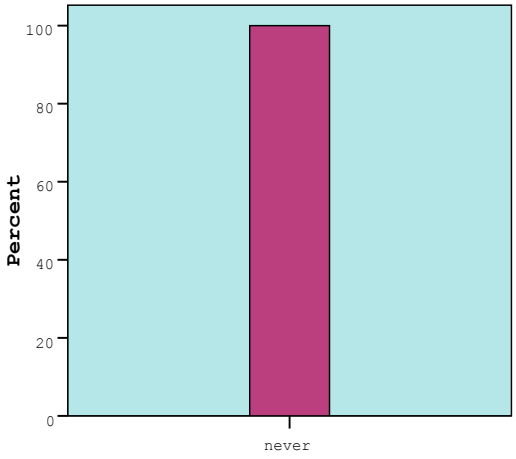


Table 4.40 displays that the coursebook package does not have any flashcards that accompany the coursebook. But young learners need visual materials. Since abstract thinking of young learners has not developed yet, young learners need more visual materials while learning (Cameron, 2001). Young learners need more visual materials than adolescents. Scott and Ytreberg (1990) state that teachers need a plenty of objects and pictures to work with, words are not enough while teaching young learners. Young children learn much about the written word long before they have formal reading and writing activities at school. Since they are used to receiving constant visual support during communication, they expect their world to be visual. Therefore, illustrations and the use of visual aids are extremely important in the teaching of young learners (Vale & Feunteun, 1995). Some flashcards should be added to the coursebook packet.

Table 4.41 A web site of the coursebook

Q41		Frequency	Percent
Options		N	%
e	never	140	100,0

Chart 4.41

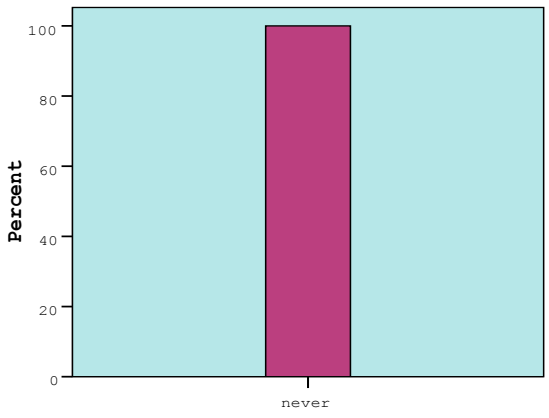


Table 4.41 presents that the coursebook does not have a web site for both teachers and students. Under the influence of the improvements in technology, the materials used in language classes have also improved (Pakkan,1997:31). Using computer can increase motivation(van Els, et al., 1984:293-4) If the coursebook has

a web site, teachers can share ideas, resources, flashcards…etc. with eachother. So it provides variety in materials.

Table 4.42 Giving sufficient knowledge of teacher's book

Q42		Frequency	Percent
Options		N	%
a	always	24	17,1
b	usually	47	33,6
c	sometimes	26	18,6
d	seldom	18	12,9
e	never	25	17,9
Total		140	100,0

Chart 4.42

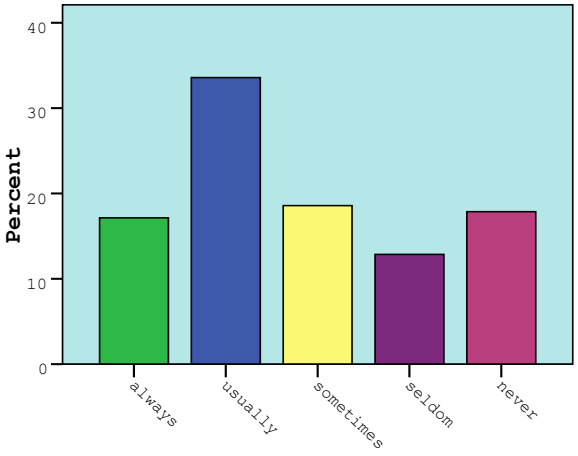


Table 4.42 reveals that the teachers are not satisfied with the teacher's book. It is clear that some teachers look for extra information for the activities. Teachers want a teacher's book which will give detailed guidance on ways how the activities can be exploited in the class.

Table 4.43 Design of the teacher's book

Q43		Frequency	Percent
Options		N	%
a	always	17	12,1
b	usually	38	27,1
c	sometimes	34	24,3
d	seldom	29	20,7
e	never	22	15,7
Total		140	100,0

Chart 4.43

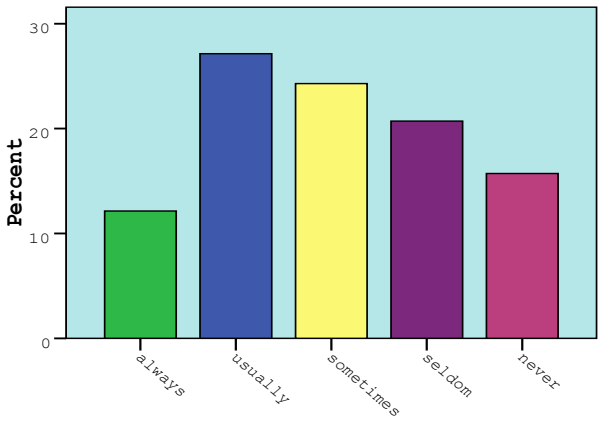


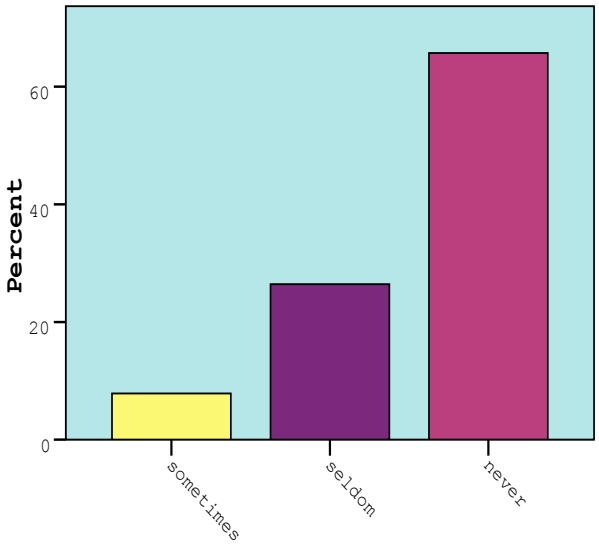
Table 4.43 shows that there are different opinions among teachers about the design of the teacher's book. Some of them (39,2%) are satisfied with the design; but some of them (36,4%) are not pleased with it. But teacher's books are important parts of the whole materials package because they have a considerable influence on guiding the teachers. As Cunningsworth (1995:112) points out 'a good teacher's book is invaluable in offering, among other things, guidelines on how to make the best use of

the course.

Table 4.44 Extra ideas in teacher's book

Chart 4.44

Q44		Frequency	Percent
Options		N	%
c	sometimes	11	7,9
d	seldom	37	26,4
e	never	92	65,7
Total		140	100,0

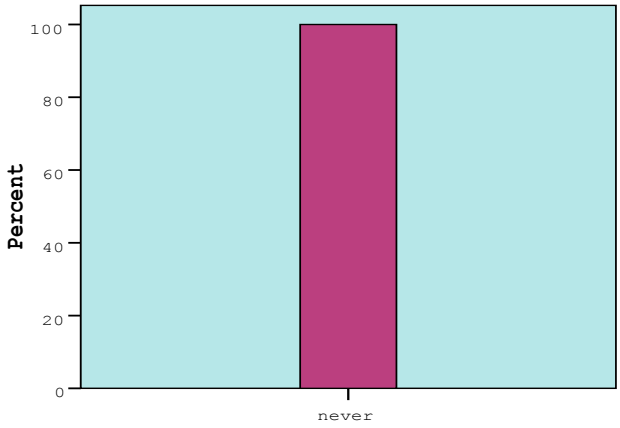


As seen in Table 4.44, it is clear that teacher's book does not contain extra ideas for the existing activities. Some teachers could have difficulty in adapting any activity to his/her classroom, so extra ideas for some of the activities in the coursebook should be inserted into the teacher's book.

Table 4.45 Extra activities in teacher's book

Chart 4.45

Q45		Frequency	Percent
Options		N	%
e	never	140	100,0



In Table 4.45, teacher's book does not contain extra activities other than coursebook's. If the teacher's book contains extra activities, teachers can use them when there is extra time left in the class. It also makes teachers feel safe in the classroom, and having alternative activities always good because when one activity does not work for some kind of students, extra activities can help both teachers and students.

Table 4.46 Exam and quiz samples in teacher's book

Chart 4.46

Q46		Frequency	Percent
Options		N	%
e	never	140	100,0

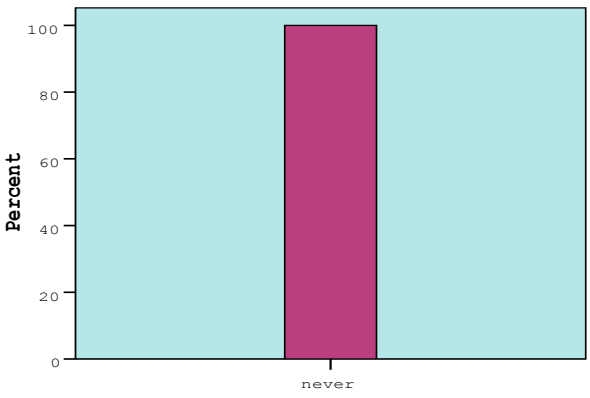
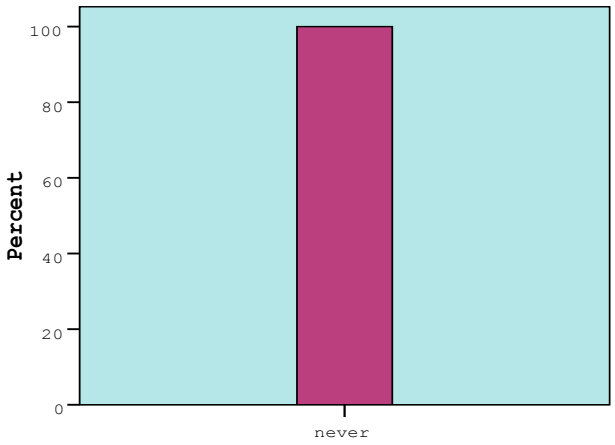


Table 4.46 shows that the teacher's book does not contain exams or quiz samples. Exams are in a way useful for the teachers because give teachers an idea about how many of the vocabulary are learned or how much of the learning accomplished by the students.

Table 4.47 Transparencies of teacher's book

Chart 4.47

Q47		Frequency	Percent
Options		N	%
e	never	140	100,0



The teacher's book does not contain transparencies for the teacher. Most of the schools have overhead projector (OHP) but the teachers use nearly none of them. If the teacher's book contains transparencies, it motivates teacher for using OHPs. Students also enjoy learning visually.

In open-ended part of the questionnaire, 80 teachers have written their further opinions. Most of these teachers state that the level of the first three units of the coursebook are above the students' language level and there are lots of unknown words, so the students get bored easily and do not want to participate. Not only students but also teachers get bored from the units including unknown words and

they try to find how they can present English lessons interesting and motivating. According to teachers, the students who do not know ‘am, is, are’ see new structures like ‘there is/are, prepositions’ and regions, countries, geographical features are presented in first units instead of greeting. Most of the teachers agree that the first unit should begin with greeting, because students do not know to say ‘What’s your name?’. Although the students can not say the regions of Turkey and countries in Turkish, regions, countries, cities and geographical locations are tried to teach them. In the first units the name of the unit is countries. The students are expected to learn countries and nationalities and they are expected to use the questions ‘Where are you from?’ and ‘What nationality are you?’. But teachers claim that there is no sentence patterns about these questions and there is a list of countries and nationalities. In addition to this, some teachers state that their students have difficulty in learning English alphabet, so they want to see the list of letters with pictures. Some teachers say that they do not know what they will ask the students in the exam. Some of the teachers think that the order of the units can be changed, the units including classroom objects and classroom rules can be first units. Most of the teachers think that the number of the songs is very few. They want to see more songs in the coursebook. Because the students are young learners and they like singing. Some of the teachers declare that they use another coursebook including greeting, simplier passages, songs and games. Some of them indicate that the coursebook should be made simplier and more enjoyable in terms of the students and the teachers. It is expected from teachers to creative, prepared all the time in new curriculum, but there is no supporting materials for teachers to benefit. Most of the teachers say that they have not a CD of the coursebook. Some of the teachers indicate that CD is not adequate, their students want to see. It is understood that most of the teachers are not satisfied with the coursebook ‘Time for English 5’

There is shortage of materials in most of the state schools in Turkey. Therefore, usually course book is the main material used in teaching. Halliwell (1992) indicates that a good course book chosen for young learners should be clearly structured and sequenced, it should look interesting and fun, and it should have additional materials provided. Cakır (2004) claims that to teach a foreign language to young learners appropriately is a hard task for teachers since they will always be alert and well equipped in the class.

4.3. RESULTS OF THE INTERVIEW

In this study the researcher interviewed the teachers for further questions and/or comments. The following questions were asked during the interview:

- What do you think about English language curriculum for the 5th grade?
- What are your opinions about the coursebook "Time for English 5"?
- Do you find the coursebook effective in terms of constructivism?
- What kind of supporting materials do you need?
- Do you have any other comments or suggestions?

The following extracts are given to illustrate teachers' views concerning the 5th grade curriculum;

> …In new curriculum a learner-centered approach is adopted and teacher behaves as a guide. New curriculum expects teachers to make preparations before the lesson and to be creative. But I have some difficulties implementing the 5th grade curriculum.The subjects are very intensive for my students (Teacher A).

> In new curriculum there is no grammar teaching. It is expected that students will be active and participate in lessons more than before. But the first units of the coursebook don't allow students to be active. In terms of vocabulary, structures and patterns it is difficult to follow the curriculum (Teacher B).

> In my opinion new curriculum is indeed good, but when we think the students' low language level and the students who were accustomed to old curriculum, as teachers our duty is difficult while implementing the 5th grade curriculum (Teacher C).

> I don't like the 5th grade curriculum. Because the subjects do not address the students' language level and the students find them difficult to learn. I'm teaching English to the 4th and 5th grades. But I enjoy the 4th grade curriculum. Because it doesn't bother

> students. It has subjects including enough games and activities to make the students be active (Teacher D).

As seen above, teachers are aware of the features of the 5th grade English language curriculum and they know students' and teachers' duties but they are not pleased with the process of implementing the curriculum. They think that subjects are very intensive in terms of students' age, language level and needs.

The second question is related with teachers' opinions about the coursebook "Time for English 5". The examples are;

> …in "Time for English 5" first units begin with countries and regions. But lots of students don't know what country is, which city is in which region in Turkish. I wanted my students to say name of a country they know. One of them said:"Osmaniye"… (Teacher A).

> …when I looked at the first page of the book, I got surprised. There was a long passage for my students… first I taught greetings and repeated the subjects of the 4th grade. I started the book one month later. But I skipped lots of parts of the book. Because there is a yearly plan to be followed and there are tests for SBS. While reading the passages in first unit, I realized that my students got bored. Because there were lots of unknown words and structures (Teacher B).

> I get angry when I hear the name of the coursebook. As if we were geography teachers not teachers of English. The book is like a social sciences book. I have got no teacher's book and CD. My students not having a teacher of English last year don't know to say "I am". But the coursebook wants students to say countries and regions in English. And there are lots of structures to be given like "there is/are, have/has got, prepositions…". I skipped first three units and began classroom rules and classroom objects (Teacher C).

> I got disappointed when I saw the coursebook. The first page begins with an e-mail and there are lots of patterns not known by students. They are above the students' language level. So I decided to use a sourcebook prepared according to new curriculum. I sometimes use "Time for English" and sometimes use my sourcebook(Teacher D).

Here are some quotations from the interviews emphasizing that the first three units of the coursebook "Time for English 5" do not meet the needs of students. The mentioned units include long passages, lots of unknown words and structures. These discourage the students and make them get bored. So teachers begin to look for

different ways to motivate the students. Many of them tell subjects of the 4th grade. Some of them skip first units while others use sourcebook.

The third question is about effectiveness of the coursebook in terms of constructivism.

> … In constructivism learners construct knowledge for themselves. How can a student construct knowledge if there are long passages, unknown words and structures in front of him/her? Especially he/she is a young learner. Young learners should be motivated in learning process. But my students get bored when they see first units of "Time for English 5". They always need my help. They can't learn by themselves. So I don't find the coursebook effective in terms of constructivism(Teacher A).

> We know that according to constructivism students learn by doing rather than observing. So they should be active in class. In terms of my students they can't be active because they can't understand some parts and activities in the book. Some of them always ask me what they will do, but most of them sit quietly. I think especially first three units weren't prepared according to constructivism. There are lots of unknown words and my students don't want to find from the dictionary and learn the meanings of them. So I give the meanings and translate the passages in Turkish, but I can't encourage them to participate. I tell and they listen. Not the students I am active(Teacher B).

> This coursebook isn't effective in terms of constructivism. Because there is no a constructivist environment (Teacher C).

> In my opinion first unit of the coursebook wasn't effective in terms of constructivism. Because in constructivism learner constructs new knowledge on old experiences. But while starting the first page of the book my students don't have old information about English. So it is very difficult to combine new and old information(Teacher D).

According to teachers the coursebook "Time for English 5" is not effective in terms of constructivism. Because students do not have old information and they can not construct new knowledge on their own.

The fourth question is related with supporting materials that teachers need.

> The supporting materials for English teaching are insufficient in our school. We haven't got CD of the coursebook, CD-player and language lab for listening activities. Moreover, there are no posters, pictures and flashcards. So we, as teachers, try to prepare them and buy real objects with our own effort. But we can't store them because we haven't got a language classroom. In addition, teacher's book doesn't include any extra activities and sample exams… We need worksheets and exercises (Teacher A).

> … I need flashcards and posters to show my students. I need CD of the book, because I'm not a native speaker and I want my students to learn pronunciation correctly (Teacher B).

> I haven't got teacher's book and CD… I need extra activities, handouts, worksheets. My students like pictures, so I need flashcards and posters (Teacher C).

> I need posters and flashcards, because my students like colourful pictures. They can learn every objects and every verbs through flashcards. Moreover, I need English songs for young learners. Because they want to learn and sing English songs. I need different and enjoyable games(Teacher D).

Cakır (2004) argues that teaching young learners brings a lot of responsibilities on the shoulders of the teachers in the classroom from designing the materials to implementing them appropriately. The most important responsibility of teachers is to have the required skills to teach young learners by choosing the appropriate materials and activities for the age and level of young learners and creating a game like atmosphere in the class. Thus, the teachers were asked about supporting materials they need. Interview results have made it clear that shortage of materials is a serious problem in most of the schools. Teachers say that "Young learners need visual materials, but we can not obtain them". Most of the teachers replied this question complaining about the fact that there are "no materials" available in their schools. However, there were also some enthusiastic teachers who created their own materials and tried to teach by the help of these materials rather than focusing on the course book alone. Most of the teachers have no special classrooms for English lessons. Thus, they have to carry their materials with them.

The last question of the interview was asked for further comments and suggestions of the teachers.

> In my opinion the first unit should begin with greetings. The children should learn to say their names, their family members', friends' names and ages correctly. Then they can learn countries and nationalities in English. I think there shouldn't be long passages and lots of unknown words in the first units. They discourage students Maybe the order of the units can be changed… They are more enjoyable than capital cities and geographical terms (Teacher A).

> I think the subjects are very intensive in the coursebook. Especially first three units…So the students can get bored easily. They are young learners and they want to play games and sing songs. Moreover, they are not able to concentrate on long passages for a long time. They like

> enjoyable activities and want to make dialogues. But in the first units there is no dialogue. There are some in other units but passages and dialogues should be simplier. I think this book was prepared according to students of private schools. Teacher's book is like an answer key In teacher's book I need extra information and activities. (Teacher B).
>
> …The number of hours of English lesson should be increased. Furthermore classrooms are very crowded. The number of students should be decreased, so all the students can be active during lesson (Teacher C).
>
> …In teacher's book there should be extra ideas about project and performance duties. The other lessons' teacher's books are better than ours. There is CD of the coursebook, but we haven't. The Ministry of National Education should send CDs and teacher's books to all schools on time. Our students are young learners. They don't want to only listen. They want to hear, see and act. So textbook committee can prepare audio- visual materials for the coursebook. These materials can attract the students' attention easily. The subjects should be prepared simplier and enjoyable (Teacher D).

Generally the teachers complain about the first three units because of their difficulties. They prefer greetings in the first unit. The teachers want more songs, games and dialogues in the coursebook. The teachers indicate that teacher's book should include extra activities, ideas, information and sample exams. The coursebook package should contain flashcards, posters or transparencies. The teachers declare that the Ministry of Education should send CDs and teacher's book on time.

CHAPTER FIVE

SAMPLE UNIT AND SUPPORTING MATERIALS

5.1. PRESENTATION

This chapter presents a sample unit and supporting materials for the first unit of “Time for English 5”.

This study assumes that the 5th grade teachers of English gives importance to coursebook during learning and teaching process. But the teachers are not satisfied with the ELT coursebook “Time for English 5” in terms of the principles of constructivism. They complain about the language level of the coursebook, the number of vocabulary, the presentation of geographical features in the first units of the book. The teachers indicate that their students can get bored easily and demoralize while they are studying the units about countries, regions and capital cities. They think that the first unit of “Time for English 5” should start with greetings because the 4th grade students can not know or remember how to introduce themselves. Because of these views, a sample unit was prepared by the researcher for the unit 1 of the present coursebook (see Appendix G). This sample unit begins with greetings and remembering the 4th grade’s subjects. It includes the list of countries and nationalities, the English alphabet and a song. Moreover, the teachers need supporting materials with teacher’s book, so some materials like handouts, word search, crossword, sample games and flashcards were prepared by the researcher in order to assist the teachers. These materials are about countries and nationalities in unit 1 of the coursebook “Time for English 5”.

5.2.SAMPLE UNIT FOR UNIT 1: COUNTRIES

COUNTRIES





A. Look at the picture and read the dialog





PRESENT FORM OF TO BE

I	am	ten years old.
He She It	is	fine.
We You They	are	students.

Examples:

I **am** a student.
She **is** a teacher.
It **is** a cat.
We **are** students.
They **are** pencils.

Am	I	a teacher?	Yes, I am. No, I am not.	I am → I'm
Is	he she it	nine years old?	Yes, he is. No, he isn't.	He is → He's She is → She's It is → It's
Are	we you they	students?	Yes, we are. No, they aren't.	We are → We're You are → You're They are → They're









B. Complete the dialogues

1. Umut : Hello! I'm Umut.
   Jane : Hi! ……
   Umut : Nice to meet you, Jane.
   Jane : ……, Umut.

2. Ayşe : Good morning. I'm Ayşe.
   Paul : …….. . ……...Paul.
   Ayşe : Nice ……..., Paul.
   Paul : ……..., Ayşe.

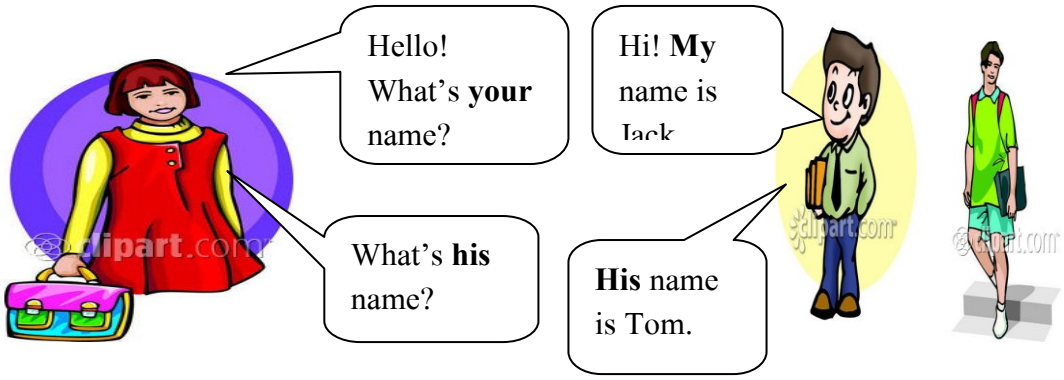
3. Judy : Good afternoon. ……..Judy.
   Ali : ……... . I'm Ali.
   Judy : …….. , …….. .
   Ali : ……. , …….. .

C. Fill in the blanks with am/is/are

1. I …**am**.. a student.
2. He ……. ten years old.
3. She ……. a doctor.
4. We ……. Turkish.
5. I…….. from Turkey.
6. They ……. teachers.
7. Ali and I …….. students.

D. Answer the questions

1. Are you a student? Yes, I am a student./ Yes, I am.
2. Is she ten years old? ……
3. Are you from England? No, ……..
4. Is he a doctor? Yes, ……..
5. Is Mary nine years old? ……..
6. Are Jack and Ahmet students? No, ……..
7. Is Ayça from Turkey? ……..

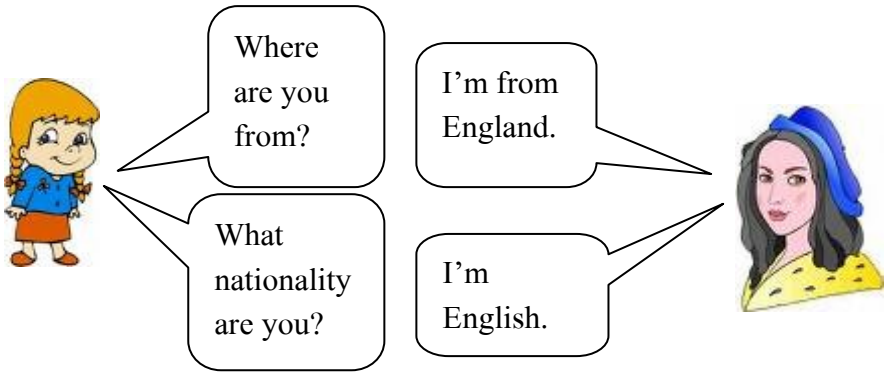


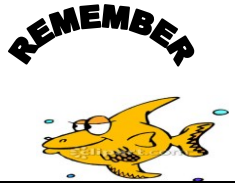
I	→	my	**I** am Jane. **My** name is Jane.
You	→	your	**You** are Aykut. **Your** name is Aykut.
He	→	his	**He** is Tom. **His** name is Tom.
She	→	her	**She** is Mary. **Her** name is Mary.
It	→	its	**It** is Karabaş. **Its** name is Karabaş.
We	→	our	**We** are Ali and Ahmet. **Our** names are Ali and Ahmet.
They	→	their	**They** are Ayşe and Aylin. **Their** names are Ayşe and Aylin.



E. Fill in the blanks with my/ your/ his/ her/ its

1. She is a teacher. …… name is Mary.
2. It is a cat. ……name is Garfield.
3. A: Is this your pencil?
   B: No, it isn't …… pencil.
4. This is my uncle. ……...name is Ahmet.
5. A: What is your name?
   B: ……name is George.
6. My father is a doctor. ……..name is Ali.
7. A: Is her name Susan?
   B: No, it isn't. ……name is Pamela.





COUNTRIES	NATIONALITIES
Turkey	Turkish
Germany	German
England	English
China	Chinese
Japan	Japanese
France	French
Italy	Italian
America	American
Spain	Spanish
Greece	Greek

F. Which is different? Circle it.

1. A) my B) I
   C)your D) their

2. A) Germany B) Turkish
   C) English D) Chinese

3. A) French B) Greek
   C) Spain D) Italian

4. A) I B) his
   C) he D) she

5. A) am B) hat
   C) is D) are

G. Write the country

1. PNASI …….
2. ANJPA …….
3. NGMYARE …….
4. KUYERT …….
5. ICNAH …….
6. YAILT ……..
7. NAFCRE ……..
8. GNADENL .....

H. Ask questions

1. ……..……..…?
   I'm Turkish.

2. ……..….?
   They are from France.

3. ……..…?
   I'm fine, thank you.

4. ……?
   Yes, he is English.

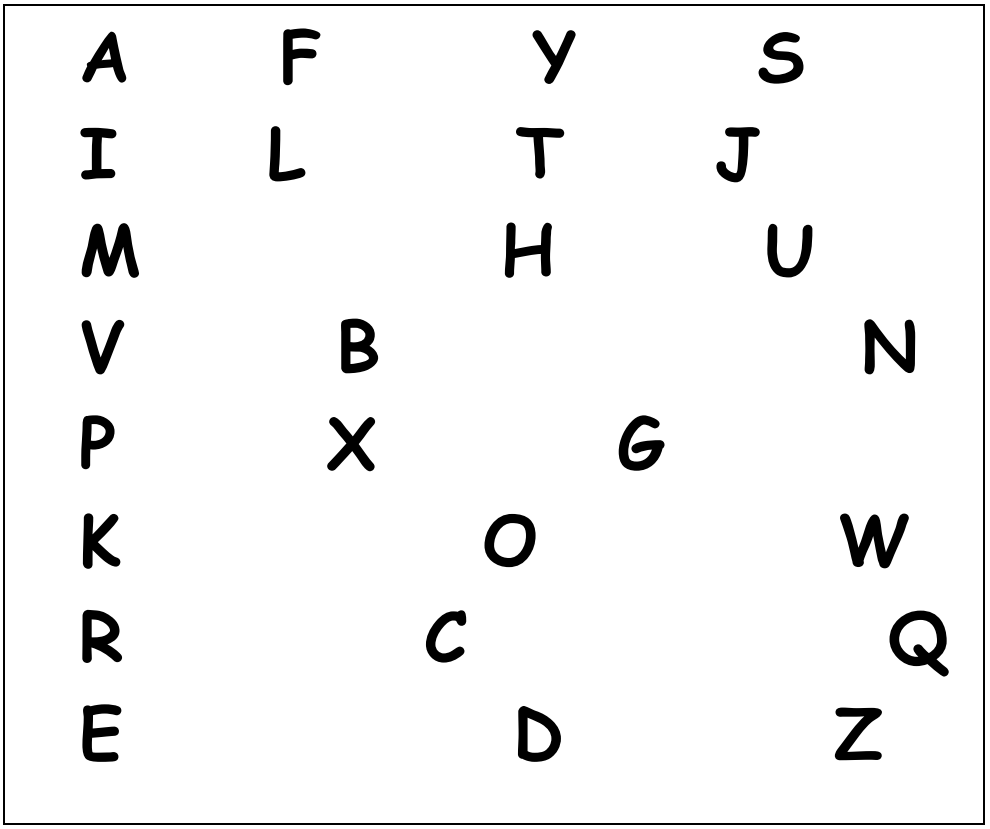

The alphabet
Aa acorn
Bb butterfly
Cc crayon
Dd dog
Ee elephant
Ff flower
Gg globe
Hh helicopter
Ii ice cream
Jj jellyfish
Kk kite
Ll lemon
Mm monkey
Nn nest
Oo owl
Pp pumpkin
Qq queen
Rr rabbit
Ss scissors
Tt tiger
Uu umbrella
Vv volcano
Ww waves
Xx xylophone
Yy yacht
Zz zebra

SAMPLE SONG FOR ENGLISH ALPHABET

ALPHABET SONG

A B C D E F G
H I J K L M N O P
Q R S T U and V
W X Y and Z
Now I learn my A B C
Tell me what you think of me.
Happy happy we shall be
When we learn our A B C.

You Sing, I Find!



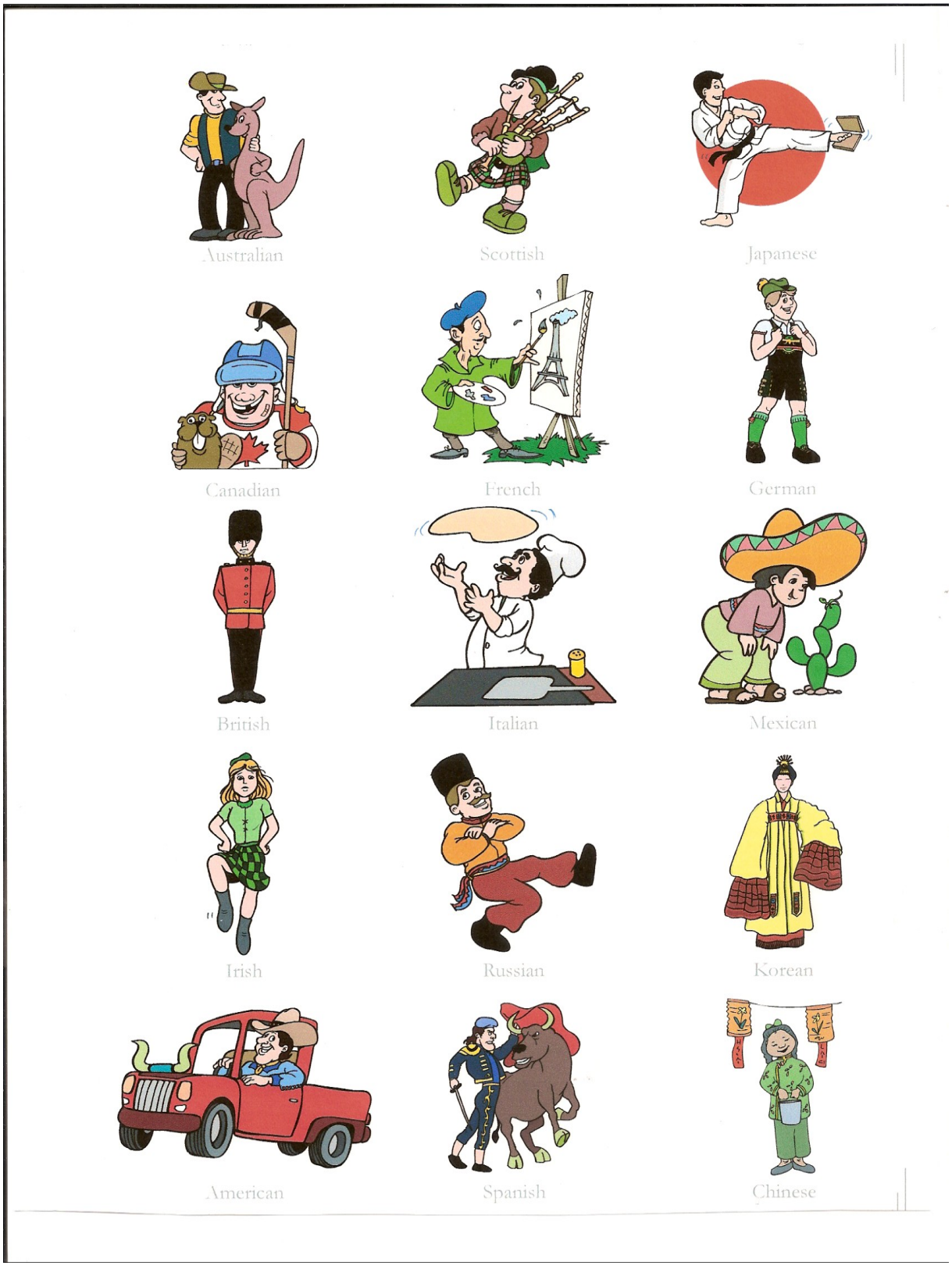
5.3. SUPPORTING MATERIALS FOR UNIT 1
SAMPLE HANDOUT FOR UNIT 1: COUNTRIES

COUNTRIES WITH FLAGS

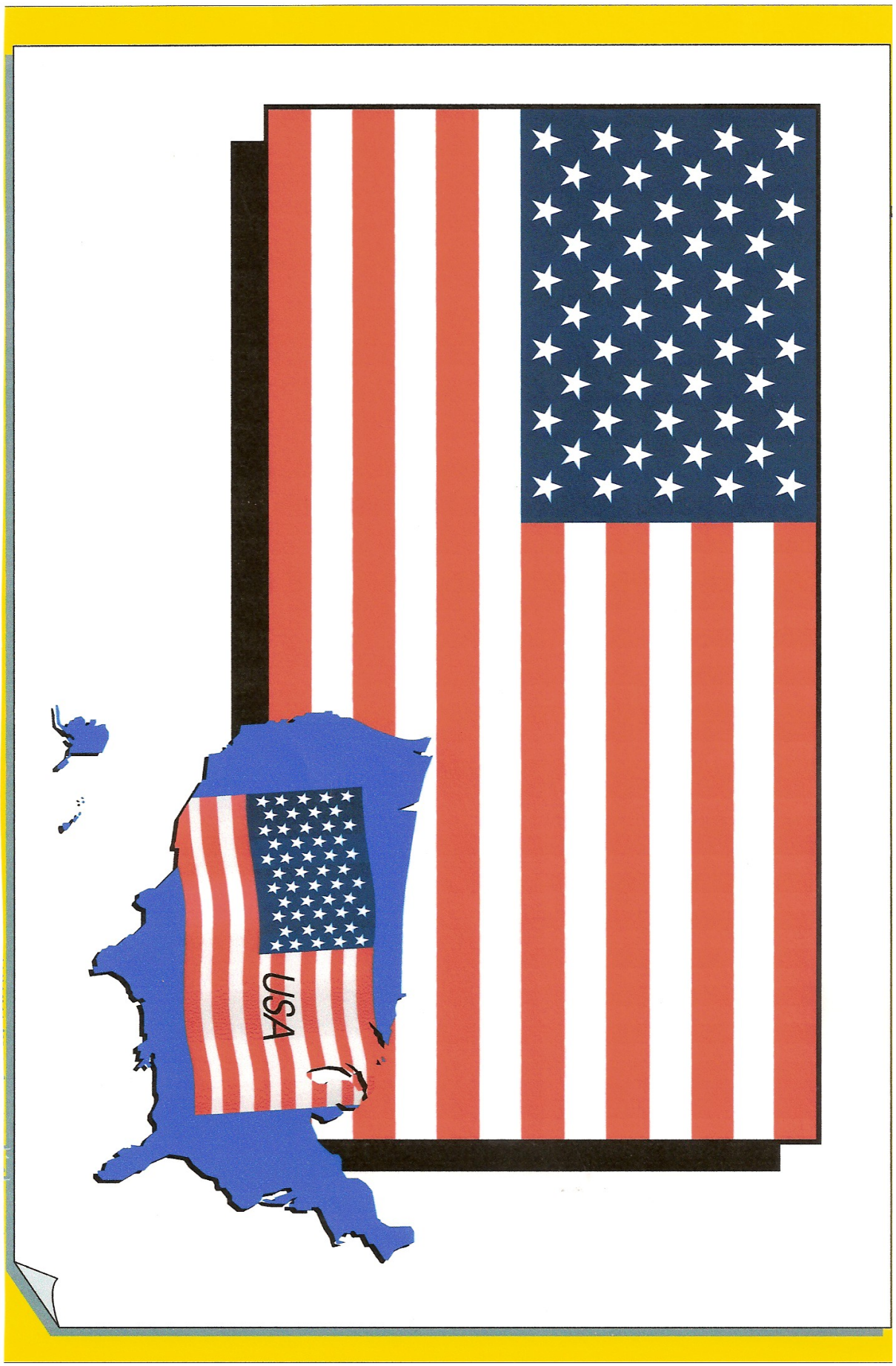


SAMPLE HANDOUT FOR UNIT 1: COUNTRIES

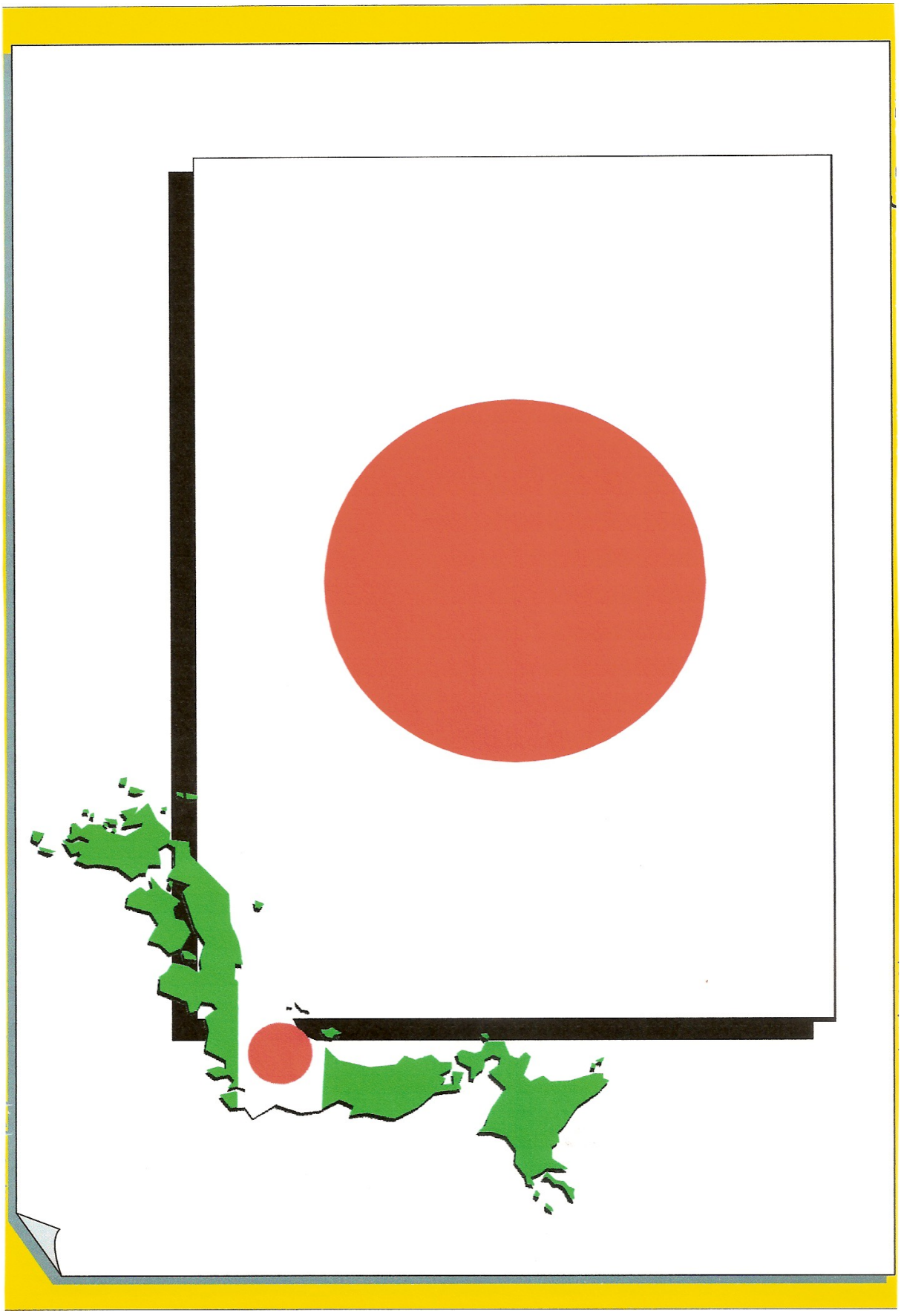
NATIONALITIES



SAMPLE FLASHCARD FOR UNIT 1: COUNTRIES

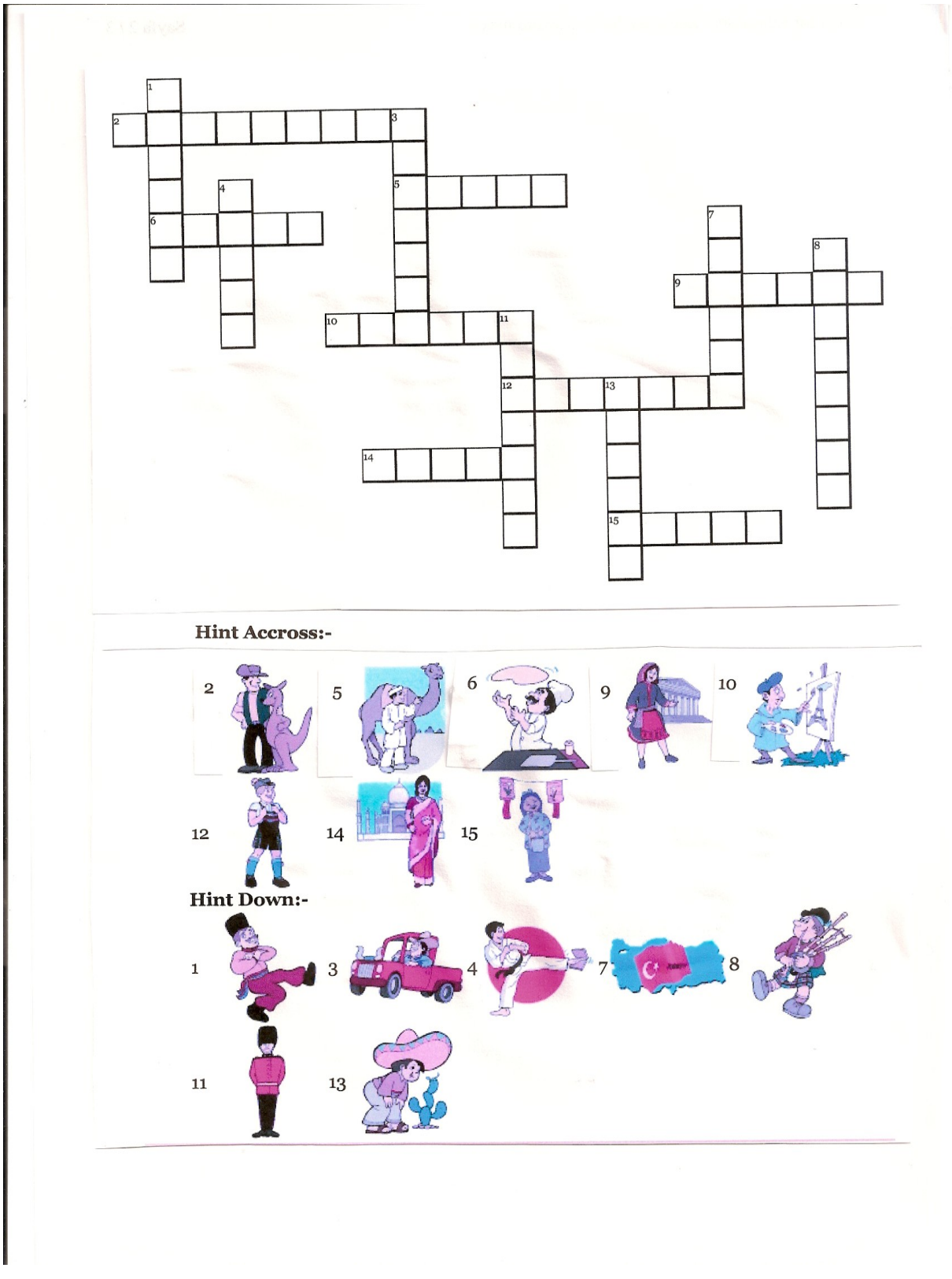


SAMPLE FLASHCARD FOR UNIT 1: COUNTRIES



SAMPLE CROSSWORD FOR UNIT 1: COUNTRIES

Look at the pictures of nationalities and write their countries in the crossword grid.



SAMPLE WORD SEARCH FOR UNIT 1: COUNTRIES

Look at the pictures of nationalities. Find the names of their countries hidden in the puzzle. Cross them out.

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



SAMPLE GAME FOR YOUNG LEARNERS

ALPHABET EXCHANGE

Purpose: A game to help students recognize the letters of the alphabet.

Procedure:

1. Ask students to form a circle and pass out a letter of the alphabet to each student. If you have more than 26 students then make some double letter cards e.g., AB, CD, EF etc.
2. Call out the letters on two different cards (e.g. A and X). Students with these letters stand-up and Exchange cards and places in the circle.
3. Call out two other letters. As the students Exchange cards, the teacher takes one of the open seats in the circle.
4. The student left standing in the middle of the circle calls out the next two letters (he/she cannot repeat a letter already called) and takes an open seat when the two students stand.
5. The game continues until all students have had a turn to call out letters.

2.BOARD SCRAMBLE

Purpose: To review letters, numbers and words already taught. The kids just love this game.

Procedure:

1. Put the whole alphabet on the blackboard in a scramble of letters here and there, but low enough that the students can reach it.
2. Divide students into two teams. Each team sends one representative to the board. Call out a letter. The person that is able to find and circle the letter first wins a point.
3. To make things harder have capital and small letters. Even more challenging-have four teams all looking fort he same letter. You can do it with numbers and also words.(taken from a workshop by Lydia Stack at Gaziantep University.13/04/2009)

CHAPTER SIX

CONCLUSION

6.1. PRESENTATION

The purpose of this study was to investigate what teachers' perceptions on the 5th grade ELT coursebook "Time for English 5" used in state primary schools in Turkey and to what extent this coursebook takes the principles of constructivism into consideration and presents the learner with opportunities that enable him or her to learn in constructivist environment. Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. Individuals make choices about what new ideas to accept and how to fit them into their established views of the world (Brooks & Brooks, 1993). To achieve that in English teaching, the Ministry of Education in Turkey has made revolutionary changes in the curriculum and published new coursebooks in recent years. Due to lack of pilot studies before putting this new curriculum into practice there have been many problems so far. Both teachers and students have to cope with the problems of that new curriculum.

According to constructivism, prior learning contributes to new information, in other words, constructivism aims to add prior learning to new information; however, young learners have difficulty in achieving that aim because of the fact that their background knowledge is not good enough to contribute to new information. Constructivism emphasizes having the 'capacity for detachment, critical reflection,

decision-making, and independent action' (Little, 1991: 4), so learners, autonomous learners, that is, are expected to assume greater responsibility for, and take charge of, their own learning. However, learner autonomy does not mean that the teacher becomes redundant, abdicating his/her control over what is transpiring in the language learning process. To simplify, learners should be autonomous and active in language learning

Coursebooks take on a special role, as they become the most easily available opportunity for students to practice and function in the target language. As Ersoz (1990:2) states, "The Turkish students depend on their teachers and course books to learn English as their schools are basically the only place for exposure to such", and adds that, "the fact that teaching and practice takes place only in the language classroom puts a tremendous responsibility on the teacher".

Cunningsworth (1995) argues that coursebooks 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.

Tomlinson (1998:265) says coursebooks are often regarded as suspect both in terms of their language models and their methodology. Sheldon (1988:239) notes that teachers often regard them as "the tainted end-product of an author's or a publisher's desire for a quick profit" And yet coursebooks survive because they remain the most convenient basis "on which to mould the unpredictable interaction which is necessary to classroom language learning" (O'Neill 1982:104). At their best they provide structure and raw material for the educational process, rather than direct it – Littlejohn's (1998:192) idea of materials as "pedagogic device".

The ELT coursebook "Time for English 5" mentioned in this study gives importance to four skills in activities, but putting them into practice is almost

impossible due to crowded language classrooms and lack of time. According to the coursebook “Time for English 5”, the 5th grade students come from 4th grade by knowing greeting, introduction, some grammar structures such as ‘have got/has got, there is/there are, prepositions, vocabulary, Turkish geographical features. If the students have had a teacher of English at 4th grade, they can remember a few things. If there is no English language teacher for the 4th grades in their school (it is known that there is not adequate teachers of English in every school), they come to the 5th grade by knowing nothing about English. The book expects more than students have, furthermore both students and teachers encounter lots of difficulties. Teachers who have information about principles of constructivism can find solutions to their problems but others can not have any solution.

6.2. DISCUSSION

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 5’ has student’s book, teacher’s book, workbook, and audio CD. But according the findings, most of the teachers do not have the CD and they can not make the students listen the dialogs and reading passages from a native speaker. Cunningsworth’s study (1995:41) shows that 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. But majority of the students can not improve their own pronunciation.

The coursebook has 14 units. At the end of each of unit there is a task part. In every unit there are parts consisting of game time, writing time, reading time, listening time and song time. But according to teachers the number of songs is very

few. Because there are only 3 songs in 14 units. But songs are important in terms of young learners.

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. The consolidation parts and vocabulary list are appreciated by teachers in terms of revision.

Pakkan (1997) 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. But in 'Time for English 5' the teachers want more games, pair and group works. 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.

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. But in 'Time for English 5' there is no pattern.

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. In 'Time for English 5', especially in the first units there are lots of unknown words which the students have difficulty to learn.

Cunningsworth (1995:64) 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. 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.

Grant (1987:19-20)) points out that 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. Time for English 5 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. But all the students can not benefit from this. The other deficiency of this course book is audio- visual materials for listening such as video.

According to Cunningsworth (1995:73), "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". In the coursebook, some of the reading texts provide the authentic language for students. 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. But the level of some reading passages in the coursebook is above the students's level.

Encouraging writing activities fosters students' creativity and can be useful way of getting students excited about language and learning. Cunningsworth (1995:80) 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". 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.

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

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 classroommanagement tips on the first page of the coursebook. According to

findings, most of the teachers want extra ideas, activities, sample exams, quizes in teacher's book.

6.3. SUGGESTIONS FOR THE IMPLEMENTATION

6.3.1. Suggestions for the Textbook Committee

a. Instructions should be simplified to make it possible for the students to understand them without receiving help from the teacher all the time.

b. The number of songs should be increased and more directly related to the topics to make it possible for the students to sing them more easily and to make them a better means of revision.

c. The teacher's book should guide the teachers beter by explaining the steps in grammar teaching, giving practical ideas about games and drama activities etc.

d. The audio material should include pronunciation exercises, too.

e. A demo session should be planned for the teachers who will use the coursebook for the first time both to answer their questions about the book and to guide them in presenting the topics.

f. In teachers' book there should be new methods and techniques that help teachers during course.

6.3.2. Suggestions for the Teachers

a. Students have to feel themselves comfortable in classroom; therefore, the class should be designed according to the learners' age, level with posters, pictures and materials that encourage their creativity.

b. Teachers may develop their own strategies to help students with the instructions. They may, for example, ask students to guess what they will do in the exercise and select the correct instruction from the board.

c. Teachers can present songs to students. There are different resources to find different kinds of materials. Among these are products of different publications,

libraries, the internet, etc. Teachers may even share their resources and contribute to each other's material archive.

d. Teacher may decrease the number of vocabulary items students are expected to learn. If there are words that students do not need to learn at that age, teachers may start with omitting those words.

e. Halliwell (1993) suggests choosing a coursebook by discussing the matter with another teacher or a group of teachers. In the same way, teachers may discuss the necessity of some parts of the coursebook and omit some of the units if they do not have the needed time to finish them. At the beginning of the year, they may come together and decide how many units they can cover and how much time each unit requires.

f. Teachers may adapt some of the activities by adding a speaking component to it. Halliwell (1993:118) suggests using the pictures in the coursebook to "give a little communicative twist" to the exercise. For instance, teachers can use the pictures to have students form questions and answer them. If there are more than one exercises of the same kind, teachers may delete some of them and add their own activities about speaking or role-playing. If, for example, the teachers think that there are too many coloring or dot – to – dot activities about clothes, they can omit some of them and replace them with speaking about the clothes.

g Teachers must participate in the in-service training courses and seminars whenever they are opened and increase their level of knowledge about teaching English to young learners.

6.3.3. Suggestions for the Ministry of National Education

a. The number of students should be reduced , otherwise all the students can not be active and autonomous. Some of them participate in activities and others watch them.

b. Each school should have a language laboratory that contains special equipment to help students learn foreign languages by listening to tapes, recording themselves,etc.

c.The ministry must be quick in providing the teachers with the necessary course equipment. The CDs, teacher's books, coursebooks, video cassettes and other visual materials if any must be sent to each school as a package before the beginning of the instructional year.

d. Materials, such as flashcards,posters, that are needed by teachers should be provided.

e. The duration of the English lessons for one week must be increased if possible.

f. The demo cassettes about how to use the book must be sent to each educational district in time and teachers must be trained about the book before the beginning of the year.

g. The ministry must create opportunities for the English teachers to meet with the writers of the coursebook and consult them about how to use the book.

h. The ministry must educate all of the primary school English teachers about teaching English to young learners.

i. In the Ministry of Education web site, there should be activities about English lessons that would be examples for all teachers of English.

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APPENDICES

APPENDIX A : Ministry of Education's Declaration on Gradual Transition to New Language Curriculum for Primary Education

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

SAYI: 14	**TARİH:10.02.2006**	**KONU: İlköğretim 4,5,6,7 ve 8. Sınıf İngilizce Dersi (A Bölümü) Öğretim Programı ile Seçmeli İngilizce Dersi (B Bölümü) Öğretim Programı**
ÖNCEKİ KARARIN		
SAYI:144 265	**TARİH: 17.09.1997 24.10.1991**	

Başkanlık Makamının 18/10/2005 tarih ve 11060 sayılı Oluru ile kurulan Özel İhtisas Komisyonu tarafından hazırlanarak Kurulumuzda görüşülen "İlköğretim 4, 5, 6, 7 ve 8. Sınıf İngilizce Dersi (A Bölümü) Öğretim Programı ile Seçmeli İngilizce Dersi (B Bölümü) Öğretim Programı'nın, 2006–2007 Öğretim Yılında 4. sınıfta; 2007-2008 Öğretim Yılında 5. sınıfta; 2008-2009 Öğretim Yılında 6, 7 ve 8. sınıflarda uygulanmak üzere ekli örneklerine göre kabulü,

Söz konusu programlara göre okutulacak ders kitaplarının;

1. Ders kitabı, öğretmen kılavuz kitabı ve öğrenci çalışma kitabı ile birlikte takım hâlinde yeniden yazılması,

2. Baskıya hazır nüshalarının incelenmek üzere Başkanlığa ilk başvurularının, 4 ve 5. sınıflar için 2006 yılının Eylül ayında; 6, 7 ve 8. sınıflar için 2007 yılının Haziran, Temmuz ve Ağustos aylarında yapılması,

Kurulumuzun 17/09/1997 tarih ve 144 sayılı Kararı ile kabul edilen "İlköğretim Okulu İngilizce (4 ve 5. Sınıf) Dersi Öğretim Programı"nın, 4. sınıfının 2006–2007 Öğretim Yılında; 5. sınıfının 2007–2008 Öğretim Yılında; Kurulumuzun 24/10/1991 tarih ve 265 sayılı Kararı ile kabul edilen "İlköğretim Okulu İngilizce (6, 7 ve 8. Sınıf) Dersi Öğretim Programı"nın ise 2008–2009 Öğretim Yılında uygulamadan kaldırılması

kararlaştırıldı.

Doç. Dr. Hüseyin ÇELİK
Millî Eğitim Bakanı

Prof. Dr. Ziya SELÇUK
Kurul Başkanı

Nazım İrfan TANRIKULU Üye	**Dr.Veli KILIÇ** Üye	**Ömer ÖZCAN** Üye
Füsun KÖKSAL Üye	**Doç.Dr. Emin KARİP** Üye	**Ahmet Ergun BEDÜK** Üye
Necati CANBEK Üye	**Zübeyir YILMAZ** Üye	**İbrahim BÜKEL** Üye
Mehmet Latif ÇİÇEK Üye	**Hüseyin Alp BOYDAK** Üye	**Dr. Muammer YILDIZ** Üye
Halil AŞICI Üye	**Merdan TUFAN** Üye	

APPENDIX B : Permission for Administering Questionnaire

T.C.
GAZİANTEP VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.27.00.090-010/2008 05.06.2008 * 18488
Konu : Anket uygulama izni

VALİLİK MAKAMINA

Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı Yüksek Lisans öğrencisi Tuğba DEMIRBİLEK " **'Time for Engilsh' Adlı Ders Kitabı Üzerine Öğretmenlerin Görüşleri : 5. Sınıf Devlet Okulları Örneği** konulu tez çalışması kapsamında, ilimiz Şahinbey ve Şehitkamil ilçe merkezindeki Resmi ilköğretim okullarındaki görev yapan 5. Sınıf İngilizce Öğretmenlerine anket uygulaması yapmak istediği ilişikte sunulan Gaziantep Üniversitesi Rektörlüğünün 06.05.2008 tarih ve 324-77 sayılı yazılarında belirtilmektedir.

Bu nedenle, ilimiz Şahinbey ve Şehitkamil İlçesindeki ilköğretim okullarında görev yapan 5. Sınıf İngilizce Öğretmenlerine anket uygulaması yapılması, Milli Eğitim Bakanlığı Eğitimi Araştırma ve Geliştirme Başkanlığının 28.02.2007 tarih ve 311/1084 sayılı araştırma ve araştırma desteğine yönelik izin ve uygulama yönergesine göre, Müdürlüğümüz AR-GE bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Süleyman ŞİŞMAN
Milli Eğitim Müdürü

OLUR
04/06/2008
İbrahim YURDAKUL
Vali a.
Vali Yardımcı

Valilik Binası 3. Kat Büyükşehir/GAZİANTEP
Bilgi İçin : Şb. Md. Mehmet ÖZ – Ali Sarıgül
Telefon : (0 342) 232 67 14
Fax : (0 342) 232 24 10

APPENDIX C : QUESTIONNAIRE FOR TEACHERS (TURKISH VERSION)

Degerli Meslektasim,

Bu anket "Time for English 5" adli ders kitabi uzerine ogretmenlerin gorusleri: 5. sinif devlet okullari ornegi" konulu bir yuksek lisans tez calismasina veri saglamak amaciyla hazirlanmistir. Ankette yer alacak bilgi, gozlem ve gorusleriniz yalniz bu calisma icin kullanilacaktir. Vereceginiz yanitlar bu calismanin basariya ulasmasi icin buyuk onem tasimaktadir.

Bu anketi doldurmak icin ayiracaginiz zaman ve objektif goruslerinizle calismaya yapacaginiz katkilar icin tesekkur ederim.

Saygilarimla,
Tugba Demirbilek
Gaziantep Universitesi
İngiliz Dili Egitimi Bolumu
Yuksek Lisans Ogrencisi

SIZE UYGUN GELEN SECENEKLERDEN SADECE BIRINI [X] CARPI ISARETI KOYARAK ISARETLEYINIZ.

A BOLUMU

1.Ogrencilerinizin Ingilizceyi gelecekte en cok nerede kullanacagini dusunuyorsunuz?

a. [__] is yasaminda **b.** [__]yabancilarla iletisim kurmada
c. [__] yabanci yayinlari izlemede **d.** [__] toplumda iyi bir yer edinme
e. [__] ogrenim hayatinda

2. Asagida verilen yabanci dil becerilerinin hangisinin ogrencileriniz icin en onemli oldugunu dusunuyorsunuz?

a.[__] okuma **b.** [__]dinleme **c.** [__]yazma **d.** [__]konusma **e.**[__]ceviri

3. Yabanci dil ogrenirken ogrencileriniz asagıda verilen hangi secenegi calisma turu olarak tercih etmektedir?

a.[__]bireysel olarak **b**.[__]esiyle(bir arkadasi ile) **c.** [__]grup calismasiyla
d. [__]sınıfca **e.** [__]ders □gretmeni ile

4. Sizce Ingilizce ogretiminde ders kitabinin onemi ne kadardir?

a.[__]her zaman **b.** [__] genellikle **c .**[__]bazen **d.** [__]nadiren **e.** [__] hic

SIZE UYGUN GELEN SECENEKLERDEN SADECE BIRINI [X] CARPI ISARETI KOYARAK ISARETLEYINIZ.

B BOLUMU	**Her zaman (a)**	**Genellikle (b)**	**Bazen (c)**	**Nadiren (d)**	**Hic (e)**
5. Ders kitabinin duzeni etkili bir sekilde tasarlanmistir.	5	4	3	2	1
6. Ders kitabının başında icindekiler kısmı vardır	5	4	3	2	1
7. Ders kitabinda kelimelerin unitelere gore dagilimi liste seklinde verilmistir.	5	4	3	2	1
8. Ders kitabinda cumle yapilarinin unitelere gore dagilimi tablo seklinde verilmistir.	5	4	3	2	1
9. Ders kitabindaki alistirmalar ogrencileri konusmaya motive etmektedir.	5	4	3	2	1
10. Ders kitabinda ogrencilerin okuma pratigi yapabilecegi etkinliklere yer verilmektedir.	5	4	3	2	1
11. Ders kitabinda ogrencilerin dinleme pratigi yapabilecegi etkinliklere yer verilmektedir.	5	4	3	2	1
12. Ders kitabinda ogrencilerin yazma pratigi yapabilecegi aktivitelere yer verilmektedir.	5	4	3	2	1
13. Ders kitabindaki alistirmalar bireysel calismalar icermektedir.	5	4	3	2	1
14. Ders kitabindaki alistirmalar esli (ikili calismalar) icermektedir.	5	4	3	2	1
15. Ders kitabindaki alistirmalar grup calismalari icermektedir.	5	4	3	2	1
16. Ders kitabindaki alistirmalar ogrencileri yaratici cevaplar vermeye yonlendirmektedir.	5	4	3	2	1
17. Ders kitabinda ogretmen yardimi gerektiren etkinliklere dengeli bir sekilde yer verilmektedir.	5	4	3	2	1

	Her zaman (a)	Genellikle (b)	Bazen (c)	Nadiren (d)	Hic (e)
18. Ders kitabindaki etkinliklerde oyunlara yer verilmektedir.	5	4	3	2	1
19. Ders ici etkinliklerde sarkılara yer verilmektedir.	5	4	3	2	1
20. Ders ici etkinliklerde canlandirmalara yer verilmektedir.	5	4	3	2	1
21. Ders kitabindaki etkinlikler cocuklarin yasina uygundur.	5	4	3	2	1
22. Ders esnasinda dilbilgisi ogretimine yeteri kadar yer verilmektedir.	5	4	3	2	1
23. Ders kitabinda kullanilan dilin ogrencilerin seviyesine uygun oldugunu dusunuyorum.	5	4	3	2	1
24. Ders kitabinin iceriginin ogrencilerin ihtiyaclarina uygun oldugu kanisindayim.	5	4	3	2	1
25. Ders kitabinin icerigi ilgi cekmektedir.	5	4	3	2	1
C BOLUMU					
26. Calisma kitabinin duzeni etkili bir sekilde tasarlanmistir.	5	4	3	2	1
27. Calısma kitabinin basinda icindekiler kısmı vardır.	5	4	3	2	1
28. Calisma kitabindaki alistirmalar ogrencileri konusmaya motive etmektedir.	5	4	3	2	1
29. Calisma kitabinda ogrencilerin okuma pratigi yapabilecegi etkinliklere yer verilmektedir.	5	4	3	2	1
30. Calisma kitabinda ogrencilerin yazma pratigi yapabilecegi etkinliklere yer verilmektedir.	5	4	3	2	1

	Her zaman (a)	Genellikle (b)	Bazen (c)	Nadiren (d)	Hic (e)
31. Calisma kitabindaki alistirmalar ogrencileri yaratici cevaplar vermeye yonlendirmektedir.	5	4	3	2	1
32. Calisma kitabinda ogretmen yardimi gerektiren etkinliklere dengeli bir sekilde yer verilmektedir.	5	4	3	2	1
33. Calisma kitabindaki etkinliklerde oyunlara yer verilmektedir.	5	4	3	2	1
34. Calisma kitabindaki etkinlikler cocuklarin yasina uygundur.	5	4	3	2	1
35. Calisma kitabinda kullanilan dilin ogrencilerin seviyesine uygun oldugunu dusunuyorum.	5	4	3	2	1
36. Calisma kitabinin iceriginin ogrencilerin ihtiyaclarına uygun oldugu kanisindayim.	5	4	3	2	1
37. Calisma kitabinin icerigi ilgi cekmektedir.	5	4	3	2	1
D BOLUMU					
38. Ders kitabinin kaset ve/ya CDleri bulunmaktadir.	5	4	3	2	1
39. Ders kitabinin posterleri vardir .	5	4	3	2	1
40. Ders kitabinin flashcardlari bulunmaktadir.	5	4	3	2	1
41. Ders kitabinin hem ogretmen hem ogrencilerin kullanabilecegi bir web sitesi vardir.	5	4	3	2	1
42. Ogretmen kitabi ders kitabinin nasil kullanilacagi konusunda yeterli bilgi icermektedir.	5	4	3	2	1
43. Ogretmen kitabinin duzeni etkili bir sekilde tasarlanmistir.	5	4	3	2	1

	Her zaman (a)	Genellikle (b)	Bazen (c)	Nadiren (d)	Hic (e)
44. Ogretmen kitabi ders kitabinda bulunan etkinliklere yonelik farkli yollar(secenekler) sunmaktadir.	5	4	3	2	1
45. Ogretmen kitabi ders kitabindakiler disinda ek alistirmalar icermektedir.	5	4	3	2	1
46. Ogretmen kitabi ogretmenler icin sınav ornekleri icermektedir.	5	4	3	2	1
47. Ogretmen kitabi ekstra sinif calismalari icin tepegoz asetatlari icermektedir.	5	4	3	2	1

Baska gorusleriniz varsa belirtiniz:

……

……

……

APPENDIX D : QUESTIONNAIRE FOR TEACHERS (ENGLISH VERSION)

Dear my colleague,

This questionnaire has been prepared to provide data for an M.A. Thesis called 'Teachers' beliefs on coursebook "Time for English 5": the 5th grade state schools'. Your observations and opinions will be used as data only for this study. The answers which you'll give have great importance for the success of the study.

I would like to thank you for spending time to answer the questionnaire, and contributions with your objective opinions.

Your sincerely,
Tuğba Demirbilek
Gaziantep University
Department of English Language Teaching
M.A. Student

PLEASE MARK ONLY ONE OF THE OPTIONS THAT APPEALS TO YOU MOST BY PUTTING CROSS[X]

PART A

1. Where do you expect your students to use English most in the future?

a.[__] in business life **b.**[__] in communication with foreigners
c.[__]at reading foreign publications **d.** [__] at having a better career in public
e. [__]for educational purposes

2. Which of the language skill is the most important for your students?

a.[__] reading **b.**[__] listening **c.**[__] writing **d.**[__]speaking **e.**[__]translation

3. Which type do your students prefer to learn?

a. [__]individually **b.** [__] in pairs **c.**[__] in groups
d.[__] with class **e.**[__] with teacher

4. What is the importance of a course book in language teaching program?

a.[__] always **b.**[__] usually **c.**[__] sometimes **d.**[__] seldom **e.**[__] never

PLEASE MARK ONLY ONE OF THE OPTIONS THAT APPEALS TO YOU MOST BY PUTTING CROSS[X]

PART B	**Always (a)**	**Usually (b)**	**Sometimes (c)**	**Seldom (d)**	**Never (e)**
5. The design of the book is organized effectively.	5	4	3	2	1
6. There is an index at the beginning of the book.	5	4	3	2	1
7. There is a list of vocabulary seperated according to units.	5	4	3	2	1
8. There is a table of patterns seperated according to units.	5	4	3	2	1
9. The activities in the course book motivate the students to speak.	5	4	3	2	1
10. The activities in the course book include sufficient reading practice.	5	4	3	2	1
11. The activities in the course book include sufficient listening practice.	5	4	3	2	1
12. The activities in the course book include sufficient writing practice.	5	4	3	2	1
13. The activities in the course book include sufficient individual work.	5	4	3	2	1
14. The activities in the course book include sufficient pair work.	5	4	3	2	1
15. The activities in the course book include sufficient group work.	5	4	3	2	1
16. The activities in the course book encourage the students to give creative answers.	5	4	3	2	1
17. The course book provides a balanced of controlled activity types.	5	4	3	2	1

	Always (a)	Usually (b)	Sometimes (c)	Seldom (d)	Never (e)
18. The activities in the course book include sufficient number of games.	5	4	3	2	1
19. The activities in the course book include sufficient number of songs.	5	4	3	2	1
20. The activities in the course book include sufficient number of dramatizations.	5	4	3	2	1
21. The activities in the course book are appropriate to the students' age.	5	4	3	2	1
22. The activities in the course book involve enough grammar practice.	5	4	3	2	1
23. The language used in the course book is at the right level for the students' current English ability.	5	4	3	2	1
24. The content of the course book is relevant to students' needs.	5	4	3	2	1
25. The content of the course book is interesting.	5	4	3	2	1
PART C					
26. The design of the workbook is organized effectively.	5	4	3	2	1
27. There is an index at the beginning of the workbook.	5	4	3	2	1
28. The activities in the workbook motivate the students to speak.	5	4	3	2	1
29. The activities in the workbook include sufficient reading practice.	5	4	3	2	1
30. The activities in the workbook include sufficient writing practice.	5	4	3	2	1

	Always (a)	Usually (b)	Sometimes (c)	Seldom (d)	Never (e)
31. The activities in the workbook encourage the students to give creative answers.	5	4	3	2	1
32. The workbook provides a balanced of controlled activity types.	5	4	3	2	1
33. The activities in the workbook include sufficient number of games.	5	4	3	2	1
34. The activities in the workbook are appropriate to the students' age.	5	4	3	2	1
35. The language used in the workbook is at the right level for the students' current English ability.	5	4	3	2	1
36. The content of the workbook is relevant to students' needs.	5	4	3	2	1
37. The content of the workbook is interesting.	5	4	3	2	1
D BÖLÜMÜ					
38. An audio-tape/CD accompanies the coursebook.	5	4	3	2	1
39. Some posters accompanies the coursebook.	5	4	3	2	1
40. Some flashcards accompanies the coursebook.	5	4	3	2	1
41. The course book has a web site for both teachers and students.	5	4	3	2	1
42. The teacher's book gives sufficient knowledge about how to use the course book.	5	4	3	2	1
43. The design of the teacher's book is organized effectively.	5	4	3	2	1

	Always (a)	Usually (b)	Sometimes (c)	Seldom (d)	Never (e)
44. The teacher's book contains extra ideas for the existing activities.	5	4	3	2	1
45. The teacher's book contains extra activities other than coursebook's.	5	4	3	2	1
46. The teacher's book contains exam and quiz samples for the teacher.	5	4	3	2	1
47. The teacher's book contains transparencies for the teacher.	5	4	3	2	1

Please write your further opinions:

……

……

…….

APPENDIX E

Interview Questions

1. What do you think about English language curriculum for the 5th grade?

2.What are your opinions about the coursebook “Time for English 5”?

3.Do you find the coursebook effective in terms of constructivism?

4.What kind of supporting materials do you need?

5.Do you have any other comments or suggestions?

APPENDIX F

INTERVIEW NOTES OF TEACHER A

1. In recent years there have been a lot of changes about English Language Teaching and Learning in Turkey. These changes began to be implemented in curriculum and coursebooks. In new curriculum a learner-centered approach is adopted and teacher behaves as a guide. New curriculum expects teachers to make preparations before the lesson and to be creative. But I have some difficulties implementing the 5th grade curriculum. The subjects are very intensive for my students.

2. Beforehand first units generally began with greetings, but in "Time for English 5" first units begin with countries and regions. But lots of students don't know what country is, which city is in which region in Turkish. I wanted my students to say name of a country they know. One of them said:"Osmaniye". I understood that there was a long way in front of us. First we should teach cities, countries and regions in Turkish like a geography lesson then we can teach them in English. I couldn't know what I would ask my students in the exam.

3.I think… In constructivism learners construct knowledge for themselves. How can a student construct knowledge if there are long passages, unknown words and structures in front of him/her? Especially he/she is a young learner. Young learners should be motivated in learning process. But my students get bored when they see first units of "Time for English 5". They always need my help. They can't learn by themselves. So I don't find the coursebook effective in terms of constructivism.

4.The supporting materials for English teaching are insufficient in our school. We haven't got CD of the coursebook, CD-player and language lab for listening activities. Moreover, there are no posters, pictures and flashcards. So we, as teachers, try to prepare them and buy real objects with our own effort. But we can't store them because we haven't got a language classroom. In addition, teacher's book doesn't include any extra activities and sample exams. The coursebook is not enough alone. We need worksheets and exercises.

5. In my opinion the first unit should begin with greetings. The children should learn to say their names, their family members', friends' names and ages correctly. Then they can learn countries and nationalities in English. I think there shouldn't be long passages and lots of unknown words in the first units. They discourage students. Maybe the order of the units can be changed. For example the 5th unit is about

classroom objects. This subject can be learned easier than countries and regions because students see these objects in the classroom every day. And there are other units about food and animals. They are more enjoyable than capital cities and geographical terms.

TEACHER B

1.In new curriculum there is no grammar teaching. It is expected that students will be active and participate in lessons more than before.

2.I always begin the first term with greetings at all grades. But when I looked at the first page of the book, I got surprised. There was a long passage for my students. I thought how I would present that unit and how I would teach those structures and patterns. Because my students didn't know greetings correctly. So first I taught greetings and repeated the subjects of the 4th grade. I started the book one month later. But I skipped lots of parts of the book. Because there is a yearly plan to be followed and there are tests for SBS. While reading the passages in first unit, I realized that my students got bored. Because there are lots of unknown words and structures.

3. We know that according to constructivism students learn by doing rather than observing. So they should be active in class. In terms of my students they can't be active because they can't understand some parts and activities in the book. Some of them always ask me what they will do, but most of them sit quietly. I think especially first three units weren't prepared according to constructivism. There are lots of unknown words and my students don't want to find from the dictionary and learn the meanings of them. So I give the meanings and translate the passages in Turkish, but I can't encourage them to participate. I tell and they listen. Not the students I am active.

4.I have got coursebook, teacher's book and workbook. But they should be supported by other materials. My students are young learners and they like visual materials. I need flashcards and posters to show my students. I need CD of the book, because I'm not a native speaker and I want my students to learn pronunciation correctly.

5.I think the subjects are very intensive in the coursebook. Especially first three units…So the students can get bored easily. They are young learners and they want to play games and sing songs. Moreover, they are not able to concentrate on long passages for a long time. They like enjoyable activities and want to make dialogues.

But in the first units there is no dialogue. There are some in other units but passages and dialogues should be simplier. I think this book was prepared according to students of private schools. In teacher's book I need extra information and activities. Teacher's book is like an answer key.

TEACHER C

1.In my opinion new curriculum is indeed good, but when we think the students' low language level and the students who were accustomed to old curriculum, as teachers our duty is difficult while implementing the 5th grade curriculum.

2.I get angry when I hear the name of the coursebook. As if we were geography teachers not teachers of English. The book is like a social science book. I have got no teacher's book and CD. My students not having a teacher of English last year don't know to say "I am". But the coursebook wants students to say countries and regions in English. And there are lots of structures to be given like "there is/are, have/has got, prepositions…". I skipped first three units and began classroom rules and classroom objects.

3. This coursebook isn't effective in terms of constructivism. Because there is no a constructivist environment. According to book at the first unit teacher should remind greetings, age, numbers, colours, family members, seasons and weather conditions if the students have learned at the 4th grade. Then the teacher should talk about internet, e-mail, e-mail address and e-friend because of the first reading part. After then the teacher should teach 'there is/are', countries, nationalities and lots of unknown words. In this process students only listen and write the new words on their notebooks. There is no dialogue to communicate, no song to sing and no game to act actively in the classroom.

4.I haven't got teacher's book and CD. So all responsibilities are on my shoulders. I need extra activities, handouts, worksheets. My students like pictures, so I need flashcards and posters.

5. Number of hours of English lesson was increased to 3 hours in the 4th and 5th grades, but it is insufficient for the 5th grade. Because subjects and activities in the coursebook take long time. The number of hours of English lesson should be increased. Furthermore classrooms are very crowded. The number of students should be decreased, so all the students can be active during lesson.

TEACHER D

1.I don't like the 5th grade curriculum. Because the subjects do not address the students' language level and the students find them difficult to learn. I'm teaching English to the 4th and 5th grades. But I enjoy the 4th grade curriculum. Because it doesn't bother students. It has subjects including enough games and activities to make the students be active.

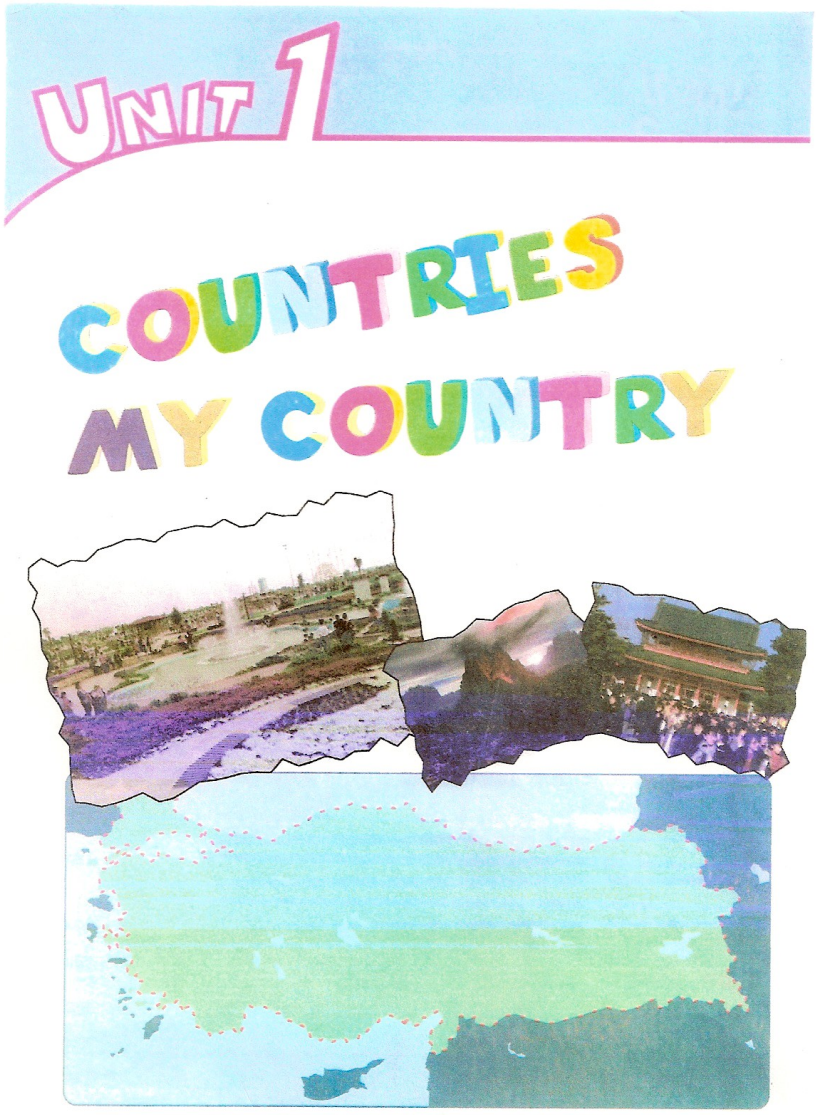
2. I got disappointed when I saw the coursebook. The first page begins with an e-mail and there are lots of patterns not known by students. They are above the students' language level. So I decided to use a sourcebook prepared according to new curriculum. I sometimes use "Time for English" and sometimes use my sourcebook.

3.In my opinion first unit of the coursebook wasn't effective in terms of constructivism. Because in constructivism learner constructs new knowledge on old experiences. But while starting the first page of the book my students don't have old information about English. So it is very difficult to combine new and old information.

4.I need posters and flashcards, because my students like colourful pictures. They can learn every objects and every verbs through flashcards. Moreover, I need English songs for young learners. Because they want to learn and sing English songs. There isn't sufficient in the coursebook. My students can get bored easily from long passages, so they want to play games to have fun. I need different and enjoyable games.

5.There are listening, speaking, writing and reading activities in the coursebook, but duration is not enough. In teacher's book there should be extra ideas about project and performance duties. The other lessons' teacher's books are better than ours. There is CD of the coursebook, but we haven't. The Ministry of National Education should send CDs and teacher's books to all schools on time. Our students are young learners. They don't want to only listen. They want to hear, see and act. So textbook committee can prepare audio- visual materials for the coursebook. These materials can attract the students' attention easily. The subjects should be prepared simplier and enjoyable.

APPENDIX G.1: SAMPLE UNIT 1 OF THE PRESENT COURSEBOOK



APPENDIX G.2

MY COUNTRY

PART 1 Reading Time

Read the e-mail and answer Sibel's mother:

To: sibel@mailnet.com
From: sarah@bmail.com
Date: Mon, 12 July 2006 10:57:24
Subject: Hi!

Hi Sibel,
I'm Sarah, your new e-friend. I'm from Birmingham, Britain. I'm 11 years old. I'm a student at Birmingham Primary School. I'm blonde. I've got green eyes. I'm 145 cm tall. How about you?

I've got a big family. My dad's name is James and my mom's name is Margareth. I've got two sisters and three brothers. My grandma lives with us. She's 82 years old. She's very cute. Have you got a big family?

Birmingham's a big city. There are lots of factories here. It's summertime in Birmingham, but it's not very warm. It's rainy and windy. What's the weather like over there?

Best wishes,
Sarah



APPENDIX G.3

UNIT 1

Who's Sarah?
.....
.....

What nationalty is she?
.....
.....

How old is she?
.....
.....



Has she got sisters and brothers?
.....
.....

Is Birmingham a small city?
.....
.....

What's the weather like in Birmingham?
.....
.....

PART 2 Writing Time

Look at Sibel's answer. There are some spelling mistakes. Rewrite the sentences to correct the mistakes.

To: sarah@bmail.com
From: sibel@mailnet.com
Date: Thur, 15 July 2006 16:46:55
Subject: Re: Hi!

Hi Sarah,
I'm Sibel, yuor new e-friend. I'm from Adana,Trukey. I'm 12 years old. I'm a stuednt at Adana Primary School. I've got black hair and brown eeys.

I haven't got a big famliy. My dad's naem is Hasan and my mum's name is Mehtap. I've got only noe brother. Hsi name is Haluk. He's 7 yeers old. We've gót a doog. It's only 2 years old but it's veyr big.



It's sumeertime in Adana, too. It's hot adn sunny. We're nto in Adana now. We're in our summer huose. It's niec and cool here.
Best wishes,
Sibel

APPENDIX G.4

MY COUNTRY

PART 3 Listening Time

Listen and fill in the table.

NAME	COUNTRY	NATIONALITY
Sergei	Russia	.....
.....	.....	Spanish
Basil	Greece	.....
Bertha	Germany	.....
.....	.....	Turkish

PART 4 Acting Time

Work in pairs.
Pair A: Look at the form.Don't show it.Ask questions.Get the answers.Fill in the form.
Pair B: Look at your role card.Don't show it.Listen to the questions.Answer them.
▶Pair B is on page 150.

FORM FOR PAIR A:

INTERNATIONAL QUIZ SHOW APPLICATION FORM

Name and Surname:.....
Age:.....
Nationality: .....
Address:.....
Telephone: .....

PART 5 Game Time

There are 10 country names hidden in the puzzle. Find them. Cross them out.

Q	W	R	J	A	P	A	N	Y	H
E	I	T	A	L	Y	O	U	P	D
X	V	B	J	K	S	P	A	I	N
A	Z	T	U	R	K	E	Y	G	J
F	R	A	N	C	E	M	N	C	P
B	X	G	E	R	M	A	N	Y	Q
Z	F	J	T	G	R	E	E	C	E
R	U	S	S	I	A	S	G	T	R
V	C	D	A	H	Y	W	U	S	A
M	E	N	G	L	A	N	D	N	L

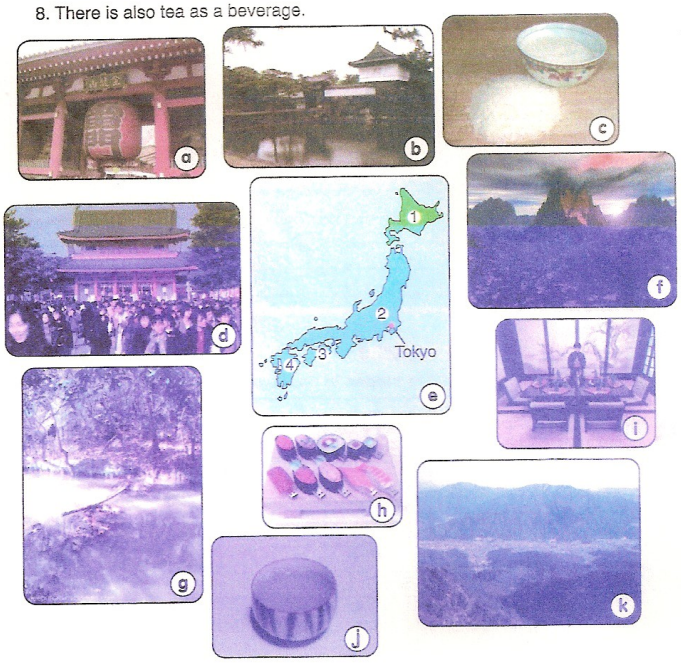
APPENDIX G.5

UNIT 1

PART 6 Guessing Time

Match the pictures and sentences.

1. There are four main islands in Japan.
2. There are 124 million people.
3. There are lots of deep rivers and high mountains.
4. There are about fifty volcanoes.
5. There are lots of tourist attractions like the Imperial Palace.
6. There are beautiful teahouses and traditional restaurants in Tokyo.
7. In traditional restaurants, there is always rice and there is always fish on the menu.
8. There is also tea as a beverage.



APPENDIX G.6

MY COUNTRY

PART 7 Reading Time

A) Read the text. Underline:

four main islands / 124 million people / lots of deep rivers / high mountains / fifty volcanoes / lots of tourist attractions / beautiful teahouses / traditional restaurants / rice / fish / tea.

Japan is an island chain in Asia. There are four main islands. There are 124 million people in Japan. Japan is a small country, but there are lots of deep rivers and high mountains. There are about fifty volcanoes.



The capital city is Tokyo. There are lots of tourist attractions like the Imperial Palace. There are beautiful teahouses and traditional restaurants in Tokyo. In traditional restaurants, there is always rice and there is always fish on the menu. There is also tea as a beverage.

B) Look at the text. Fill in the blanks.

1. ..... four main islands.
2. ..... also tea as a beverage.

C) Look at the text again. Write the phrases in the correct column.

THERE IS	THERE ARE
	four main islands.
tea	

APPENDIX G.7

UNIT 1

PART 8 Game Time

Take the quiz about Turkey. What's your score?

1) Turkey is between ....
   a. Europe and Asia b. Asia and Africa c. Europe and Africa

2) In summertime, the weather is ..... in Turkey.
   a. cold and snowy b. windy and rainy c. hot and sunny

3) There are about ..... people in Turkey.
   a. 7 million b. 17 million c. 70 million

4) There are ..... cities in Turkey.
   a. 18 b. 81 c. 8

5) ..... is the capital city.
   a. Ankara b. İzmir c. Samsun

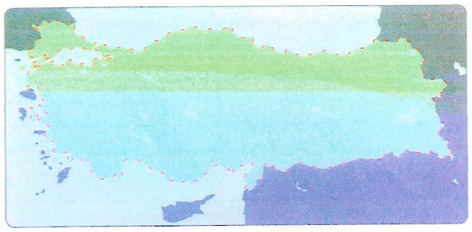
6) There ..... in Turkey.
   a. are lots of mountains b. is only one mountain c. are no mountains

7) In traditional restaurants, there is always ..... on the menu.
   a. hamburger b. yogurt c. pizza

8) There is also ..... as a beverage.
   a. ayran b. coke c. ice tea

PART 9 Craft Time

Trace the lines to draw the Turkish map.



APPENDIX G.8

MY COUNTRY

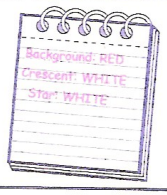
PART TWO Game Time

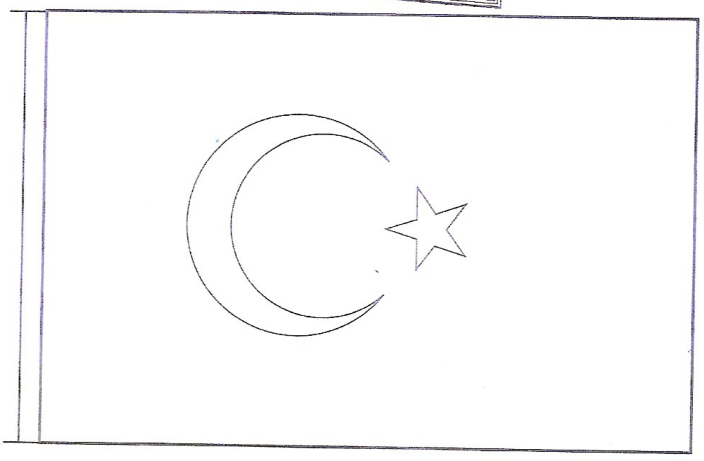
Walk around the class. Ask questions. Write the names of your friends in the table.

Find someone who	Name
is 12 years old	
is from Bursa	
has got a big family	
has got two brothers	
has got blue eyes	
is very tall	

TASK

Look at the notes. Colour the flag.
Write the name of the country.





CURRICULUM VITAE

Tuğba Demirbilek Oflaz was born in Gaziantep in 1983. She graduated from the Department of English Language and Literature at Ankara University in 2005. She has been working as a teacher of English at Mustafa Necati Primary School in Gaziantep since 2005. She speaks English fluently and she has survival German and French skills.

ÖZGEÇMİŞ

Tuğba Demirbilek Oflaz 1983 yılında Gaziantep'te doğdu. Ankara Üniversitesi İngiliz Dili ve Edebiyatı Bölümü'nden 2005 yılında mezun oldu. 2005 yılından beri Gaziantep'te Mustafa Necati İlköğretim Okulu'nda İngilizce öğretmeni olarak çalışmaktadır. İyi derecede İngilizce konuşmaktadır. Aynı zamanda temel düzeyde Almanca ve Fransızca bilgisine sahiptir.