

IMPLEMENTATION AND OUTCOME EVALUATION
OF THE TURKISH PRIMARY SCHOOL
ENGLISH LANGUAGE TEACHING PROGRAM

Yüksek Lisans Tezi

Pınar ORTAÇ

Eskişehir 2017

**IMPLEMENTATION AND OUTCOME EVALUATION OF THE TURKISH
PRIMARY SCHOOL ENGLISH LANGUAGE TEACHING PROGRAM**

PINAR ORTAÇ

**M.A. THESIS
Department of English Language Teaching
Advisor: Prof. Dr. Gül DURMUŐOĐLU KŐSE**

**Eskiőehir
Anadolu University
Graduate School of Educational Sciences
May, 2017**

JÜRİ VE ENSTİTÜ ONAYI
(APPROVAL OF JURY AND THE INSTITUTION)

Pınar ORTAÇ'ın "Implementation and Outcome of the Turkish Primary School English Language Teaching Program" başlıklı tezi 17.05.2017 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

Adı-Soyadı

İmza

Üye (Tez Danışmanı) : Prof.Dr. Gül DURMUŞOĞLU KÖSE

Üye : Prof.Dr. İlknur KEÇİK

Üye : Doç.Dr. Özgür YILDIRIM

Üye : Doç.Dr. R.Şeyda ÜLSEVER

Üye : Yard.Doç.Dr. Gonca SUBAŞI

Prof.Dr. Handan DEVECİ
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü
Müdürü

ÖZET

TÜRK İLKOKULLARINDA UYGULANAN YABANCI DİL EĞİTİM PROGRAMININ UYGULANMASI VE SONUÇ DEĞERLENDİRMESİ ÜZERİNE BETİMLEYİCİ BİR ÇALIŞMA

Pınar ORTAÇ

İngiliz Dili Eğitimi Anabilim Dalı

Anadolu Üni,versitesi, Eğitim Bilimleri Enstitüsü, Mayıs 2017

Danışman: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Bu çalışma ilkokul İngilizce öğretmenlerinin kullandıkları kitaplara dair görüşlerini alarak ve 4.sınıf öğrencilerinin 2013 İngilizce Dil Eğitim Programının belirlediği dinleme hedeflerine ulaşip ulaşmadığını ölçerek 2013 İngilizce dil Eğitim Programını değerlendirmeyi hedeflemektedir. Araştırmanın ilk bölümünde Sincan Ankara’da 22 devlet ilkokulundaki 50 İngilizce öğretmene 46 maddelik materyal Değerlendirme Formu verilmiş ve 7 okuldan 10 öğretmenle mülakat yapılmıştır. Daha sonra 5 okuldaki 650 4.sınıf öğrencisine 20 soruluk dinleme sınavı yapılmıştır. Öğretmen anketlerinin sonuçları öğretmenlerin kitaplardan birkaç nokta dışında genel görüşünü, tasarım ve dizayn, metodoloji, aktiviteler, dil becerileri, dil ve konu içeriği, öğretilbilirlik, esneklik ve son olarak değerlendirme olarak memnun olmadıklarını göstermektedir. Ancak; katılımcılar kitapların yazı tipi boyutu ve biçiminin öğrenciler için uygun olduğunu ve uygulanan metotların güncel olduğunu belirtmişlerdir. Ayrıca, aktivitelerin anlamlı dil kullanımını desteklediğini ve bireysel, ikili ve grup çalışmalarını içerdiğini söylemişler, dinleme aktivitelerinin iyi kaydedildiğini ve ünite konu başlıklarının küçük öğrencilerin ilgisini çektiğini belirtmişlerdir. Bu çalışma belli bir coğrafi bölgedeki devlet ilkokul İngilizce ders kitaplarını ve 4.sınıf öğrencilerin dinleme becerilerini mercek altına alarak 2013 İngilizce dil eğitim programının güçlü ve zayıf yönlerini (ilk 3 yıl 2’den 4’e) ortaya çıkarmayı

hedeflemiştir. Çalışmanın sonunda eğitimciler, eğitim otoriteleri ve eğitim araştırmacıları için bazı çıkarımlarda bulunulmuştur.

Anahtar Sözcükler: Program Değerlendirme, Sonuç Değerlendirme, İngilizce Dili Öğretim Programları.

ABSTRACT

IMPLEMENTATION AND OUTCOME EVALUATION OF THE TURKISH PRIMARY SCHOOL ENGLISH LANGUAGE TEACHING PROGRAM

Pınar ORTAÇ

English Language Teaching Program

Anadolu University Graduate School of Educational Sciences , May 2017

Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

The present study was designed (1) to reveal the views of the state primary school EFL teachers about their present textbooks and (2) question whether the 4th grade students have reached the goals defined by MoNE in 2013 ELTP in terms of listening skill. The research was carried out in Sincan in Ankara including 50 EFL teachers in 22 primary schools who were asked to reply 46-item Material Evaluation Form to evaluate their textbooks and 10 teachers in 7 schools were interviewed. Then, 20-item listening test prepared by the researcher was given to 650 4th grade students in 5 schools. The results of the teacher questionnaire indicated that the teachers were not satisfied with the textbooks in terms of their general appearance, layout and design, methodology, activities, language skills, language and topic content, teachability and flexibility, and assessment except for a few points. That is to say, they find the font size and type of the book suitable for the students, and think that the methodology implemented in the books is up-to-date. Furthermore, the participants tend to believe that the activities encourage meaningful language use and embody individual, pair and group work. Also, listening activities are thought to be well-recorded and the unit topics draw young learners' attention. This study was carried out to see the outcomes of 2013 ELTP via evaluating the textbooks and 4th grade students' listening skills in a certain geographical area, so it enabled to realize the strong and weak points of the program. At the end of the study, there are some implications for educators, educational authorities and educational researchers.

Keywords: Program Evaluation, Outcome Evaluation, ELTPs.

ACKNOWLEDGEMENTS

I wish to tell my deepest gratitude to the many people who gave time from their busy schedules to share their views, experiences and knowledge throughout my thesis study. Initially, I would like to express my sincere appreciation to my dear thesis supervisor Prof. Dr.Gül DURMUŞOĞLU KÖSE as I wouldn't have completed my study without her unique support, help and never-ending encouragement.

Secondly, I would also like to express my sincere appreciation to my committee members; Prof. Dr.İlknur KEÇİK, Assoc. Prof. Dr.Özgür YILDIRIM, Assoc. Prof. Dr.Şeyda ÜLSEVER and Assist. Prof. Dr.Gonca SUBAŞI for their time and recommendations. Thank you so much for all the insightful comments, constructive criticism and guidance. Their suggestions and critical comments provided a wealth of insights for my thesis study.

I would like to express my heartfelt thanks to the administrators of Adnan Menderes Primary School, Fatih KELEŞ and İdris KARAHİSAR for their help in the process of completing the questionnaires and the listening tests. Additionally, I need to thank to the teachers in Sincan in Ankara, who participated in this study, for their cooperation and sincere opinions which made this study possible.

I am also indebted to my colleagues Dilek TURAN, Kenan ÜNAL, Nüveyda POLAT, Tuba İPEK, Belgin TURAN, Uğur AKBAŞ and Nurcan MANDAL for their help and cooperation.

Last but not least, my sincere and special thanks go to my mother Nurhan ERKAL for taking care of my twins in this painstaking period and my brother Çağlar BAYKAL for his support and encouragement. I am also grateful to my husband Aytaç Volkan ORTAÇ for his invaluable support throughout my thesis study. It is significant to note here that my twins Alp Çağan and Aytuğ Çınar inspired and motivated me to complete my research with their presence.

20.06.2017

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalardan bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilemeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

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INTRODUCTION

1. INTRODUCTION

Education must renew itself and catch up with the changes in all aspects of life continuously. Therefore, broadly all teaching programs and especially language teaching programs should take place in this ongoing process in accordance with the recent changes especially by putting emphasis on the young learners. In this respect; the countries which give priority to the issue have been attempting to enforce new regulations in order to improve the language learning education beginning from the early ages. It is obvious that to improve economically, vvpolitically and socially in today's society depends on the ability of Turkish people to communicate effectively on an international level, and competence in English is essential in this process. In spite of this necessity, Turkish students are claimed not to be able to learn a foreign language and one of the main reasons laying beneath is the fact that they perceive the language as an obligatory course rather than a path to communication (MoNE, 2013). If a person wants to acquire a language, it must be in students' real life experiences to be learnt thoroughly. Therefore, scholars such as Hymes (1972) and Widdowson (1978) have suggested that language learning should take place contextually. In other words, it must be used in everyday interactions, for true communicative purposes, rather than practiced as an abstract exercise, so the Ministry of National Education (MoNE) in Turkey has arranged the English Language Teaching Program (ELTP) according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) throughout the years.

Initially, educational reform in 1997 affected ELTP by implementing a major curriculum change in ELTP with the aim of improving English within the country. The reform prolonged the compulsory education from five to eight years and required the students to be familiar with English at 4th and 5th grades. (Tarman, 2010; Yavuz and Topkaya, 2013; Demirel, 2005; ÇelikandKasapoğlu,2014; Doğançay-Aktuna and Kızıltepe, 2005; Gürsoy, et al.2013 ; Damar et al.,2013; Cihanand Gürlen, 2013). In other words, this drastic education reform in foreign

language learning in 1997 brought favorable changes in terms of increasing the period of compulsory education to eight years and lowering the age of language learning to nine-ten years (4th grade). English lessons took place three hours a week as a compulsory school subject in fourth and fifth grades. (Kocaoluk and Kocaoluk, 2001; MoNE, 1997; Gürsoy et al., 2013).

1997 ELTP was a more traditional-oriented, nation-wide educational innovation and it was acknowledged in the pursuit of communicative language teaching as well as being learner-centered, game-based way of instruction (MEB, 1997; Çakıt, 2006).

This program required a new curriculum for young language learners including a constructivist and communicative perspective, the focus of which is to awaken learners' interests and develop positive attitudes towards English as well as learner-centeredness (Kırkgöz, 2007-2008; Uysal, 2012; MoNE, 1997; Kırkgöz, 2008; Damar, 2004; Damar, et al., 2013; Gürsoy et al., 2013).

Then, the program carried out in 1997 was changed in 2006 with the law 10.02.2006 dated and 14 numbered, which attempts to keep up with advances in the world. This reform changed the period of high school, now secondary school was 4 years. Students learnt English ten hours a week in their first year, and four hours in the other three years (Kırkgöz, 2007). The most striking renovation was on assessment criteria which put emphasis on performance-based, portfolio assessments (Gürsoy ,et al.,2013). The program had a process-oriented assessment along with alternative evaluation techniques following European Language Portfolio's concerns (Demirel, 2006), attempting to make students responsible for their own learning in a communicative and functional way, furthermore emphasizing the process of learning (Cihanand Gürlen,2013).

Lastly, English language curriculum has undergone major changes up to now among which "recognition of English as a compulsory subject, an increase in the duration of FLE as well as the approach to teach English" (Gürsoy,et al., 2013). A recent change was observed in 2013 which requires an early start for language learning, namely in second grade (Damar,et al., 2013).

In 2012 MoNE has revised the education system , the new top-down change named 4+4+4 evolved to be implemented in 2012-2013 academic years , namely 4 year- primary school, 4 year-middle school and 4 year-high school

(Official Newspaper, 2012: 28261, YavuzandTopkaya, 2013; Gürsoy,et al.2013; Mavişand Bedir, 2014; Damar,et al.,2013). Not only the system changed, but also the teaching programs and curriculum were considerably re-shaped. As a consequence of this reform, ELTP has been completely modified in accordance with these changes.

According to this recent reform, sixty-six month children can start school and learn English at the age of 6,6 in second grade accordingly (MoNE, 2013; Damar,et al., 2013; Gürsoy,et al.,2013). First of all, the curricular model includes three learning stages referring to the language uses, functions and learning materials that are introduced. In the first period (from grades 2 through 4), listening and speaking are the main focuses. Reading, writing, and grammatical structures fade into insignificance a little bit at this stage, as studies suggest that young learners acquire languages best through songs, games, and hands-on activities (Cameron, 2001). Therefore, reading and writing tasks in the first three years are limited. Initial stages meet young learners with English through cognates as they are thought to help transition from the known to the unknown by using terms that are easily recognizable (Rodriguez, 2001). Krashen's (1988) theory is acknowledged at this point since he states that language input must awaken learners' interest, be relevant to their daily lives and understandable to make learners comprehend better.

In each grade, there are a series of 10 sample units composed of interrelated themes. Hale and Cunningham (2011) supports the use of thematic units and draws attention that this approach leads educators to present language items in a both relevant and interesting way by stimulating them to build on what they already know while revising what they learnt previously to support permanence of information. In order to associate language learning with daily life, the issues that are familiar to young students such as family, friends, animals, holidays, leisure activities and so on are chosen so that learners can reflect ideas easily. CEFR emphasizes that student should have intercultural competence and learn to appreciate other cultures, as well (CoE, 2001). Both the target culture components and international cultures are appraised positively (Elyıldırım and Ashton-Hayes, 2006) in keeping with the themes of each unit, by placing importance on home culture in to avoid the formation of negative

attitudes. Simple phrases in world languages including greetings, counting and so on are presented to pupils so that they learn about the other culture, which gives them the opportunity of comparing cultures to with their own (MoNE, 2013).

The units include communicative functions/skills, suggested lexis/ language use, suggested text and activity types and assessment. Additionally, the classroom activities employed are listed as follows: cartoons, songs, stories, fairy tales, fables, puppets, arts and crafts, role-play, drama / miming, drawing / coloring, any kind of total physical response (TPR) activities which raise students' motivation and positive attitudes. In activity-based teaching, children learn the language by producing and experiencing it focusing on meaning rather than the structure (Gürsoy,et al., 2013). Daily life situations, visual, auditory and audio-visual materials and game-based learning are included in this new curriculum (Maviş, and Bedir,2014). Reading and writing activities (at most ten words) are included in learners' portfolios which are emphasized in CEFR (MoNE, 2015).

Lastly, the curriculum embodies evaluation and assessment of learner progress. The *CEFR* places value on self-assessment since students are expected to be responsible for their own progress and achievement while trying to develop communicative competence (CoE, 2001). There will be self-assessment checklists including a list of achievements to be met by the students at the end of each unit. These parts ask learners to assess their own learning from an action-based perspective. In other words, children will answer questions such as “What did you learn?”, “How much do you think you learned?” and “What do you think you can do in real life, based on what you learned in class?” Another assessment type is European Language Portfolio in which learners will keep a file of what they have learnt or achieved in the learning process (CoE, 2001; Mirici, 2008); in order that they will be able to monitor their progress without quantitative scoring and grades. There is not only self-evaluation but also formal evaluation (written and oral exams, quizzes, homework assignments and projects) in so as to evaluate students' success objectively (MoNE, 2013).

According to this program, the MoNE has determined a few optional books for each level; however the current textbooks for the research study are

Grade 2 English Book published by MEB, Grade 3 English Book published by Bilen and Sunshine 4 published by Lider for the 4th grades. Also, all of the books include student book, workbook and teacher book in addition to listening CDs and visual materials and animations. The salient point related to the books is that each book has a different publisher.

1.2. Statement of the Problem

Program evaluation plays an important role in education as the necessary changes, adaptations or omissions are implemented according to the results of program evaluation. In other words, program evaluation should be implemented by including its components such as the goals defined and the materials used (Richards, 2005).

In this context, the course books used in the primary school and the students' listening scores will be assessed as the parts of the 2013 ELTP.

Initially, when the English language program changes in the Ministry of National Education, the books related to the former language program must also be adapted or altered completely to meet the requirements of the innovations in the language learning program. Accordingly, the committee in the MoNE examines the books prepared by the publishers and determines which ones will be used for the next year.

However, each textbook has its own strong and weak points. Taking advantage of textbooks as much as possible in this respect is very important. Therefore, finding a suitable textbook appealing to teaching context, teachers and students is intellectually demanding task for teachers. Cunningsworth (1984: 6) also states that there is no completely suitable course book for all particular teaching contexts. It is teachers' accountability to find different ways of using it and adapting it if necessary. Therefore, instead of being in the expectation of the remedy course book which meets all the demands, teachers should look for the best possible fit between what the course book presents and what teachers and students need. As a consequence, teachers and students are in need of textbooks and their supporting materials which makes selecting and evaluating an appropriate course book inevitable.

The points mentioned above make textbook evaluation essential in teaching and learning context. When evaluation of course books is ignored, it leads to a decrease in quality in teaching and learning, demotivated teachers and students, a general failure to provide and utilize the proper activities, tools and procedures crucial to the educational progress, and inefficient use of the school's resources (McFerren, in İnözü, 1996).

When these views are taken into consideration, teachers' opinions and attitudes towards the efficiency of textbooks in a foreign language classroom and revealing advantages and disadvantages of the current textbook "Grade 2 English Book" for second classes, "Grade 3 English Book" for third grades and "Sunshine 4" for 4th grade classrooms and the absence of the studies evaluating these textbooks related to 2013 ELTP are the primary concerns of this study as these books are inseparable parts of the program.

Another problem is to learn about what students have achieved in listening skills to observe the outcomes of the program as the listening and speaking are the main focuses of 2013 ELTP. Rivers (1966: 196) claimed, "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached". It is obvious that listening precedes speaking skills so evaluating students' listening skills in the first place seems reasonable and assessing thousands of students' speaking ability is challenging in terms of time limitations and crowded classes so the speaking exam is not included in this study.

Also, it is a significant point that 4th grade students will be the first graduates of primary school going through 2013 ELTP from grade 2 to 4, so it seems necessary to investigate whether they have gained the listening skill to a certain degree or not. Moreover, there is no study evaluating the program's outcomes quantitatively in terms of student success. On the contrary, the learners' thoughts and beliefs have been taken into consideration by means of questionnaires in a few researches (Özdemir, 2007; Arıkan, 2008).

1.3. Aim of the Study

Program evaluation needs to be implemented as the necessary changes, adaptations and omissions take place according to the results of the evaluation and textbooks are influenced by the program changes in the first place. That is to say, the changes in the English Language Teaching Program instigate modification or revision of the books used in the former system, so the course books determined by the MoNE for the new language teaching program need to be evaluated by the teachers as the active users of the book. In other words, it is necessary to include evaluation of textbooks while scrutinizing a program. Therefore, this particular study aims to see the implementations and outcomes of 2013 ELTP by revealing the views and reactions of EFL teachers through Material Evaluation Form regarding the present textbooks – “Grade 2 English Book” for second classes, “Grade 3 English Book” for third grades and “Sunshine 4” for 4th grade – determined for 2013 ELTP and conducting interviews with EFL teachers.

The second aim is assessing the students’ listening skill through the 20-item listening test prepared by the researcher herself since 2013 ELTP put emphasis on listening and speaking skills in the primary school but skills acquired through listening transfer to other skills (Nombre, 2015) which brings listening forefront to evaluate. Also, assessing speaking skills is demanding owing to a large number of students and time limitations.

Consequently, the current study is designed to evaluate the 2013 ELTP by assessing the textbooks used in the state primary schools by means of the questionnaire and the interview conducted with the teachers in Sincan, and listening skills of 4th grade pupils in the same area via the listening test to see the outcomes of the 2013 ELTP in terms of students’ improvement as an English teacher working at the primary school in Sincan in Ankara and as a researcher having my MA degree. Moreover, Sincan is an important area in Ankara, since it represents middle-income people like most of the people in Turkey as it is stated in the poverty study done by Turgut Özal University. (T.Ö.Y, 2012)

1.4. Research Questions of the Study

In the line of the aims stated, two research questions were generated to be investigated in this study:

1. What are the views of primary school EFL teachers about their present English textbooks in terms of achieving goals set by MoNE?
2. Have the 4th grade students at state primary schools reached the goals defined by MoNE in 2013 ELTP in terms of listening skill?

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, previous studies on program evaluation in terms of language learning and textbook evaluation with regards to these language programs and young learners will be covered.

2.2. Program Evaluation

Before mentioning the program evaluation studies in this section, the definition of program evaluation should be done evidently. To start with, Richards et al. (1985, p.130) defines evaluation as “the systematic gathering of information for purposes of decision making”. Brown describes it as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within a context of particular institutions involved” (1995, p.223). Lynch (1996) makes a similar definition as collecting information in order to reach judgments or decisions systematically (Dollar,et al.,2014). As stated by Nunan (1992) program evaluations are regarded as research studies as they include questioning process, data gathering and analysis (Bodegas,2009).

As a result, evaluation is an ongoing and complicated process which aims to acquire and scrutinize information for determining all aspects of a program (Karataş and Fer,2009). Moreover, this process helps to recognize the advantages, disadvantages and efficiency of the program to decide which parts needs revision or modification (Ornstein and Hunkins, 2009; Karataşand Fer, 2009).

As it is mentioned above, evaluating programs is a critical concept in education since the benefits cannot be observed and experienced without evaluating both the process and the outcomes of a program, and the effectiveness remains unknown. Furthermore, deficiencies must be identified in a program in order to add or exclude some points to improve the effectiveness of the program (Rolstad,et al., 2005). One another reason is also mentioned by Alderson and Beretta as “to decide whether a

program has had the intended effect, to identify what effect a program has had, to identify areas of improvement in an ongoing program” (1992,p.276).

In addition to evaluating programs, it is also unavoidable to remark program evaluation methods. There are mainly two types of evaluation within the literature that occur at different times. Formative evaluation (also known as process evaluation) occurs during the implementation process, and summative evaluation (also known as outcome evaluation) occurs after the intervention. Formative evaluations aim to find out the problematic parts and propose suggestions to make improvements both for staff and stakeholders. On the other hand, a summative evaluation is carried out to determine the impact of the program taking into the attainment of the goals and objectives account (Bodegas,2009; Rolstad,et al.,2005). Besides, a recent evaluation type, called eclectic evaluation approach is employed both for the process and product. It is process-oriented product evaluation model in which constructivist point of view lies underneath.

This study is summative evaluation as it has investigated whether 2013 ELTP has realized its goals in terms of selecting textbooks and students’ listening skills.

2.3. Program Evaluation Approaches and Models

Different classifications and approaches have been made by various researchers and educators (Worthern, Sanders and Fitzpatrick,1997; Stufflebeam,1971; Tyler,1942; Stake,1967).With this in mind, this part comprehensively explains different evaluation models which have been used with a number of differing purposes.

2.3.1.Worthern, Sanders and Fitzpatrick ‘s evaluation models (1997)

Six groups were determined by Worthern, Sanders and Fitzpatrick (1997), as objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented and participant-oriented approaches.

Firstly, Objectives-Oriented Evaluation Approach emphasizes goals and objectives and the degree of attainment. In this sense, the aim is to determine whether the goals are achieved or not. Tyler’s (1942) behavioral objectives model, Metfessel and Michael’s (1967) evaluation model and Provus’s (1973) discrepancy evaluation can be listed as examples in this model (Küçük,2008). Additionally, management-oriented evaluation approach provides decision-makers responsible for planning, applying and evaluating programs with necessary information to analyse the program as it is the case

in Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model (1971). Consumer-oriented one, on the other hand puts emphasis on evaluative information needed for making decisions about educational purchases and adoptions (Küçük,2008). Therefore, the cost of the program is significant in this model.

In expertise-oriented model, professional expertise to assess a teaching program and its quality is at the center. Adversary-oriented model depends on the opposite ideas and various points of views during the evaluation process which is regarded as involving “a hearing, prosecution, defense, jury, charges and rebuttals” in this model (Hogan, 2007).

Participant-Oriented Evaluation Approach deals with the concerns, issues, and consequences of an educational activity emphasizing participants' views.

2.3.2.Stufflebeam's context, input, process and product evaluation model (CIPP)

Stufflebeam(1971) proposed another evaluation approach called as Context, Input, Process and Product Evaluation Model (CIPP) which help evaluators to obtain information for each component, and when needed for only one component as well (KarataşandFer,2009). Being a useful and simple tool for helping evaluators search for significant answers in an evaluation process is the strength of CIPP model (KarataşandFer,2009). According to Stufflebeam, evaluation involves identifying, obtaining and commenting the necessary information to reach a conclusion and decision (Oliva, 2009). He supports that context evaluation provides information for identifying needs, problems and opportunities in an educational setting (Soner,2007). In this model, the most significant aim of the evaluation is not to prove something but to enhance the existing situation (Stufflebeam, 2001).

2.3.3.Tyler's objective-oriented evaluation model

Objective -oriented evaluation model was developed by Tyler around 1933-1941 years based mainly on educational objectives (Erden, 1995). According to Tyler (1949), objectives, learning experiences and assessment construct the basic elements of evaluation in which the degree of attainment of goals are measured. At the heart of this evaluation model are educational goals. The phases of this process include identifying and classifying the goals, describing whether the goals are reached or not, developing

assessment techniques, gathering data and analysing. In this model, mostly outcome-oriented summative evaluation type is used (Soner,2007) .

2.3.4. Metfessel and Michael evaluation model

Another goal-attainment model was developed by Metfessel and Michael in which eight stages take place. As listed by Popham (1988): all society members attendance, designing general and specific goals, writing specific goals clearly, measurement instruments, conducting measurement, analysing the data, commenting the data, formulating the change or modification of the program are the main stages (Soner,2007).

2.3.5. Blooms's component-oriented evaluation model

Each component is evaluated one by one answering the significant questions concerning the objectives, content, learning process and assessment. Among these questions can be listed : Are objectives suitable for learners' needs, are they consistent to each other, are they clear and easy to understand? When it comes to content, such questions as “ Is the content in accordance with the objectives, is it attractive for learners, is the order of the topics suitable? etc...” need to be answered. Besides, teaching/ learning process is questioned for its being student-oriented, richness in various activities, time allocated for each topic..etc. Lastly, assessment is evaluated by asking such questions as “ Are assessment tools and results reliable, are they suitable with the objectives?”.

2.3.6. Stake's (1967) countenance and responsive model

This model is similar to Tyler's evaluation model in terms of input (general objectives, materials, students' skills), process (in-class experiences between student-teacher) and output evaluation (formal learning, attitudes and values). These three elements take objectives of the program , expected and unexpected impacts into consideration (Marsh and Willis, 2007). In this evaluation model standards and decision criteria play crucial roles (Demirel, 2006). Teachers and students evaluate the program especially the process and learning activities instead of outcomes (Soner,2007).

2.3.7.Provus's (1973) discrepancy evaluation model

An one of the experimental-positivist evaluation approach, Provus's (1973) Discrepancy Evaluation Model has four main elements and five phases during implementation processes. Defining program standards and performance as well as comparing them are crucial characteristics of this model (Ornstein and Hunkins, 2009).

To sum up, choosing the most suitable approach and model to evaluate a specific program depends on “the nature of the program or project being evaluated, the individuals involved or the stakeholders, and on the timescales and resources available” (Erozan, 2005). Thus, this current research study is mostly compatible with Tyler's objectives-oriented evaluation model as it attempts to evaluate the 2013 ELTP in terms of its textbook choice and students' listening assessment.

2.4. Program Evaluation Studies

For evaluative research study on language teaching methods, Keating's large scale research study which dated back to 1963 was a pioneer one as example (Alderson and Beretta 1992). However, the researchers cherished program evaluation studies in Turkey with the recent renovations implemented in especially 1997 and 2006. The content, effectiveness and challenges of the new curricula of Turkish, science, social sciences and mathematics have been investigated by various researchers (BayrakandErden, 2007; Bulut, 2007; Tahin, 2007;Coşkun and Daloğlu, 2010; Coşgun-Ogeyik, 2009; Erozan, 2005, Karakaş, 2012; Küçük, 2008 ; Topkaya and Küçük ,2010 ;Yüksel , 2001; Büyükduman,2001; Büyükduman,2005; Mersinligil, 2002; Erdoğan, 2005; Zincir, 2006; Tunç,2009; Arı,2014; Seçkin,2010; Yaman,2010; Şahin,2007). Since evaluation process tries to define the weaknesses and strengths of a program, some research studies conducted in Turkey evaluated the preparatory school programs while some investigated the primary ELTPs (Küçük,2008; Yüksel 2001, Büyükduman 2001, Mersinligil ,2002; Erdoğan ,2005; Zincir, 2006;Tunç,2009; İnal, 2014; Çoban , 2011).

There are numerous studies which evaluate the various components of ELTPs such as design, objectives and the implementation process of new curricula from the perspectives of students, teachers and administrators (Coşkun and Daloğlu, 2010; Coşgun-Ogeyik, 2009; Erozan, 2005; Karakaş, 2012).

After the 1997 renovation in ELTP, many researchers attempted to investigate it in various perspectives (Yüksel 2001, Büyükduman 2001, Mersinligil 2002, Erdoğan 2005). To start, Büyükduman (2001) carried out her study via teachers' opinions on primary school 1997 ELTP and concluded that the design of the program was found positive by teachers while the implementation process was problematic as a result of crowded classes, lack of in-service training as well as the load of the content (Erdoğan, 2005; Mersinligil, 2002 ; Er, 2006). Erdoğan (2005) asked about 1997 ELTP both to students and teachers. Some objectives and activities were criticized as being above the students' levels (Er, 2006; Mersinligil, 2002; Topkaya and Küçük, 2010).

As for 2006 ELTP, various studies were conducted with differing purposes among which are evaluating its objectives, its general characteristics, aims/outcomes and content (Zincir 2006; Küçük,2008; TopkayaandKüçük, 2010). Zincir (2006) tried to evaluate 5th grade English language teachers' ideas on the objectives of the program. According to the findings, the program was not applied by teachers while preparing lessons. Reflective thinking of 196 English teachers implementing the 2006 ELTP was searched by Meral and Semerci (2009) and they found teachers partially critically thinkers and need in service training.

As shown in Çelik and Korkmaz's study (2010), the teachers claimed to use more vocabulary and grammar activities instead of contemporary techniques for teaching young learners. Additionally, games, drama, songs, stories, TPR, and puppet activities were not used properly as a result of lack of teachers' communicative techniques, curriculum requirements ,standardized tests such as "SBS" (Placement Test) (Gürsoy, et al.,2014).

Concerning the recent (2013) ELTP, Alkan and Arslan (2014) conducted a component-oriented program evaluation approach with 163 teachers. The results indicated that the goals and objectives should be revised, the teachers should be informed of the program and schools' facilities should be developed.

In another study, Gürsoy et al.(2013) found out that the participants supported the recent changes in the curriculum but they needed in-service training regarding the appropriate techniques with young learners. Concerning the recent curricular changes to English language program, school administrators' opinions and beliefs were asked in a qualitative study conducted by Çelik and Kasapoğlu (2014). Although the administrators' attitudes toward facilitating English teaching in their schools were

generally positive, concerns about the recent teaching program and the need for a revision was reported.

Cihan and Gürlen (2013) carried out a comprehensive study about the teachers' opinions on the 5th grade ELTP in which the results showed that objectives were stated in an understandable way and also suitable for the developmental level of students. The syllabus was found in consistence with aims and generally ordered from simple to complex.

In Maviş's study (2014), 2nd graders' curriculum was found more appropriate as it included just listening and speaking activities when compared to 4th graders curriculum. In this sense, it was claimed that the recent ELTP could increase students' interest and facilitate language learning.

Yıldıran and Tanrıseven (2015) carried out a qualitative study with seven primary school English teachers who teach English in six different public schools in Tarsus, Mersin in 2013-2014 academic year. They used focus group discussions and semi-structured interviews and analyzed the data by using descriptive analysis techniques. The results show that 2013 ELTP is suitable for young learners' level and the program boosts the learners' motivation for language learning. Additionally, the participants find themselves qualified to teach young learners. However, the findings also point out that English teachers have some difficulties in implementing the curriculum due to inappropriate textbook, overcrowded classrooms, insufficient time allocated for the program and lack of in-service training.

Then, Özüdoğru and Adıgüzel (2015) focused on primary school 2nd grade English language teaching curriculum and designed as a descriptive survey study by utilizing illuminative curriculum evaluation model. The research data were collected via a scale from 768 teachers teaching 2nd grade classes in 14 cities of seven regions in Turkey selected through stratified sampling. The research findings indicated that teachers found the realization of aim and content dimension and learning-teaching process and contextual dimension sufficient; however, teachers believed the realization of measurement and assessment dimension was insufficient. Furthermore, statistically significant differences were found between regions according to teachers' opinions related to the curriculum. Teachers working in South East and Eastern Anatolia regions had significantly negative views than the teachers working in other regions of Turkey

regarding all the dimensions of the scale. Besides, it was found out that most of the teachers did not receive any in-service training about the new curriculum.

Another research on the primary school 2nd grade English language teaching curriculum was conducted by İyitoğlu and Alcı (2015). 14 teachers working at ten different state primary schools in five different cities of Turkey were interviewed and data were analyzed by qualitative techniques according to predetermined twenty categories standing for each of the interview questions. The results of the study suggested that teachers appreciated the 2nd Grade English Language Curriculum in terms of the need analysis, evaluation and assessment, age and level relevancy, teaching techniques and vocabulary teaching whereas they castigated it mostly in terms of lack of extra materials, unsuitability to be applied in crowded classrooms, uncertainty of cultural focus, lack of necessary learning techniques, motivation for students and parents.

Çankaya (2015) investigated 38 English teachers' opinions regarding the primary 3rd grade 2013 ELTP in terms of its general overview, content, goals, teaching-learning process and assessment dimensions through her questionnaire. The findings showed that teachers have positive attitude toward the program although they think that they need guidance for the program. Also, they think that the goals referring to speaking and listening abilities are not achievable by students owing to crowded classrooms, insufficient equipment at schools etc. Moreover, they complain about lack of extra materials and impractical assessment tools for young learners.

This study differs from the studies mentioned above as it investigates the textbooks' convenience related to 2013 ELTP and whether the students have gained listening skill to a certain degree through a test. Therefore, textbook evaluation come to the forefront as the crucial part of program evaluation.

2.5. Textbook Evaluation

EFL/ESL textbooks have an essential role in language learning process. Immanuel (2010:5) explains that textbooks are prerequisite for most language programs. Sometimes, they constitute most of language inputs that learners acquire and language practices that take place in the classroom. They may serve as the base for lesson content, keep the balance of language skills being taught and diversify language activities the learners participate in. Meanwhile, the course books should stimulate

learning process. Likewise, Malang confirms that there should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do (2013). Furthermore, materials also should be compatible with students' needs and should serve the language programs' goals and objectives. Therefore, the textbooks being used in Turkey for English as Foreign Language (EFL) in particular must be in harmony with the EFL students' requirements. In EFL situation, students have almost no chance of using English in their daily lives; so English textbooks appear to be the only source by which students receive input and the main material for both teachers and students to rely on as well (Park, 2004:2).

However, using only a textbook in a language learning process does not indicate that teaching and learning of a foreign language are completely successful. On the contrary, teachers should prepare supplementary materials according to their learners' specific needs with regards to teaching/learning situation while taking the advantage of the textbooks. As Hutchinson and Torres (1994) suggest:

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

We should inquire what a textbook means and why and to what extent a textbook is inevitable. The answers depend on teachers' teaching styles, resources they use, learners' specific needs and the accepted standards of teaching –i.e. methods and approaches– in foreign language education (Arıkan, 2008). However, there are various definitions of textbooks and their contributions to teaching/learning situations are as in the following;

Sheldon (1987:140) explains textbook 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 communicative ability. On the other hand, Allwright (1990) views texts as “resource books for ideas and activities rather than as instructional material” (Kitao 1999). This viewpoint is supported by Cunningsworth (1984) as he claims that published material provides the initial framework which must be adapted by each individual teacher to match the needs of their students. (p. 65)

Haycroft (1998) brings a different point of view to the issue suggesting that one of the primary advantages of using textbooks is that they are psychologically necessary

for students since their progress and achievement can be measured concretely when we use them. Another point related to the importance of textbooks lie behind the notion O'Neill (1982) has held. Accordingly; though not designed specially for students, textbooks are generally sensitive to students' needs in that they allow teachers for adaptation and improvisation. The arguments for making use of textbooks can be extended by analyzing other characteristics. These range from their being frameworks regulating and timing the programs and their features of providing ready-made teaching texts and learning tasks to the issue that they mean security, guidance, and support for novice teachers as suggested by Ansary and Babaii (2002).

Through the definition of textbook evaluation made by Hutchinson and Waters (1987:96) it can be regarded to function as an educational judgment. Accordingly; 'Evaluation is a matter of judging the fitness of something for a particular purpose.' Cunningsworth (1984) related to textbook evaluation states '...Professional judgment, founded on understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of evaluation procedure.' (p. 74)

As a result, teachers and language learners especially in EFL contexts use the textbook as the basic component of language programs as they are determined based on the ELTPs. Similarly, students in Turkey rarely have the opportunity of using the target language in their daily lives. Therefore, the language classes seem to be the only place for exposure to the target language and textbooks become the most easily available material for students to practice the language. This drives the need for an accurate selection and evaluation of an appropriate textbook compatible with the language program.

2.6. Types of Textbook Evaluation

Teachers must decide which textbooks are appropriate for their needs to make the most effective use of a textbook in the boundaries of the language teaching programs' objectives. A teacher needs to determine the extent to which a textbook focuses on and is aligned with a coherent set of significant, age-appropriate student learning goals that the teacher, school, or district has identified as integral to the understanding of and progress in a particular academic subject. They must also assess how well a textbook's instructional design effectively supports the attainment of those specified learning goals. The only way to gain this information is through careful evaluations of textbooks and other curriculum materials (Kulm et al., 1999).

There are several types of textbook evaluation. First of all, Grant (1992) describes a three-stage process in evaluating textbooks; he resembles this process to buying a new coat during which we question whether the textbook is suitable for students, how well it fits and later whether it still fits or not. These questions reveal three stages which are “initial, detailed and in-use evaluation”

Grant’s initial stage includes ‘CATALYST’ test through which we can find out whether a book is worth looking at more closely. He claims that a textbook should act as a catalyst in the classroom. The eight letters in the word CATALYST represent the eight criteria which are communicative, teachability, available additions, level, teacher’s impression, students’ interest and trial and testing (Grant, 1992).

After applying the CATALYST test and deciding that a textbook will work, teachers should determine how well it will work out. It is possible to find out an answer to this question by using questionnaires which can be of great assistance (see Grant 1992,pg. 122-26). These questionnaires are designed to help you decide whether and how far a textbook suits students, teachers and the syllabus.

The last stage, in-use evaluation is necessary for it is only by constant evaluation that one can ensure his/her own mastery not the slavery of the textbook. The same questionnaires in the second stage or the modified ones according to your priorities may be used in this type of evaluation.

McDonough and Shaw (1993) suggest two stages of evaluation, first an external evaluation that refers to a brief ‘overview’ of the organization of the materials (cover, introduction, table of contents). This is followed by a more detailed internal evaluation which requires an in-depth investigation to analyze if the factors mentioned in the external evaluation stage are in line with the internal consistency and organization of the materials stated by the author/publisher. Atkins, (2001) regards this two-stage model for coursebook evaluation as an apparently logical framework for conducting a detailed analysis of a coursebook believing that it provides guidance on how to perform the analysis but remains flexible.

In addition, Cunningsworth (1995: 14) mentions three types of evaluation which include pre-use evaluation, in-use evaluation and post-use evaluation. Though pre-use evaluation seems to be the most common one, it is said to be the most difficult kind to apply. The reason for this may lie in the fact that there is a gap in terms of actual experience of using the book to base the evaluation on (cited in Zhang 2007). In-use

evaluation involves evaluating the material while it is in use, for example making judgments about the book whether it meets the requirements including the learners' objectives and background, the resources available, etc. Post-use evaluation, on the other hand, provides information about the performance of a textbook, thus the usability potential of a textbook based on its identified strengths and weaknesses which emerge over a period of continual use. The present study has been inspired by Cunningsworth's idea of in-use evaluation because the data was collected towards the end of the academic semester.

Ellis (1997) divides material evaluation into two categories: a predictive evaluation designed to make a decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used. The focus of attention has been mainly on predictive evaluation and there are two ways in which teachers can carry out this kind of evaluation. First one is to use evaluations carried out by expert reviewers. The second way is to carry out their own predictive evaluations with checklists and guidelines easily available in the field to help teachers do so (e.g. Cunningsworth 1995, Breen and Candlin 1987, McDonough and Shaw 1993). These instruments are generally organized to determine their suitability for use in particular teaching contexts.

Ellis also suggests a retrospective evaluation that can be done impressionistically or more systematically. It can be noted that most teachers evaluate their teaching materials in an impressionistic way during the course process. In other words, they decide, for instance, whether certain activities are suitable or adaptable for students. More systematically, empirical evaluations are upheld by using students' journals and questionnaires to judge the effectiveness of their teaching materials, which is a less common way perhaps because it is more time-consuming. Ellis further proposes a micro-evaluation, a more manageable way. Teacher selects a particular task and submits this to a detailed empirical evaluation. A range of micro-evaluations can provide a subsequent macro-evaluation and this can serve as an overall assessment of whether teaching materials have worked or not.

As a result, textbook evaluation on a regular basis is an indispensable process for teachers to be able to use it efficiently in their classes and to adapt it to their environment suitably and post-use evaluation is the main focus of the research. Also, the textbook evaluation in this study similar to Grant's in-use evaluation (1992),

McDonough and Shaw's internal evaluation (1993) and Cunningsworth's post-use evaluation (1995).

2.7. Criteria for Textbook Evaluation

Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting (Williams, 1983, p.251), so having certain criteria appropriate for the particular context and examining the textbook in question in all respects are important for people in charge of choosing textbooks. Not only we can identify their strong points that enable teachers to make the most of them, but also we can adapt, modify, add or delete the content of the weaker points in accordance with our teaching situation by evaluating textbooks.

Initially, Tucker (1975, pp. 355-360) proposes a system which has three components:

- A set of criteria claimed to be “consistent with the basic linguistic, psychological, and pedagogical principles” (p. 355).
- A rating scheme which provides a method for judging the comparative weightings of a textbook's merits.
- A chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

Two types of criteria are introduced in this scheme: internal criteria which are language related and external criteria which give a broader view of the book. Under the pronunciation criterion, the presentation of pronunciation requires attention to (1) completeness of presentation which refers to the coverage of sounds and supra-segmentals, (2) appropriateness of presentation which concerns whether or not students are from a single language background, whether or not students are kids or adults, and all this affecting the type of presentation, and (3) adequacy of practices which deals with both the quality and quantity of practice. By quality what is meant is practice in a context, i.e., sounds practiced in words, words in sentences, etc.

Griffiths (1995) suggests a list of questions as criteria for evaluating materials. These questions deal with the following characteristics of materials: the match between material and learner objectives, learner-centered material, facilitating interactive learning, socio-cultural appropriateness, gender sensitivity, up-to-date materials, well-graded vocabulary and comprehensible input, age-appropriate materials, interesting and visually attractive material, relevance to real life, easy to use material, and ethnocentric material.

Cunningsworth (1995) states that textbooks should correspond to learners' needs, help students to use the language effectively, facilitate their learning process, and show a support for learning. Cunningsworth (1984:5-6) has also offered a set of guidelines placing an emphasis upon the underlying principles of material evaluation:

1. Relate the teaching materials to your aims and objectives;
2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes;
3. Keep your students' learning in mind;
4. Consider the relationship between language, the learning process and the learner.

According to his point of view, evaluation involves value judgments based on learner and teacher expectations, methodological preferences, the perceived needs of the learners, syllabus requirements and personal preferences. Particularly, Cunningsworth (1995) stresses the essential roles of learners and their needs in the process of evaluation.

Ur (1996, p. 186) also offers another checklist which includes such criteria as "good pronunciation practice, good grammar presentation, grading and sequencing, cultural and pedagogical concerns in presentation, vocabulary practice, topics being interesting to different learners etc., some of which is not always applicable for all approaches of learning/teaching.

Chambers (1997) also notes that evaluating materials is a complex process and first it demands that we establish their relative merits from among a wide range of features (Cunningsworth 1984, Rea-Dickins and Germaine 1992, McDonough and Shaw 1993). He offers some criteria to evaluate teaching materials. First, pedagogical factors to be taken into consideration involves age, level, suitability and quality, cultural appropriateness, methodology, number and type of exercises, skills, teacher's book, variety, pace, personal involvement and problem solving. Secondly, the materials

should not be just theoretically sound but also needed to be proved in the classrooms. In addition, the achievement of students who used the textbooks should also be taken into account.

Then, Littlejohn (1998) offered the checklists based on three levels. At the first level, there are items that seek information about the physical properties of the textbook. Among those physical properties are publication and design (layout, durability, print, availability, illustrations, etc.) At the second level, a detailed task sheet aims to gather information about the tasks in the book. The concept of task has a broad meaning in Littlejohn (1998)'s context. It refers to all language related activities in the textbook. The second level aims to analyze the language learning activities in the textbook. At the third level, there are items that seek to gather information about the approach, philosophy and aims of the textbook. As Littlejohn (1998) also pointed it out, his levels of analysis move from a more objective to a more subjective evaluation. The first level is the most objective while the third level is the least objective.

Other checklists offered by different researchers and writers share more or less the same features with that of Littlejohn (1998)'s and with one another. Byrd (2001), for example, first offers some guidelines that should be taken into account while preparing the checklist. According to her, the checklist should take into account the fit between the text and the curriculum, the fit between the text and the teacher, and the fit between the text and the student. Here, the word text refers to the materials used in the classroom. Byrd (2001) emphasized that one should take into account the requirements of the curriculum, the needs of the teachers and the needs of the students when preparing a checklist for the evaluation of the textbook. She offered a checklist that consists of the headings of content, linguistic structure, vocabulary, subject matter, exercises, illustrations, physical make-up, and the teacher's manual. Among these, she puts special emphasis on teacher's manual, because half of the items in the checklist are about the teacher's manual.

Brown (2001) offered a similar, but a more comprehensive checklist that consists of items about the goals and approach of the book, background, the treatment of skills, content, quality of practice material, sequencing, vocabulary, sociolinguistic factors, format (physical properties, accompanying materials and the teacher's guide. As it can be seen this checklist contains items similar to those of Littlejohn (1998)'s and Byrd (2001)'s.

Zabawa (2001) presents a checklist of criteria for the Cambridge First Certificate in English (FCE) textbooks that he argues will work for all EFL textbooks. This checklist considers 10 categories: layout and design, material organization, language proficiency, teaching reading comprehension, teaching writing, teaching grammar and vocabulary, teaching listening comprehension, teaching oral skills, content, and exam practice.

Garinger (2002) claims that an evaluation checklist, whether adopted from another author or created by oneself, serves to focus this examination and ensures that significant factors will not be missed. Sheldon (1988,pg.242) has a similar notion about the use of checklists. He promotes applying a checklist or scoring system so as to have some points around which our thoughts can take shape and he adds: “any culturally restricted global list of criteria” does not fit to most local settings without adaptation or modification.

Sheldon's checklist focuses both on detailed and major points. He offers a set of textbook criteria containing the following elements:

- Rationale, Availability, User definition, Layout/Graphics, Accessibility, Linkage, Selection/Grading
- Physical Characteristics, Appropriacy, Authenticity, Sufficiency, Cultural Bias, Educational Validity
- Stimulus/Practice/Revision, Flexibility, Guidance, Overall Value for Money, Rating and Comments.

However, the categories above can be considered as more or less important by different kinds of users. For example, one might consider “guidance” or “flexibility” to be more important than “the presence of cultural elements”. Also, the same textbook could be more “suitable” in one context, but not in another. Of course, suitability of the categories for one context would be influenced by different kinds of teaching/learning situations.

Ansary and Babaii's (2002) schema is a combination of both Tucker and Ur's schemas. They claim that most checklists created by authorities have had little practicality. They used ten EFL/ESL textbook reviews and ten EFL/ESL textbook evaluation checklists in their study and attempted to introduce the important elements of EFL/ESL textbooks. They suggest a number of common features of these textbooks and

introduced a universal and detailed textbook evaluation scheme. These characteristics include approach, content presentation, physical make-up and administrative concerns.

Litz (2005), in his study, discusses and describes an evaluation process for a textbook (*English Firsthand 2*) that was being used in a particular learning environment. He developed another textbook evaluation checklist and mentions the following points: practical considerations (the reasonability of the textbook price and being easy to access), layout and design, activities, skills, language type, subject and content and conclusion/overall consensus. He further presents a student needs analysis including such questions as the reason why they study English, their expectations from learning English, hence urging the students to question their style, strengths and weaknesses and reflect their ideas about using a textbook.

In this study, the researcher has tried to explore several checklists in terms of their content, especially which criteria they included so as to provide the reader with sufficient variety of factors that effected the evaluation and selection of textbooks.

Moreover, Inal (2006:25-26) sees checklists highly beneficial at the textbook selection stage and considers the checklists as the results of experiences and piloting processes. He states some of the most important principles as content relevancy, student interest, task relevancy, variety and authenticity, clear objectives and cultural sensitivity.

In his textbook evaluation study, Mukundan (2011) divided the list of criteria into the two general categories including “general attributes” and “learning-teaching content”. The first category was further divided into five sub-categories of relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials. The criteria in the second category, on the other hand, included general (i.e., task quality, cultural sensitivity, as well as linguistic and situational realism), listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises.

To sum up, textbook evaluation criteria put emphasis on goals and objectives, syllabus and curriculum, certain approaches and methods in addition to the fit between the program and the book. Relatedly, the criteria presented in this research are consistent with both program and textbook evaluation as they include nearly same categories.

2.8. Textbook Evaluation Studies

There are several empirical studies carried out related to textbook and material evaluation which will be categorized as the researches done in Turkey and foreign countries in this chapter.

To start with, İnözü (2001) aimed to provide guidelines to teachers in selecting and evaluating their instructional materials for preparatory classes in secondary schools. This evaluation study was based on the points of views of both teachers and students. In accordance with the purpose of the study, the main concern was to evaluate the secondary preparatory course books to see whether the characteristics of the book matched with the needs of the students. The subjects of the study were teachers and pre-students of two private colleges, one Anatolian high school and vocational Anatolian high school in Adana. Data collection instruments used in this study were questionnaires given to instructors and students and interviews carried out again with instructors and students. Sixteen categories of evaluation criteria which covered all the characteristics of instructional materials and which were prepared by Chicago Board of Education (1986). The criteria were namely, purpose, objectives, front end analyses, content, audience, strategies, teaching aids, technical aspects, evaluation, overall design, field test, physical appear, philosophy, management, authorship, and cost. One of the conclusions drawn from the study was that English language teachers needed to be trained for the application of the principles of textbook evaluation. Furthermore, the results of the study revealed that young learners were attracted by pictures songs, illustrations, design features more than any other learner group and therefore they wanted to see more pictures, songs colors and dialogues in textbooks. The topics in the materials should be appropriate to young learners and they should be easy to utilize. Finally, the materials should be attractive as well.

Çakıt (2006) aimed to assess the effectiveness of an intermediate textbook titled “New Bridge to Success 3”, which was prepared by Ministry of National Education as an instructional material for the ninth grade high school students from the perspectives of the teachers and students. The evaluation of the textbook concerned was conducted at macro level on the basis of eleven criteria. Both quantitative and qualitative data were obtained through student questionnaires administered to 336 students and interviews with eight teachers. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the

textbook in terms of ten criteria. Data collected through interviews were transcribed, content analyzed and grouped according to 11 criteria used in this study for the evaluation of the particular textbook. The results revealed that both teachers and students felt negative about the most of the characteristics of the textbook. It was found that the reading passages needed to be simplified in terms of both vocabulary load and structures. Majority of the students and all the teachers mentioned that the level of the textbook was not appropriate for the particular age group. It also indicated that the materials failed to consider learning style preferences of the visual, auditory, and kinesthetic learner. On the other hand, one of the strengths of the textbook was the artwork's being up-to date and helpful for the students to understand the lesson.

Aytuğ(2007) explored English teachers' attitudes towards the evaluation of the textbook *New Bridge to Success for 9th Grade New Beginners (NBS)* and the study also investigated teachers' perceptions concerning main characteristics of a model ELT textbook designed for high school students in Ankara. The study was conducted with 60 English teachers from 13 different Anatolian High Schools. The data were collected in two ways; first, a questionnaire was distributed to 60 English teachers and interviews were completed with 12 of the teachers who returned the questionnaire. In addition, the textbook *NBS* is used as core material for analyzing the data in terms of determining the correspondences and discrepancies between the teachers' reports and the actual features of the textbook. The purpose of the questionnaire administered to Anatolian High School teachers was to determine how the English teachers evaluate the textbook *NBS*. The questionnaire consisted of Likert scale items and open ended questions. The follow-up interviews provided insight into teachers' suggestions and beliefs considering the features of a model ELT textbook designed for the high school students. The data in the questionnaire was analyzed by calculating the mean scores, percentages and frequencies. Two open-ended questions in the questionnaire and the interviews were analyzed by using qualitative techniques. Flesch-Kincaid readability test was administered in terms of determining the readability level of the reading samples in the textbook *NBS*. In addition, the Vocabulary Profiler was used to set out the vocabulary load and gradation in the textbook.

According to the analyses, teachers' evaluations depicted agreement and disagreement considering the features of the textbook *NBS*. The findings also showed

that the researcher's own observations of the textbook elements correspond to the teachers' evaluations. On the other hand, there are a number of aspects wherein the participants' responses reflect discrepancies when compared with the analysis of the textbook by the researcher.

Özdemir (2007) investigated how the fourth grade students in public schools and the fourth grade English teachers evaluated the English course book *Time for English 4* in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials by preparing questionnaires both for the teachers and the students. Moreover, teachers were interviewed by the researcher in a semi-structured design.

According to the results of the study, both the teachers and the students were content with the course book. The level of satisfaction was higher among the students. Students identified two problems about the instructions and the songs in the course book. Teachers identified four more problems about the teacher's book, the number of vocabulary items, the number of units, and the presentation of the language items.

Then, Arıkan (2008) carried out a descriptive research to reveal whether the textbook *Time for English*, with components like layout and design, activities, skills, language type, subject and content, and overall evaluation criteria, suits the needs and competence of 4th grade students and thereby meets the expectations of 4th grade EFL teachers, which is similar to Özdemir's study (2007). The teachers and the students answered the questionnaires prepared for them, and the teachers were also interviewed in the same way. The results revealed that the students were more pleased with the course book than the teachers. Furthermore, the teachers' views diverged from each other as some of them supported the use of the book while the others were dissatisfied with the textbook.

Also, Kırkgöz(2009) evaluated the three English textbooks, *Texture*, *Trip* and *Time for English*, which were in use for the 4th classes then in state primary schools. In her study, teachers and students responded to a 37-item textbook evaluation scheme (Smiley Questionnaire) to express their perceptions concerning various aspects of the textbooks. Both groups of participants were also interviewed to gain further insights into the use of the textbooks. The findings indicated that the three books are carefully designed to meet the MoNE curriculum goals and objectives, to serve as potential agents for curriculum change and to meet young learners' needs and interests.

Moreover, Tok (2010) examined the advantages and disadvantages of the English language textbook “*Spot On*”, which was approved and distributed to 8th grade students of primary schools. The sample of the research was 46 English teachers chosen randomly from state primary schools and they answered a five-likert type questionnaire for evaluation. In this research, the course book was evaluated in term of ‘layout and design, activities and tasks, language type, subject, content and skills and whole aspect’. The research revealed that ‘Spot On’ textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics. In other words, the teachers felt that ‘Spot on’ was not relatively compatible with the 8th grade students’ language-learning aims in spite of a few favorable points.

Özeş (2012) also assessed the English language textbook “*Spot On*” in terms of layout and physical make-up, activities, skills, language type, subject and content, vocabulary and structure and general opinions. The participants were 95 English teachers and 100 students of 8th grade, and the instruments were the student and teachers questionnaires consisted of Likert-scale items. The results reveal that teachers have more negative attitudes towards the textbook they used but the students seem to be more positive and neutral to the textbook they use. Also, it is reported that teacher and student participants fall a part in most of the points and that student participants seem to be not sure about most of the items. Consequently, the results of the research seem to indicate that the textbook stands out with its shortcomings more than its positive sides.

When it comes to the foreign studies, Dickinson (2010) inspired this study by evaluating the course book and additional materials of *Let’s Go 1* from the *Let’s Go* series, an internationally available seven-level English language course for young learners. The learning context is a private language school in a regional Japanese city. Young learners attend only one fifty-minute lesson per week meaning that classroom time is very limited. The syllabus is closely linked to the course book with student progress reports being issued twice a year indicating whether learners can satisfactorily use the language from each of the course book units that they have studied. The group of young learners being considered in this paper is a class of seven learners aged between six and seven years of age. The learners have all been learning English for a minimum of two years and have slightly differing proficiency levels. All learners are familiar with the *Let’s Go* series having used it throughout their studies at the school.

The evaluation of the materials revealed that although they were based on a teacher-centered approach they could be adapted to make them more suitable for a learning-centered classroom. By adapting activities found in course books to make them engaging tasks with clear learning goals teachers can provide young learners with experiences that enhance opportunities for language learning.

Moreover, Keban and Zen (2011) analyzed an English textbook entitled '*English for Kids Grade 3*'. Their purpose was to know how much '*English for Kids Grade 3*' textbook used in Elementary schools in Malang meets the criteria of good EFL textbook. Their research design is a descriptive-evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item weighs in the form of percentage. It was concluded that the textbook was classified as adequately relevant to the EFL textbook evaluation criteria which could be seen from the level of suitability of '*English for Kids Grade 3*', that was 60,86% . It means that teachers can use the textbook as a reference to teach the third graders of elementary school, yet it needed a lot of improvements particularly in terms of writing task, layout and design, a proportional integrated skill, extended media, and glossaries included.

Alamri (2008) evaluates the quality of the sixth grade English language textbook for Saudi boys' schools which was introduced at the elementary stage by the Ministry of Education in 2004. This research project evaluates a new textbook that is considered to be the foundation stone in the English language program in Saudi Arabia. A survey questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teachability, flexibility, teaching methods, and practice and testing.

The findings were generally in favour of the textbook except for the teaching methods and some other sub-items. Out of 64 items in the questionnaire, only 13 items had arithmetic means less than 2.50. The category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and

supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

Rezaei (2014) evaluated the First Friends series text books which are taught at elementary level in many Iranian English schools. The series were evaluated in terms of common criteria such as physical layout, organization and content characteristics derived from several textbook evaluation check lists such as Garinge (2002), Litz (2005), Mickley (2005), Nation and Macalister (2010), and Sheldon (1988). The text books were evaluated based on a combined and contextualized text book evaluation checklist made up of different and presented checklists and the findings indicated that the textbooks have an appropriate design and layout and they are at the good level in terms of number of vocabulary in each unit. They are also suitable books to improve productive skills. This research further revealed shortage of Video CDs and posters, and some evidence of catechizing in First Friends series.

Mohammadi and Abdi (2014) investigated one of the textbooks (*Top Notch*) which is used in some of the Iranian English language institutions. The purpose of this research Project was to determine the overall pedagogical value and suitability of the book towards students' needs. For this purpose, 105 students whose age ranging from 13 to 17 and 32 teachers were selected and data were gathered by two questionnaires which were prepared by Litz (2001). The teacher questionnaire consisted of 40 items and the student version consisted of 25 items. An additional component of the study consisted of a student "needs analysis" that was conducted at the same time as the textbook evaluation survey. After analyzing data, it was revealed that the book had some shortcomings such as lack of vocabulary glossary and the way of presenting grammar (P-P-P approach) but the teachers felt that the textbook was suitable for the language learning aims and they would choose to use the textbook again and it also raised students' interest in further English language study.

All the studies mentioned above were carried out to reveal the strengths and weaknesses of the course books, which is also the point in this research. However, the focus of this study is to include the textbook evaluation as the part of the 2013 ELTP's outcome evaluation.

3.METHODOLOGY

3.1. Introduction

As it has been stated, the study aims to evaluate 2013 ELTP by including primary school EFL teachers' beliefs to the overall evaluation criteria regarding the present textbooks – Grade 2 English, Grade 3 English and Sunshine 4– determined for 2013 ELTP by giving them textbook evaluation checklist and conducting interviews with them. The other aim is to find out if the students have reached the goals defined by the program in terms of the listening skill through the 20-item listening test prepared by the researcher herself because 2013 ELTP expects 2nd, 3rd and 4th grade students to improve their listening and speaking skills first in the primary school.

In this chapter, the research model, the participants, the research tools, data collection procedure and the data analysis are explained.

3.2. Research Model

This study is a mixed-methods research, in other words it is composed of both quantitative (46- item teacher questionnaire and 20-item listening test for 4th grades) and qualitative procedures (interview with teachers). Creswell (2009) calls this type of research as “the concurrent triangulation strategy”, which means there are two concurrent data collection phases and priority should be equal but can be given to either quantitative or qualitative data. The data are integrated during interpretation phase or during analysis. The main purpose is confirmation, corroboration or cross-validation within a single study (Terrell, 2012).

In this study, the initial phase was to implement the listening test for the 650 fourth grade students in the second educational term in 2016. Then, 50 teacher questionnaires were distributed and collected, and also the interviews with 10 teachers were completed respectively.

3.3. Research Setting and Participants

The present study was carried out in Sincan in Ankara in the spring term of 2015-2016 academic years. This municipality was especially chosen as the researcher herself worked there and this area is the reflection of average population density, social, economic and educational status in Ankara and also in Turkey (TUIK, 2013).

Moreover, three set of data (listening test, teacher questionnaire and teacher interviews) came from the state primary schools and the necessary permission from the Local Educational Authorities were taken (Appendix F). All of the data was collected by the researcher because the schools were accessible for the researcher. It is necessary to mention that there are also private schools in this area but those schools were not included in the study in order to attain two consistent participant groups of EFL teachers and 4th grade students from similar backgrounds.

There are 41 state primary schools in Sincan with approximately 100 primary school EFL teachers and 9000 fourth grade students. The first data comes from 650 fourth grade students from five primary schools (Appendix C) who participated in the 20-item listening test for revealing their listening score. The test was applied after the students' parents were informed and their permission was taken.

Then, 50 primary school EFL teachers from twenty-two primary schools (Appendix D) answered the 46-item questionnaires to evaluate the English course books for three grades.

3.4. Research Tools

The study includes three types of research instruments which are the listening test for the 4th grade schools, and Materials Evaluation Form and interview questions for the primary school EFL teachers.

The study started with the 20-item listening test for the 4th grade students. The test was prepared by the researcher and two English teachers by taking Morpa Kampus and Okulistik (computer-assisted language teaching programs used in most of the primary schools) and Tudem tests as an example. The exam included 20 multiple-choice and fill- in-the blanks type questions with three options; every two of the questions refer to a unit, including all the topic contents as much as possible(Appendix A). The audio script was 9 minutes which was recorded by the researcher and the high school student by taking models as Morpa Kampüs, Okulistik and Tudem listening exercises. Before doing the test, one of the classes, 25 students, in Adnan Menderes Primary School took the pilot listening test to find out to what extent the items were clear and comprehensible according to the subjects of the study. Timing, the clarity of instructions, questions and the visuals in the test were also searched by means of the piloting. As a result, some of the items were revised.

The second instrument is for the teachers who were asked to reply the Material Evaluation Form (Dickinson, 2010). It is a five-point Likert-type scale ranging from “strongly disagree” to “strongly agree” for 46 items (Appendix B). The evaluation assessed the materials in relation to the following areas:

- General Appearance (Items 1-3)
- Layout and Design (4-11)
- Methodology (12-15)
- Activities (16-24)
- Language Skills (25-30)
- Language Content (31-34)
- Topic Content (35-38)
- Teachability and Flexibility (39-42)
- Assessment (43-46)

To start with, general appearance and physical make-up of a textbook is of great importance since students incline to make judgment a book by its cover. The students’ willingness and interest in studying the book will boost if the cover is attractive and the text is clearly organized (AzizifarandBaghelani, 2014) . Then, Richard (2001) states that evaluating textbooks includes such points as *layout and design*, *activities*, *language skills*, *language type*, and *subject and content*. In *layout and design*, some common points like a detailed overview of the functions, structures and vocabulary, appropriateness and the organization of the textbook, guidance about how the textbook can be used to the utmost advantage are the key ones in assessing the value of language textbooks. In the methodology part, Williams suggests that the ESL (English as a second language) textbook should be consistent with the psychological and linguistic principles underlying current, accepted methods of second-language teaching; however textbook writers should not indulge in innovation for the sake of it (1983). As for *activities*, sufficient communicative and meaningful practice, inclusion of individual, pair and group work, creative, original and independent responses, the modification and supplement of activities are some of the vital factors (Richards, 2001). *Language skills* include an appropriate balance of the four language skills (reading, listening, speaking and writing), the practices of natural pronunciation (i.e.- stress and intonation), and the integration of the practice of individual skills into the practice of other skills are another points need to exist in the

evaluation process (Grant, 1987). *Language type*, on the other hand, deals with the points like the authenticity of the language used in the textbook - i.e. like real-life English, the level of the language, suitability of the progression of grammar points and vocabulary items, diverse range of registers and accents the language represents and the convenience of the language factors that students will likely to use. In *subject and content* section, the relevance of the subject and content of the textbook to students' needs as English language learners, their being realistic, interesting, challenging and motivating, sufficient variety included, non-existence of cultural biases and negative stereotypes, the involvement of the customs and cultures of English-speaking countries are the other points to be attached with adequate importance in evaluating ELT textbooks. Next, *teachability and flexibility* part questions whether the book minimizes teachers' preparation time for the lessons, gives teachers the opportunity of using the activities to meet students' needs and appeals to mixed ability groups of students (Alamri, 2008; Dickinson 2010). Lastly, *assessment* refers to whether the textbook gives opportunity to teachers to evaluate learners via periodical revisions or progress tests as well as learners to assess themselves (Papajani, 2015).

The evaluation scheme was designed with the aim of evaluating the ability of the materials to promote learning in a particular context for young learners (Dickinson, 2010). The teachers responded the questionnaire by using the following scale:

- 5-Strongly agree
- 4-Agree
- 3-Undecided
- 2-Disagree
- 1-Strongly disagree

Lastly, ten volunteer teachers from seven different schools (Appendix E) were interviewed by the researcher herself in the empty classes of each schools in twenty-minute sessions.. The interview questions were prepared by the researcher considering the key points in the teacher questionnaire and by taking several expert opinions. The interview questions aimed to dwell on the points that were not emphasized much in the questionnaire and to elaborate on the key issues about the course book. It also aimed to elicit the opinions and ideas of the teachers they wanted to share with the researcher. The questions are;

1. What do you think of the primary school EFL books?
2. What kind of difficulties you experience while using these books in the classroom?

The answers were categorized into several idea units with the help of three experienced teachers.

3.5. Reliability

The questionnaire used in the research was taken from Dickinson's study (2010). The Cronbach alpha value is $\alpha = .843$, which indicates that the questionnaire is reliable.

3.6. Data Collection Procedure

Before applying the listening test, questionnaires and interviews, the researcher applied the Local Educational Authorities in the mentioned municipality with the official letter taken from the Institute of Educational Sciences of Anadolu University. After getting the necessary official permissions (Appendix F), all of the schools were informed about the study and questionnaires before the application.

The data collection procedure started with the listening test for the 4th grade students in three schools on the 1st of June. At the beginning of the data collection process, the purpose of the study was explained to the EFL teachers in five schools. Next, the test procedure was made clear for the students in the classes. The audio script lasted for 9 minutes, and the students listened each question only once, so the listening test was completed in approximately 20 minutes. This part of the study was completed in five schools in five days. In the teacher questionnaire part, the purpose of the study was explained to the participant teachers. It was promised that their responses would be confidential, and they could get out of the participation whenever they wished.

The study was conducted at 22 primary schools in Sincan in Ankara, between June 20 and 30. All of the questionnaires were applied by the researcher as the schools were accessible for the researcher. Because the questionnaires included many questions, the questionnaires were distributed to the schools on June 20, at each school face to face contact was achieved with at least one EFL teacher, and preferably the head of the EFL teachers was given the questionnaires. After 2 days, researcher

began collecting the questionnaires from the schools and the second data collection procedure was completed on 30th of June 2016.

In the interview part, ten teachers from seven primary schools took place voluntarily in semi-structured interviews including two open-ended questions. The EFL teachers were interviewed face-to-face in their schools in empty classrooms and the notes were written down by the researcher.

3.7. Data Analysis

The present study depends on both quantitative (46- item teacher questionnaire and 20-item listening test for 4th grades) and qualitative procedures (interview with teachers).

Initially, the pilot listening test scores were analyzed with the help of the Statistical Package of Social Science (SPSS, version 23) and item difficulty, item mean, item spread and discrimination were calculated as the item analysis is an important phase in the development of an exam program. In this phase statistical methods are used to identify any test items that are not working well. If an item is too easy, too difficult, failing to show a difference between skilled and unskilled examinees, or even scored incorrectly, an item analysis will reveal it. The two most common statistics reported in an item analysis are the item difficulty, which is a measure of the proportion of examinees who responded to an item correctly, and the item discrimination, which is a measure of how well the item discriminates between examinees who are knowledgeable in the content area and those who are not. An additional analysis that is often reported is the distractor analysis. The distractor analysis provides a measure of how well each of the incorrect options contributes to the quality of a multiple choice item. Once the item analysis information is available, an item review is often conducted (Professional Testing Inc., 2006). Therefore, the pilot listening test's item analysis was conducted to see whether the exam was appropriate for the students, and table 2 indicates the item analysis.

Table 1: The Item Analysis of the Listening Test

		Lower Group	Upper Group	Total Score	Pj (Item Difficulty Index)	Rjx(Item Discrimination Index)	Result
S1	A	1	0	1	0,95	0,10	Easy item, poor discrimination
	B*	9	10	19			
	C	0	0	0			
S2	A	3	5	8	0,50	0,00	Medium item, poor discrim.
	B	2	0	2			
	C*	5	5	10			
S3	A	3	0	3	0,45	0,50	Medium item, good discrim.
	B	5	3	8			
	C*	2	7	9			
S4	A	2	1	3	0,60	0,60	Medium item, good discrim.
	B	5	0	5			
	C*	3	9	12			
S5	A	4	2	6	0,65	0,30	Easy item, fair discrimination
	B	1	0	1			
	C*	5	8	13			
S6	A	1	0	1	0,95	0,10	Easy item, poor discrimination
	B*	9	10	19			
	C	0	0	0			
S7	A	0	0	0	0,90	0,00	Easy item, poor discrimination
	B	1	1	2			
	C*	9	9	18			
S8	A	0	0	0	0,90	0,00	Easy item, poor discrimination
	B*	9	9	18			
	C	1	1	2			
S9	A*	5	9	14	0,70	0,40	Easy item, good discrimination
	B	3	1	4			
	C	2	0	2			

S10	A	6	3	9	0,25	0,50	Hard item, good discrimination
	B	4	2	6			
	C*	0	5	5			
S11	A*	5	8	13	0,65	0,30	Easy item, fair discrimination
	B	1	0	1			
	C	4	2	6			
S12	A	0	0	0	0,85	0,10	Easy item, poor discrimination
	B*	8	9	17			
	C	2	1	3			
S13	A*	7	10	17	0,85	0,30	Easy item, fair discrimination
	B	2	0	2			
	C	1	0	1			
S14	A*	1	6	7	0,35	0,50	Medium item, good discrim.
	B	3	1	4			
	C	6	3	9			
S15	A	1	0	1	0,95	0,10	Easy item, poor discrimination
	B	0	0	0			
	C*	9	10	19			
S16	A	0	0	0	0,70	0,40	Easy item, good discrimination
	B*	9	5	14			
	C	1	5	6			
S17	A*	3	7	10	0,50	0,40	Medium item, good discrim.
	B	4	3	7			
	C	3	0	3			
S18	A	7	3	10	0,45	0,50	Medium item, good discrim.
	B	1	0	1			
	C*	2	7	9			
S19	A*	6	7	13	0,65	0,10	Easy item, poor discrimination
	B	1	2	3			
	C	3	1	4			

İ20	A	1	1	2	0,70	0,20	Easy item, fair discrimination
	B*	6	8	14			
	C	3	1	4			

Table 1 reveals that the listening test is applicable since each item has difficulty index between 0,20 and 0,80 and all items' difficulty index mean is 0.68

Moreover, the 650 listening test scores were analyzed by Excel to calculate the mean score, to see distribution of scores among students and to reveal in which questions they had difficulty in answering.

The obtained data of the teacher questionnaires were also analyzed with the help of the SPSS program (version 23). Descriptive statistics including frequencies, means and standard deviation were used to explore the demographic data.

Considering the qualitative data, as a first step the raw data were read to reach a general sense of the information which was based on the responses to 2 open-ended interview questions with the help of two experienced teachers. Later on, the data were organized into logical and meaningful categories. Moreover, open coding was applied which helps to identify the similar and common themes emerged from the data. During this process, identification and naming the categories were done by putting the similar words, notions and basic ideas into the same category. As a result, a set of categories were developed which reflect the underlying ideas of teacher participants on the 2013 ELTP and the books.

4. RESULTS and DISCUSSION

4.1. Introduction

The purpose of the chapter is to present the results of the data collected through (1) Material Evaluation Form and interviews with teachers and (2) Listening test for 4th grade students. The Material Evaluation form and the interviews will help to reveal the primary school English teachers' views about the 2013 ELTP by evaluating the textbooks they have used as the crucial part of the program. Then, the listening test scores will provide us to make comments on the program's objective related to the listening skill. Following the results, the outcomes will be discussed.

In the first part, findings related to the first research question were analyzed. For the first research question, Material Evaluation Form was used for the teachers, and it was examined in nine categories as "general appearance, layout and design, methodology, activities, language skills, language content, topic content, teachability and flexibility, and assessment" besides demonstrating the perspectives of teachers through the interviews.

In the second part, the findings comes from the item analyses of the pilot listening test for the 4th grade students and the mean score of the students. In final part, the outcomes of the study were discussed.

4.2.Results of the Research Questions

The data coming from the teacher questionnaires and interviews, and listening test for the 4th grade students are analyzed in order of research questions.

4.2.1.The findings related to material evaluation form

The Material Evaluation Form or teacher questionnaire was utilized to reveal EFL primary school teachers' beliefs about the books they have used for three grades in primary schools. Table 1 indicates the analysis of the data coming from the teacher questionnaire's first part "General Appearance."

4.2.1.1. General appearance

Item 1: *The textbook cover is informative and attractive to young learners.*

Item 2: *The font size and type used in the book are appropriate for young*

learners.

Item 3: *The book contents and additional materials look interesting and fun to young learners.*

Table 2: Analysis of General Appearance Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
1	7	14,0	28	56,0	6	12,0	8	16,0	1	2,0	2,36	0,98
2	4	8,0	17	34,0	2	4,0	24	48,0	3	6,0	3,10	1,18
3	7	14,0	26	52,0	2	4,0	13	26,0	2	4,0	2,54	1,15

Accordingly, more than half of the teachers (56%) reported that the cover of the textbook is neither informative nor attractive for the young students. This is followed by the 14% of the teachers who construe the alleged feature as the most negative part. While 12% of the teachers do not hold any view, 16% of the teachers appreciate the cover of the textbook and 2% of them support the idea strongly. That is to say, most of the teachers (70%) hold a negative view about the textbook's cover as it is also obvious from the mean score (2, 36).

For Item 2, 48% of the teachers find the font size and type of the book suitable for the students, and 6% of them totally agree with the item. On the other hand, 34 % of the teachers give counter response, and 6% of the teachers strongly disagree with the item. Meanwhile, 4% of the teachers remain undecided. These scores indicate that more than half (54%) of the teachers support the convenience of the font size and type while less than half of the teachers(40%) think the opposite way.

For Item 3, 52% of the teachers disagree about the book content and additional materials' being interesting and fun for young learners. Similarly, 14% of the teachers are totally opponent of this item. 4% of the teachers remain undecided. However, 26% of the participants agree with the item 3, and 4% of them are completely proponent of the idea. To sum up, 66% of the participants do not appraise the book content and additional materials while 30% of them hold the opposite view.

4.2.1.2. Layout and design

Item 4: *The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.*

Item 5: *The layout and design is appropriate and clear.*

Item 6: *The textbook is clearly structured and sequenced.*

Item 7: *Adequate review sections and exercises are included.*

Item 8: *The learners can see easily what they have to do.*

Item 9: *The materials provide sufficient opportunities for independent study.*

Item 10: *The illustrations are varied and attractive.*

Item 11: *The illustrations stimulate learners to be creative.*

Table 3: Analysis of Layout and Design Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
4	10	20,0	23	46,0	0	0,0	16	32,0	1	2,0	2,50	1,20
5	2	4,0	25	50,0	0	0,0	21	42,0	2	4,0	2,92	1,12
6	7	14,0	30	60,0	0	0,0	12	24,0	1	2,0	2,40	1,07
7	5	10,0	31	62,0	2	4,0	10	20,0	2	4,0	2,46	1,05
8	4	8,0	40	80,0	0	0,0	3	6,0	3	6,0	2,22	0,91
9	13	26,0	23	46,0	0	0,0	13	26,0	1	2,0	2,32	1,19
10	11	22,0	26	52,0	1	2,0	12	24,0	0	0,0	2,28	1,07
11	5	10,0	37	74,0	0	0,0	8	16,0	0	0,0	2,22	0,84

In the second part of the questionnaire, 46% of the participants oppose the idea that there is a detailed overview of the functions, structures and vocabulary that will be taught in each unit in the course book. Also, 20% of the teachers are totally involved in the dispute over the item. However, almost one third of the teachers (32%) agree with the item 4 and even 2% of the teachers feel completely satisfied with the course books' overview. In other words, 66% of the teachers aren't convinced of the books' overviews.

For Item 5, half of the teachers (50%) do not find the layout and design appropriate and clear. Similarly, 4% of the participants strongly oppose the item 5. On the other hand, 42% of the teachers have positive attitude toward the item and 4% of them are totally agree with the item 5. There is no undecided participant on this item. Shortly, the figures of two groups (54% vs 46%) are closer to each other when compared with the other items.

Item 6 figures (60% agree and 14% disagree) reflect the participants' dissatisfaction with the structure and sequence of the textbook. Whereas, 24% of the teachers do not share the same opinion and even 2% of them are absolutely sure about the clarity of the structure and sequence. As a result, most of the teachers (74%) do not evaluate the textbooks as clearly structured and sequenced.

When it comes to review sections and exercises in Item 7, 31 teachers (62%) out of 50 are not sure about their sufficiency in the textbooks. Furthermore, 5 teachers (10%) strongly disagree with the item. Yet, 10 participants (20%) still find the unit reviews and exercises adequate and 2 teachers (4%) completely support this idea. Lastly, 2 participants (4%) remain undecided on this item. It is apparent that the majority (72%) do not find the unit reviews and exercises sufficient.

For the Item 8, the overwhelming majority of the participants (80%) do not accept the notion that the learners can see easily what they have to do. Also, 8% of the teachers strongly oppose the item. Only a minority of the teachers (6%) claim that the students can understand the instructions easily.

Then, nearly half of the teachers (46%) believe that the course books do not allow students to study independently in the item 9. 26% of the participants are firmly convinced of the item 9. Nevertheless, 28 % of the teachers hold a positive view about the books' opportunities for independent study for the young learners.

For the item 10, more than half of the subjects (52%) do not think the illustrations are varied and attractive. 22% of the participants are also strongly against the item. Only one teacher (2%) remains undecided while 24% of them see the illustrations various and interesting for the young learners. It is obvious that most of the teachers (74%) do not find the illustrations effective for their lessons.

Lastly, dissent is voiced by most of the teachers (74%) for the item 11, and 10% of them think in the same way. However, the small group (16%) still finds the illustrations creative for young learners. Accordingly, the majority are not satisfied with the illustrations' stimulating effect.

4.2.1.3. Methodology

Item 12: *The suggested teaching methodology is based on the latest research.*

Item 13: *The suggested methodology is learning or learner centered.*

Item 14: *The suggested methodology is appropriate for young learners in my*

teaching context.

Item 15: *The materials can be easily adapted to suit various approaches.*

Table 4: Analysis of Methodology Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
12	2	4,0	19	38,0	6	12,0	21	42,0	2	4,0	3,04	1,07
13	4	8,0	16	32,0	0	0,0	27	54,0	3	6,0	3,18	1,19
14	4	8,0	24	48,0	0	0,0	22	44,0	0	0,0	2,80	1,11
15	2	4,0	25	50,0	4	8,0	17	34,0	2	4,0	2,84	1,08

In the methodology part, 42% of the participants agree that the suggested teaching methodology is based on the latest research, and 4% of them are completely sure about it. 12% of the teachers are undecided at this point. Yet, 38% of the teachers object to the item 12, and 4% of them rigidly opposed the notion. In this item, the scores of the both sides (46% vs 42%) are close to each other.

For the Item 13, learning- or learner-centered methodology in the textbooks is accepted by more than half of the teachers (54%). Also, 6% of the subjects are completely sure about it. On the other hand, almost one third of the participants (32%) do not accept the methodology as student-centered, and 8% of them strongly oppose the item. That is to say, more than half of the teachers (60%) regard the textbooks as embedded with learning- or learner-centered methodology.

The suitability of the methodology to the teaching context is approved by 44% of the participants while 48% of them object to it in the item 14. Additionally, 8% of the teachers are totally against the idea. In other words, the teachers with negative attitude (56%) are slightly more than with positive attitudes (44%).

Furthermore, half of the teachers (50%) are not convinced of the materials' adaptation to different approaches, and the minor group (4%) supports this idea firmly. Despite the majority, 34% of the subjects agree with the item 15, and likewise 4% of them are strictly proponents of it. 8% of the teachers are undecided. Hence, slightly more than half of the teachers think they cannot adapt the materials to different approaches.

4.2.1.4. Activities

Item 16: *The book includes sufficient activities and tasks which are interesting in themselves, and not just language production activities.*

Item 17: *The book provides plenty of activities for children who cannot yet read and write with confidence.*

Item 18: *The book provides plenty of varied practice for any one set of language items.*

Item 19: *The book provides a balance of activity types (for example, there is an appropriate distribution of input vs. output based tasks).*

Item 20: *The activities encourage meaningful language use.*

Item 21: *The activities incorporate individual, pair and group work.*

Item 22: *The activities promote creative, original and independent responses.*

Item 23: *The activities are conducive to the internalisation of newly introduced language.*

Item 24: *The activities can be modified or supplemented easily.*

Table 5: Analysis of Activities Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
16	2	4,0	42	84,0	0	0,0	6	12,0	0	0,0	2,20	0,70
17	11	22,0	27	54,0	0	0,0	11	22,0	1	2,0	2,28	1,11
18	8	16,0	30	60,0	0	0,0	12	24,0	0	0,0	2,32	1,02
19	4	8,0	34	68,0	1	2,0	11	22,0	0	0,0	2,38	0,92
20	0	0,0	16	32,0	1	2,0	32	64,0	1	2,0	3,36	0,96
21	0	0,0	20	40,0	0	0,0	30	60,0	0	0,0	3,20	0,99
22	8	16,0	21	42,0	1	2,0	20	40,0	0	0,0	2,66	1,17
23	2	4,0	38	76,0	2	4,0	8	16,0	0	0,0	2,32	0,79
24	2	4,0	28	56,0	0	0,0	19	38,0	1	2,0	2,78	1,07

Table 4 suggests that the participants generally hold negative views about the activities in the book except for the items 20 and 21. In the Item 16, the overwhelming majority of the teachers (88%) find the activities and tasks neither sufficient nor interesting. For the item 17, 38 teachers (76%) out of 50 are dissatisfied with the quantity of the activities for young learners. Likewise, 76% of the participants cannot

find plenty of various activities for one language item and they cannot see a balance among activity types in the items 18 and 19. However, 64% of the teachers believe that the activities encourage meaningful language use (Item 20) and 60% of them assented to the learners' being able to study individually, in pairs and groups through the activities in the item 21. Then, more than half of the teachers (58%) tend to reject that the activities encourage creative, original and independent responses as 40% of the participants think in the opposite way for the item 22. The disagreement scores (%80) outweigh the agreement scores (16%) on the point of whether the activities are helpful to the internalization of newly introduced language or not (Item 23). Lastly, more than half of the participants (60%) incline to think that the activities cannot be modified or supplemented easily, but 38% of the teachers contradict the majority (Item 24). Consequently, the activities in the textbooks are generally not efficient for the participants.

4.2.1.5. *Language skills*

Item 25: *The materials provide an appropriate balance of the four language skills.*

Item 26: *There is sufficient material for integrated skills work.*

Item 27: *Listening material is well recorded, as authentic as possible, and engages the interest of young learners.*

Item 28: *There is a sufficient range of engaging, level-appropriate reading material.*

Item 29: *There is sufficient material for spoken English incorporating activities that can be personalised and are interesting to young learners.*

Item 30: *Writing activities are suitable in terms of difficulty, interest, and amount of guidance.*

Table 6: Analysis of *Language Skills* Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
25	1	2,0	30	60,0	3	6,0	16	32,0	0	0,0	2,68	0,96
26	4	8,0	38	76,0	1	2,0	7	14,0	0	0,0	2,22	0,79
27	7	14,0	12	24,0	3	6,0	25	50,0	3	6,0	3,10	1,25
28	16	32,0	25	50,0	0	0,0	8	16,0	1	2,0	2,06	1,08
29	6	12,0	25	50,0	0	0,0	18	36,0	1	2,0	2,66	1,15
30	5	10,0	34	68,0	1	2,0	10	20,0	0	0,0	2,32	0,91

For the Item 25, more than half of the participants (62%) are in the disagreement part of the questionnaire and thinking that there is no balance of the four language skills while 32% of the teachers tend to accept the balance of skills. Additionally, the minor group (6%) is undecided at this point. Similarly, most of the teachers (84%) incline to reject the idea that there is sufficient material for integrated skills work but 14% of them agree on the Item 26. However, half of the teachers (50%) tend to accept that listening activities are recorded well, authentic as much as possible and awakens the learners' interest, and 6% of the participants strongly agree on it (Item 27). Yet, 38% of the teachers dissent from the majority and do not find the listening materials efficient. For the item 28, the overwhelming majority (82%) tend to think there is not a sufficient reading material suitable for learners' level while 18% of the participants consent the adequacy of level-appropriate reading material. In the light of the figures of Item 29, more than half of the teachers (62%) are not convinced that there is sufficient interesting material for spoken English for young learners while 36% of the participants are inclined to accept it. Lastly, most of the teachers (78%) tend to believe in the unsuitability of writing activities in terms of difficulty, interest and amount of guidance while 20% of them think contrarily for the Item30. Consequently, the participants seem to be dissatisfied with the language skills in the books except for the Item 27.

4.2.1.6. Language content

Item 31: *The language used in the book is sufficiently authentic.*

Item 32: *The language used is at the right level for my students' current English ability.*

Item 33: *The language functions exemplify English that my students will be interested in and likely to use.*

Item 34: *The language represents a diverse range of registers and accents.*

Table 7: Analysis of *Language Content* Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
31	3	6,0	33	66,0	1	2,0	13	26,0	0	0,0	2,48	0,95
32	2	4,0	29	58,0	2	4,0	17	34,0	0	0,0	2,68	1,00
33	2	4,0	31	62,0	2	4,0	14	28,0	1	2,0	2,62	1,01
34	3	6,0	36	72,0	0	0,0	10	20,0	1	2,0	2,40	0,95

For the Item 31, there is a tendency to disagreement about the textbooks' authenticity by most of the teachers (72%). Then, 62% of the participants oppose the Item 32 that the language of the textbook is suitable for the young learners' language level whereas 34% of them tend to accept it. Similarly, 66% of the teachers disagree that the language functions exemplify English that students will be interested in and likely to use, but one third of the participants agree with it for the Item 33. Finally, the majority of the teachers (78%) do not think the language used in the book does not include different registers and accents (Item 34). To conclude, the participants seem discontent with the language used in the textbook as it is obvious from the mean scores (2.48; 2.68; 2.62; 2.40).

4.2.1.7. Topic content

Item 35: The topics of the book are realistic and likely to appeal to young learners.

Item 36: The topics are relevant and encourage learners to express themselves.

Item 37: The topics encourage independent thinking and active learning.

Item 38: The book avoids cultural/racial/sexual stereotypes.

Table 8: Analysis of *Topic Content* Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
35	0	0,0	20	40,0	0	0,0	30	60,0	0	0,0	3,20	0,99
36	0	0,0	31	62,0	0	0,0	19	38,0	0	0,0	2,76	0,98
37	2	4,0	28	56,0	0	0,0	19	38,0	1	2,0	2,78	1,07
38	12	24,0	13	26,0	0	0,0	20	40,0	5	10,0	2,86	1,43

Initially, more than half of the teachers (60%) agree that the unit topics are realistic and draw young learners' attention but 40% of the participants object to it for the Item 35. When it comes to relevancy and encouraging features of topics for the students, 62% of the teachers do not think it is agreeable, yet 38% of the teachers believe contradictorily for the item 36. Similarly, 60% of the teachers are inclined to reject that the unit topics lead to independent thinking and active learning in students while 40% of them apt to accept the idea (Item 37). Lastly, the item 38 splits the teachers into two groups who tend to approve the books' avoidance cultural bias (50%) and disapprove it. In conclusion, the participants do not seem fulfilled with the topic content of the books except for Item 35.

4.2.1.8. Teachability and flexibility

Item 39: *The book provides sufficient support to help teachers exploit the activities to meet learners' needs and expectations.*

Item 40: *The book is suitable for mixed ability classes and classes of different sizes.*

Item 41: *The book provides opportunities to localise and personalise activities.*

Item 42: *The book caters for different preferred learning styles.*

Table 9: Analysis of *Teachability and Flexibility* Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
39	6	12,0	26	52,0	2	4,0	14	28,0	2	4,0	2,60	1,14
40	6	12,0	26	52,0	2	4,0	12	24,0	4	8,0	2,64	1,21
41	2	4,0	31	62,0	1	2,0	14	28,0	2	4,0	2,66	1,06
42	1	2,0	39	78,0	0	0,0	8	16,0	2	4,0	2,42	0,93

Table 8 reveals the participants' dissatisfaction about the books' teachability and flexibility through mean scores (2.60; 2.64; 2.66; 2.42). For the Item 39, 64% of the teachers believe that the books do not help teachers to use the activities effectively for learners' needs and expectations while almost one third of the teachers (32%) oppose it. In the same way, 64% of the participants have a tendency to disapprove the books' suitability for mixed ability classes and classes of different sizes, but 32% of them agree with the Item 40. For the Item 41, 66% of the teachers do not feel content with the books' opportunities to localize and personalize the activities, which is opposed by the

32% of the participants. Then, the books ignore different learning styles according to the overwhelming majority of the participants (80%) for the Item 42. Therefore, most of the teachers are inclined to think that the books are not teachable and flexible.

4.2.1.9. Assessment

Item 43: *The book provides adequate opportunities for learner assessment.*

Item 44: *The book provides periodical revisions for diagnostic purposes.*

Item 45: *Adequate assessment materials such as progress tests are included or easily obtained.*

Item 46: *The tests are valid and contain relevant, meaningful language.*

Table 10: Analysis of Assessment Part

	1		2		3		4		5		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
43	3	6,0	34	68,0	0	0,0	13	26,0	0	0,0	2,46	0,95
44	4	8,0	38	76,0	0	0,0	8	16,0	0	0,0	2,24	0,82
45	6	12,0	35	70,0	3	6,0	6	12,0	0	0,0	2,18	0,80
46	4	8,0	33	66,0	4	8,0	9	18,0	0	0,0	2,36	0,88

Table 9 also states the obvious so it reveals the participants' tendency to disagreement about the assessment items through the mean scores (2.46; 2.24; 2.18; 2.36). For the Item 43, most of the participants (74%) believe that the book do not provide adequate opportunities for learner assessment while 26% of them think contradictorily. Likewise, the majority of the teachers (84%) have a tendency to disagree that the book provides periodical revisions for diagnostic purposes (Item 44). Also, 82% of the participants tend to contradict the Item 45 which questions the inclusion or adequacy of assessment materials. Lastly, most of the teachers (74%) do not think that the tests are valid and contain relevant, meaningful language for the item 46. To conclude, the assessment parts of the books seem to fail for most of the participants.

4.2.2. Interviews

The interviews were conducted with ten teachers from seven schools in a separate room in these schools. The participants answered the questions in Turkish and the responses were translated into English later. The interview questions are:

1. What do you think of the primary school EFL books?
2. What kind of difficulties you experience while using these books in the classroom?

The responses coming from the teachers were not different from the questionnaire parts. In other words, ten teachers mentioned their dissatisfaction about the general appearance of the books. The paper used for the book is rough, and the covers do not seem attractive for young learners.

Seven teachers commented about the books' layout and design saying that the units start with the objectives and goes through the vocabulary of the unit in teacher books, which seems organized at first sight however when you turn the pages you see that there are many language functions to deal with especially for 4th grades and it is really difficult to connect these functions to each other to make it meaningful for the students. One of the participants stated:

When you look at the first unit of the 4th grade's book, you can see asking for permission with May, the requests with "Can", negative imperative sentences with "Don't", thanking in different languages and numbers from 1-100. How can I make the unit meaningful for the students?

Then, all of the participants heavily criticized the books for the scarcity of activities. The general view is that they need more vocabulary activities as the young learners forget the new vocabulary quickly so they have difficulty in doing the listening and speaking activities. Also, the other problem is that the language function stated in the objectives does not appear in the activities part. That is to say, one of the teachers said:

In the second grade, there is a language function "apologizing" in the objectives in the third unit, but I could not see any explanation or activity related to it, therefore I taught apologizing through Okulistik and did

the exercises with the help of extra photocopies and Okulistik activities.

As mentioned above, if the objectives of the unit are not introduced in the topic presentation part of the books, it is also a problem related to language content.

Subsequently, five of the teachers claimed that there are problems related to topic content of the books. They share the same view that topics are generally enjoyable especially for the second and third grades but topic presentations should be more attractive for the learners. They also emphasized some irrelevant and challenging topics for the fourth grades such as continents in the second unit or verbs related to experiments in the fifth unit since the students have difficulty in comprehending what continent is or why they have to learn the long list of verbs used in experiments.

Eight of the teachers point out the need for extra resources all the time, implying that the book itself is not sufficient for the teachers and learners. Even one of them reported buying an extra book for all classes in the school, and the others mentioned they always used computer-assisted language programs, Okulistik and Morpa Kampüs for the unit presentations and activities because the videos, language function instructions, activities and tests appeal to young learners in many ways.

Lastly, all of the teachers mentioned time limitations of English lessons in primary schools as students take English lessons two hours in a week so they forget quickly what they have learned in the previous week, which makes progress through the unit really difficult.

To conclude, the participants notified the problems related to books as poor general appearance and layout, scarcity of activities, unsystematic language and topic content. Additionally, they stated the obstacles while they are using the books in the classroom as constant need for extra materials and limited lesson hours. Finally, it seems that the results of the interviews are consistent with the questionnaire results

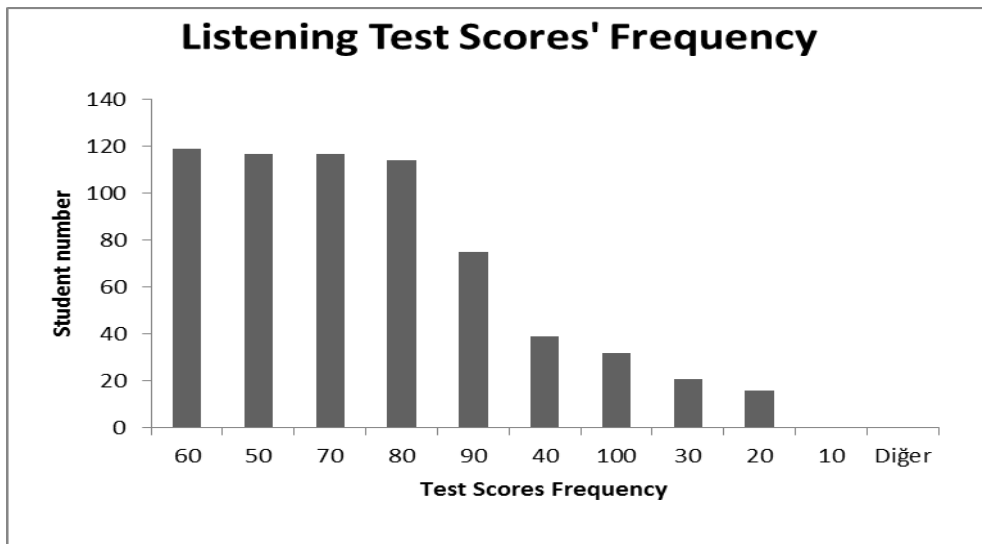
4.2.3. The results of the listening test

The test was prepared by the researcher and two English teachers by taking Morpa Kampus and Okulistik (computer-assisted language teaching programs used in most of the primary schools) and Tudem tests as an example. The exam included 20 multiple-choice and fill- in-the blanks type questions with three options; every two of the questions refer to a unit, including all the topic contents as much as possible (Appendix

A). The audio script was 9 minutes which was recorded from Morpa Kampüs, Okulistik and Tudem listening exercises. Before implementing the listening test in different schools, the pilot listening test for twenty students was done by the researcher to analyze the item difficulty and discrimination of the test.

After the pilot test, 650 fourth grade students took the listening test, and the scores were analyzed in terms of the mean score, frequency and students' correct answer distribution among 20 questions. To start with, Table 11 displays the frequency of test scores.

Table 11: The Listening Test Scores' Frequency



It is shown in the Table 11 that the students' scores are mostly around 50, 60, 70 and 80 respectively. In Table 12, the number of the students and their scores can be seen more clearly.

Table 12: The Student Numbers Ranging from the Scores 20 to 100

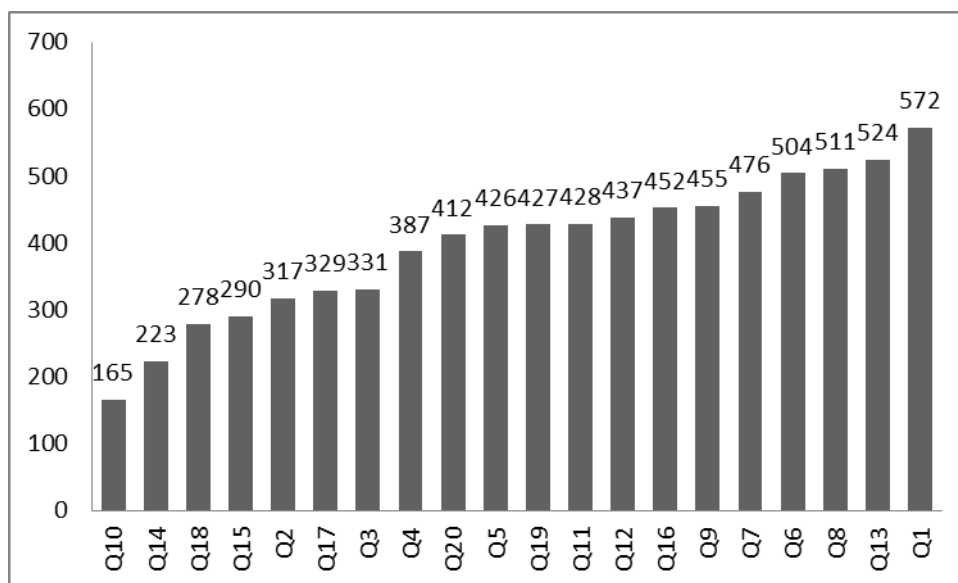
The Scores	The Number of the Students
20	16
30	21
40	39
50	117

60	119
70	117
80	114
90	75
100	32
The Mean Score	63,2

Table 12 clarifies that most of the students (119) got around 60 and the same number of the students (117) had the scores of 50 and 70. In other words, almost half of the students (353) scored around 50, 60 and 70. Moreover, the students who scored above 70 is exactly 221, which is around one third of the total number. Finally, the mean score of the test is 63,2 which reveals that the students may not have reached the goals defined by the 2013 ELTP.

Table 13 also points out how many students chose the correct answer in each question, the aim of which is to examine the students' success in relation to the units as the every two questions in the test refer to one unit in the book.

Table 13: Students' Correct Answers With Respect to the Units



It is shown that only 165 learners out of 650 could answer the question 10 which refers to Unit 6, Doing Experiments including giving and responding to simple instructions. Then, almost one third of the students (223) were able to answer the question 14 of the Unit 8, My Clothes addressing to describing weather conditions. Moreover, nearly half of the students (322) chose the wrong answer for the question 18 which belongs to Unit 10, Food and Drinks introducing expression of basic needs. Also, they did in the similar way for the Question 15 of Unit 8, My Clothes. Then, nearly half of the students (333) could not answer the Question 2 as regards to the numbers in Unit 1, In the Classroom.

On the other hand, most of the students (88%) were able to answer the Question 1 including classroom instructions in Unit 1. Then, 524 students out 650 (80%) gave the correct answer for the Question 13 addressing to likes and dislikes in Unit 7, Jobs. For the Question 8, which refers to likes and dislikes in Unit 3 (Free Time), 78% of the students (511) could answer the question correctly. Likewise, 77% of the students (504) did not have difficulty in answering the Question 6 with regard to talking about possessions in Unit 4, Cartoon Characters. Lastly, 476 students (73%) made the right choice for the Question 7 concerning ability/disability in Unit 4, Cartoon Characters.

Consequently, the Questions 14 and 15 seemed challenging for most of the students as the former is answered by 34% and the latter is chosen correctly by 44% of the students. That is to say, Unit 8 (My Clothes) questions including weather conditions appear to be difficult for more than half of the students. However, almost 70% of the students made the right choice for the Unit 4 (Cartoon Characters) questions related to possessive adjectives and ability/disability. In other words, the questions 6 and 7 appear to be easier for most of the students. It may be related to the structure of the questions as the questions students answered correctly are either just one sentence or the answer is at the end of the sentence in the listening transcript.

4.3. Discussion

In this study, the aims were to investigate (a) the views of primary school EFL teachers about their present English textbooks according to teacher questionnaire (Material Evaluation Form) and interviews, and (b) whether the 4th grade students in the state schools reached the goals defined by MoNE in 2013 ELTP in terms of listening skill.

First, this study revealed the teachers' general dissatisfaction with the books they have used in the state primary schools. The participants were given Material Evaluation form (Dickinson, 2010) to find out what they have thought about the state primary school EFL course books. According to the statistics in the general appearance part, most of the teachers (70%) hold a negative view about the textbook's cover and find it neither informative nor attractive, and 66% of the teachers disagree about the book content and additional materials' being interesting and fun for young learners but more than half of the participants (54%) find the font size and type of the book suitable for the students.

Then, teachers are also discontent with the layout and design of the course books. That is to say, the descriptive statistics show that the participants hold negative views for the eight items related to this part. Most of the participants do not believe (66%) that the textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit. Next, more than half of the teachers (54%) tend to believe the layout and design is inappropriate and unclear. Furthermore, most of them (72% and 74%) think that the textbook is not clearly structured and sequenced, and there are not adequate review sections and exercises. Besides, 72% of the teachers do not support the idea that the learners can see easily what they have to do. In the same way, the overwhelming majority (88%) do not see sufficient opportunities for independent study. Lastly, most of the participants (74%) do not think that the illustrations are varied and attractive and 84% of them doubt that the illustrations stimulate learners to be creative.

In the methodology part, nearly half of the participants (46%) find the methodology up-to-date and learner centered (60%). This result is consistent with the study of Özüdoğru and Adıgüzel (2014). However, more than half of the participants (54%) do not evaluate the methodology as suitable for young learners in their context and (56%) adaptable to suit various approaches (Item 14 and 15). Similarly, Alkan and Arslan (2015) also found out that the program may not be suitable for crowded classes, which indicates that the methodology in the program may not be convenient for all teaching contexts.

For the activities, more than half of the teachers (60%) tend to accept that the activities encourage meaningful language use and embody individual, pair and group work. Nevertheless, most of the teachers are inclined to oppose the seven items in this

part. The majority of the teachers (88%) tend to believe that the activities and tasks are neither sufficient nor interesting. Moreover, 76% of the teachers are dissatisfied with the quantity of the activities for young learners. Alcı and İyitoğlu (2015) also ascertained that teachers need extra materials for the second grade. In the same way, 76% of the participants cannot find plenty of various activities for one language item and they cannot see a balance among activity types. in the items 18 and 19. Then, more than half of the teachers (58%) tend to reject that the activities encourage creative, original and independent responses. Also, the disagreement scores (%80) outweigh on the point of whether the activities are helpful to the internalization of newly introduced language or not. Lastly, more than half of the participants (60%) incline to think that the activities cannot be modified or supplemented easily. As a result, the activities in the textbooks are generally not efficient for the participants.

In the fifth part, the participants were expected to evaluate the language skills in the course books. Initially, more than half of the participants (62%) think that there is no balance of the four language skills. This result is related to the fact that 2013 ELTP expects the young learners to be competent in listening and speaking skills, so the textbooks are compatible with 2013 ELTP objectives at this point. Similarly, most of the teachers (84%) disagree that there is sufficient material for integrated skills. However, half of the teachers (50%) tend to accept that listening activities are recorded well, authentic as much as possible and awakens the learners' interest. Similarly, Özüdoğru and Adıgüzel (2015) found out that listening is positive side of the program. Moreover, the overwhelming majority (82%) tend to think there is not a sufficient reading material suitable for learners' level. In the same way, more than half of the teachers (62%) are not convinced that there is sufficient interesting material for spoken English for young learners. Lastly, most of the teachers (78%) tend to believe in the unsuitability of writing activities in terms of difficulty, interest and amount of guidance. Çankaya's study (2015) also criticized the 2013 ELTP for writing skill. Consequently, the participants seem to be dissatisfied with the language skills in the books except for the fact that listening material is well recorded, as authentic as possible, and engages the interest of young learners.

In the sixth part, most of the teachers (72%) hold a negative view about the textbooks' authenticity. Then, more than half of the participants (62%) oppose that the language of the textbook is suitable for the young learners' language level and almost

same number of the teachers (66%) disagree that the language functions exemplify English that students will be interested in and likely to use. Finally, the majority of the teachers (78%) do not think the language used in the book does not include different registers and accents. To conclude, the participants seem discontent with the language used in the textbook. Çankaya (2015) expressed the books' content as the problematic aspect of the 2013 ELTP, as well.

In the topic content section, more than half of the teachers (60%) agree that the unit topics are realistic and draw young learners' attention. Relevancy and encouraging features of topics for the students are opposed by 62% of the teachers. Similarly, 60% of the teachers disagree that the unit topics lead to independent thinking and active learning in students. To end up with, exactly half of the teachers (50%) appreciate the books' avoidance cultural bias while the other half disapproves it. In conclusion, the participants do not seem fulfilled with the topic content of the books except for the idea that topics are realistic and draw young learners' attention.

The figures related to teachability and flexibility reflects the participants' dissatisfaction. To start with, 64% of the teachers believe that the books do not help teachers to use the activities effectively for learners' needs and expectations. In the same way, 64% of the participants have a tendency to disapprove the books' suitability for mixed ability classes and classes of different sizes. In addition, more than half of the teachers (66%) do not feel content with the books' opportunities to localize and personalize the activities. Then, the books ignore different learning styles according to the overwhelming majority of the participants (80%). Therefore, most of the teachers are inclined to think that the books are not teachable and flexible.

Assessment part of the books is not appreciated by most of the participants. In other words, most of the participants (74%) believe that the book do not provide adequate opportunities for learner assessment. Likewise, the majority of the teachers (84%) have a tendency to disagree that the book provides periodical revisions for diagnostic purposes. Also, 82% of the participants disagree that adequate assessment materials such as progress tests are included or easily obtained. Lastly, most of the teachers (74%) do not think that the tests are valid and contain relevant, meaningful language. To conclude, the assessment parts of the books seem to fail for most of the participants. Yıldırım and Tanrıseven (2015), and Özüdoğru and Adıgüzel (2015) found out the assessment as the weak point of the 2013 ELTP, too.

In the interviews, the participants notified the problems related to books as poor general appearance and layout, scarcity of activities, unsystematic language and topic content. Additionally, they stated the obstacles while they are using the books in the classroom as constant need for extra materials and limited lesson hours. Furthermore, the results of the interviews are consistent with the questionnaire results.

The pilot listening test's item analysis indicated that it was appropriate for the learners to apply and there was almost no problem related to the test.

Listening test results revealed that the mean score was 63,2 and it was a mediocre score for the students when it was thought that most of the teachers consolidated the lessons with extra resource books and computer-assisted language learning websites such as Okulistik and Morpakampüs.

4.4. Summary

This chapter has demonstrated the analysis of the data obtained from the Material Evaluation Form, interviews with teachers and the listening tests for the fourth grade students. Descriptive statistics and mean scores were assessed to reveal the outcomes of the Material Evaluation Form, and item analysis enlightened whether the pilot listening test is applicable or not, and lastly the mean score revealed what the students generally did in the listening test.

Consequently, the data analysis revealed the general dissatisfaction of the participants related to the course books they have used in the state primary schools. Additionally, the mean score of the listening test to see the outcomes of 2013 ELTP indicated the students did not seem to reach the goals the program set up. Moreover, it is ambiguous whether these test results are related to the course books the program has suggested or to the teachers using additional resources or computer-assisted programs.

The following chapter gives details of the conclusions, implications for English language teaching, for teacher trainings, and recommendations for further studies.

5 .CONCLUSIONS AND IMPLICATIONS

5.1. Summary

Numerous studies have been conducted in the field of program evaluation. According to Brown, program evaluation is an organized process that includes the collection, analysis and synthesis of information and the main aim is to improve elements of curriculum separately and collectively (Brown, 1995). Purposes of program evaluation may differ from each other related to the aims of the evaluator. No matter what the aim is, program evaluation has two goals: helping to improve the program also called formative evaluation and deciding whether a program should be continued, also called summative evaluation. That is to say, formative evaluation aims to design and improve an intervention or project while the summative evaluation attempts to judge and decide on the effectiveness, efficiency, or cost of an intervention (Alderson and Beretta, 1992; Worthen, 1990). Whatever the purpose underlying the evaluation process may be, in order to understand how the program works, how teachers reflect it in their daily practices and whether it addresses students' needs, etc., it is crucial that programs be evaluated regularly and that informed policy decisions be made based on research (Akşit, 2007: 129).

This study aims to conduct summative evaluation for 2013 ELTP since MoNE has revised the education system in 2012 in Turkey, and as a consequence of this reform, ELTP has been completely modified in accordance with these changes (Çankaya, 2015), however the researcher of the present study has not found a comprehensive research in the literature related to the evaluation of 2013 ELTP from the perspectives of both students and teachers.

5.2. Conclusions

There are two research questions in the current study as follows: (1) What are the views of primary school EFL teachers about their present English textbooks in terms of pre-determined criteria and questions involved in questionnaires and interviews? (2) Have the 4th grade students reached the goals defined by MoNE in 2013 ELTP in terms of listening skill?

The first research question investigated the state primary school EFL teachers' opinions about the course books used in the schools via the Material Evaluation Form consisting of nine categories which are "general appearance", "layout and design", "methodology", "activities", "language skills", "language content", "topic content", "teachability and flexibility", and lastly "assessment". To start with, the findings suggested that most of the teachers hold a negative view about the textbook's cover and find it neither informative nor attractive, and similarly more than half of the teachers disagree about the book content and additional materials' being interesting and fun for young learners but almost half of the participants find the font size and type of the book suitable for the students.

Then, teachers are also discontent with the layout and design of the course books. That is to say, the descriptive statistics show that the participants hold negative views for the eight items related to this part. Most of the participants do not believe that the textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit. Next, more than half of the teachers tend to believe the layout and design is inappropriate and unclear. Furthermore, most of them think that the textbook is not clearly structured and sequenced, and there are not adequate review sections and exercises. Besides, most of the teachers do not support the idea that the learners can see easily what they have to do. In the same way, the overwhelming majority do not see sufficient opportunities for independent study. Lastly, most of the participants do not think that the illustrations are varied and attractive and they doubt that the illustrations stimulate learners to be creative.

In the methodology part, nearly half of the participants find the methodology up-to-date and learner centered. This result is consistent with the study of Özüdoğru and Adıgüzel (2014). Also, Çankaya mentions that the main purpose of MoNE is to provide learners an enjoyable and stress-free learning environment in addition to developing positive attitudes towards English; considering teachers' opinions, it can be concluded that this purpose has been reached which can be regarded as a success (2015). However, more than half of the participants (56%, 54%) do not evaluate the methodology as suitable for young learners in their context and adaptable to suit various approaches. Similarly, Alkan and Arslan (2014) and Alcı and İyitoğlu (2015) also found out that the program may not be suitable for crowded classes, which indicates that the methodology in the program may not be convenient for all teaching contexts.

For the activities, more than half of the teachers tend to accept that the activities encourage meaningful language use and embody individual, pair and group work. Nevertheless, most of the teachers are inclined to oppose the seven items in this part. The majority of the teachers tend to believe that the activities and tasks are neither sufficient nor interesting. Moreover, most of the teachers are dissatisfied with the quantity of the activities for young learners. Alcı and İyitoğlu (2015) also ascertained that teachers need extra materials for the second grade. In the same way, most of the participants cannot find plenty of various activities for one language item and they cannot see a balance among activity types in the items 18 and 19. Then, more than half of the teachers tend to reject that the activities encourage creative, original and independent responses. Also, the disagreement scores outweigh on the point of whether the activities are helpful to the internalization of newly introduced language or not. Lastly, more than half of the participants incline to think that the activities cannot be modified or supplemented easily. As a result, the activities in the textbooks are generally not efficient for the participants. Çankaya also concluded that the activities used in classroom settings are appropriate for learners' age and developmental levels but most of the participants complain about lack of materials and equipment during the process which makes impossible to apply the procedures and activities effectively (2015).

In the fifth part, the participants were expected to evaluate the language skills in the course books. Initially, more than half of the participants think that there is no balance of the four language skills. This result is related to the fact that 2013 ELTP expects the young learners to be competent in listening and speaking skills, so the textbooks are compatible with 2013 ELTP objectives at this point. Then, most of the teachers disagree that there is sufficient material for integrated skills. However, half of the teachers tend to accept that listening activities are recorded well, authentic as much as possible and awakens the learners' interest. Similarly, Özüdoğru and Adıgüzel (2015) found out that listening is positive side of the program. Moreover, the overwhelming majority tend to think there is not a sufficient reading material suitable for learners' level. In the same way, more than half of the teachers are not convinced that there is sufficient interesting material for spoken English for young learners. Lastly, most of the teachers tend to believe in the unsuitability of writing activities in terms of difficulty, interest and amount of guidance. Çankaya's study (2015) also criticized the 2013 ELTP

for the absence of writing skill. Consequently, the participants seem to be dissatisfied with the language skills in the books except for the fact that listening material is well recorded, as authentic as possible, and engages the interest of young learners. Çankaya's research reveals that the goals regarding speaking and listening abilities are not attainable by learners (2015). Learning to learn and use the language effectively are among the main goals of the program, however teachers think that these goals seem difficult to be reached by learners because of crowded classrooms, insufficient equipment at schools etc.

In the sixth part, most of the teachers hold a negative view about the textbooks' authenticity. Then, more than half of the participants oppose that the language of the textbook is suitable for the young learners' language level and almost same number of the teachers disagree that the language functions exemplify English that students will be interested in and likely to use. Finally, the majority of the teachers do not think the language used in the book does not include different registers and accents. To conclude, the participants seem discontent with the language used in the textbook. Çankaya (2015) expressed the books' content as the problematic aspect of the 2013 ELTP, as well.

In the topic content section, more than half of the teachers agree that the unit topics are realistic and draw young learners' attention. Relevancy and encouraging features of topics for the students are opposed by 62% of the teachers. Similarly, 60% of the teachers disagree that the unit topics lead to independent thinking and active learning in students. To end up with, exactly half of the teachers (50%) appreciate the books' avoidance cultural bias while the other half disapproves it. In conclusion, the participants do not seem fulfilled with the topic content of the books except for the idea that topics are realistic and draw young learners' attention.

The figures related to teachability and flexibility reflects the participants' dissatisfaction. To start with, most of the teachers believe that the books do not help teachers to use the activities effectively for learners' needs and expectations. The same number of the participants has a tendency to disapprove the books' suitability for mixed ability classes and classes of different sizes. In addition, more than half of the teachers do not feel content with the books' opportunities to localize and personalize the activities. Then, the books ignore different learning styles according to the overwhelming majority of the participants. Therefore, most of the teachers are inclined to think that the books are not teachable and flexible.

Assessment part of the books is not appreciated by most of the participants. In other words, most of the participants believe that the book do not provide adequate opportunities for learner assessment. Likewise, the majority of the teachers have a tendency to disagree that the book provides periodical revisions for diagnostic purposes and adequate assessment materials such as progress tests are included or easily obtained. Lastly, most of the teachers do not think that the tests are valid and contain relevant, meaningful language. To conclude, the assessment parts of the books seem to fail for most of the participants in this study. Yıldiran and Tanrıseven (2015), and Özüdoğru and Adıgüzel (2015) found out the assessment as the weak point of the 2013 ELTP, too. Çankaya suggests that the assessment dimension of the program needs to be explained in detail (2015). Alkan and Arslan (2014) found that the assessment tools were found in accordance with the goals and content of the program. Additionally, portfolio evaluation was found useful for learners' development both in Cihan and Gürlen (2013) and Alkan and Arslan (2014)' studies. The findings of both studies shed light on the fact that teachers agree on the project-based learning through which learners can monitor and self-evaluate their own learning process. However, evaluation of speaking and listening abilities were identified as impossible by the participants in Çankaya's research (2015). Likewise, Cihan and Gürlen (2013) reported that listening skill was not adequately evaluated by teachers.

In the interviews, the participants notified the problems related to books as poor general appearance and layout, scarcity of activities, unsystematic language and topic content. Additionally, they stated the obstacles while they are using the books in the classroom as constant need for extra materials and limited lesson hours. Furthermore, the results of the interviews are consistent with the questionnaire results. Yıldiran and Tanrıseven's study (2015) as well found out that two-hour lessons in a week is not sufficient for the learners.

The pilot listening test's item analysis indicated that it was appropriate for the learners to apply and there was almost no problem related to the test.

Listening test results revealed that the mean score was around 63 and it was a mediocre score for the students when it was thought that most of the teachers consolidated the lessons with extra resource books and computer-assisted language learning websites such as Okulistik and Morpakampüs.

In conclusion, the findings of the current study indicated that the teachers have generally negative views about the textbooks that they have used, and the 4th grade students do not seem very successful at listening skills, which points out that the 2013 ELTP may not have reached its goals thoroughly.

5.3. Implications

The findings of the present study suggest both empirical and practical implications for educators and educational researchers. The results of the current study have shed light on the attitudes of the state primary school EFL teachers' towards the course books they have used in the classrooms, and the outcome of the 2013 ELTP in terms of listening skills of the 4th grade students. The outcomes of the study disclosed that the participant teachers are not satisfied about the textbooks they have used except for a few points, and the listening scores of the 4th grade students do not seem promising in terms of evaluating the outcomes of 2013 ELTP when other factors such as teachers' own efforts or technological sources are taken into consideration.

As mentioned earlier, program evaluation and textbook evaluation are closely intertwined, as the language teaching programs determine the textbooks to be used in the teaching and learning process. As a consequence, there are close similarities between the implications of the program evaluation studies (Maviş, 2014; Çankaya, 2015; Alciandİyitoğlu, 2015; ÖzüdoğruandAdıgüzel, 2015; YıldiranandTanrıseven, 2015) and the present study. The first implication of the present study can be that the curriculum should be embedded with an embracing approach by taking recent methods and techniques in English language teaching, the school and classroom contexts and the learner needs and interests into account (Alciandİyitoğlu, 2015). Accordingly, Alci and İyitoğlu (2015) suggest that the written curriculum, yearly plans and the course-books should be parallel to one another. In order to achieve this aim, textbooks can be evaluated by incorporating the opinions of not only the students and teachers but also the textbook writers, curriculum developers and teachers together. Therefore, they should work together as the parts of a whole.

Likewise, it is possible that teachers should be included in the program evaluation process and long-term decisions should be taken as the frequent changes damage students' language learning process.

If textbook evaluation cannot be achieved thoroughly, then the international course books prepared by native speakers should be adopted in the language learning process.

As mentioned earlier, limited lesson hours have negative effects on the young learners as they may forget what they have learnt previously, which prevents them from improving their language skills, so allocated time for language learning can be increased by content and language-integrated learning, which allows other subjects such as math and science to be taught in English. It may help students to improve their English smoothly, as well.

Edutainment can be other solution for young learners in language learning process. Integrating education and entertainment can be widely observed over the last few decades as an idea that is innovative and can lead to an increase in student motivation (Fallata, 2012). Marek (2011) reported that there could be a remarkable change in student's ability if the learning process is enjoyable. Therefore, including entertaining activities like computer games, movies and online interaction as part of the classroom instruction can result in a more effective learning experience for language learners.

5.4. Suggestions for further research

This study was carried out in one municipality in Ankara with 50 EFL primary school teachers and 650 fourth grade students, so it reveals the teachers' opinions about the course books and students' listening scores in a certain geographical area but even so it is not possible to generalize the outcomes of this study for all Turkish EFL settings. Therefore, the same study could be replicated with more participants in various teaching settings. Furthermore, it might be beneficial to collect data in an extended period, from 2 to 4, and observing in-service teachers during classroom settings.

The same study can be conducted in private schools to compare the findings of state schools, and the results can be searched comprehensively.

Another study can be conducted to reveal if there is consistency between the curriculum objectives and the course books (İyitoğlu and Alıcı, 2015).

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APPENDICES

Appendix A (Listening Test and Listening Transcript)

1. Choose the correct answer. a)  b)  c) 

2. Choose the correct answer. How many pencils are there? a) 35 b) 45 c) 25

3. Choose the correct answer. Where is Yoko From?

- Turkey Italy Japan
- a)  b)  c) 

4. Josh says: I don't like _____. a)  b)  c) 
5. Mia likes _____.

- a)  b)  c) 

6. This is _____ eraser. a) his b) my c) your

7. Choose the correct answer.

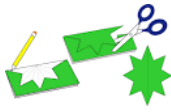
- a)  b)  c) 

8. Choose the correct answer

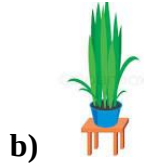
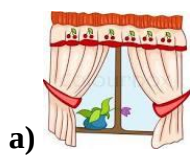
- a)  b)  c) 

9. April: I have dinner at _____. a) 8.00 b) 7.00 c) 9.00

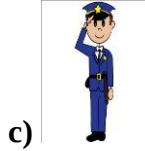
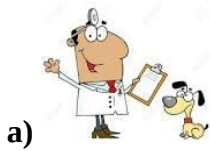
10. Choose the correct answer.

- a)  b)  c) 

11. Choose the correct answer.



12. What is Susan's father job?



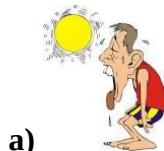
13. What does she like?



14. Choose the correct answer.



15. Choose the correct answer.



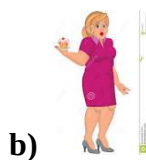
16. What is she like?

a) kind, friendly, energetic

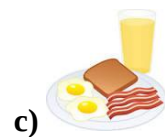
b) kind, polite, helpful

c) polite, shy, quite

17. Choose the correct answer.



18. Choose the correct answer



19. Choose the correct answer. What does he want to eat?

- a)  b)  c) 

20. Choose the correct answer. What time is it? a) 6:30 b) 3:30 c) 10:30

Listening Test Transcript

1. Steve, clean the board please.
2. Teacher: Hi, Jude. Is this your pencil case?
Jude: Yes, it is my pencil case.
Teacher: How many pencils are there?
Jude: There are twenty –five pencils.
3. This is Tom. He is from Italy. This is Yoko. She is from Japan. Arzu and Filiz are from Turkey.
4. I like playing table tennis and flying kites on Sunday. I don't like riding a bike.
5. A: Mia, do you like playing table tennis?
B: No, I don't. Okay, do you like playing chess?
A: Yes, I do.
6. A: This is my bag and this is your pencil case.
B: Yes, thank you. Is this your eraser?
A: Yes, this is my eraser.
7. Sasha can ride a horse.
8. Teacher: Emma, What do you do at night?
Emma: I watch TV at night.
9. Mary: April, what time is it?
April: It is six o'clock.
Mary: Okay, what time do you have dinner?
April: I have dinner at eight o'clock.
10. Teacher: Here is some paper, Ali. Don't cut the paper. Fold the paper.
11. The plant is in front of the window.
12. Teacher: Susan, what does your father do? Susan: He is an engineer.
13. Hi, I'm Maria Smith. I'm a singer. I like music, dancing and singing. I like playing guitar, too.
14. Mary: What is the weather like, Linda?
Linda: It is cold and snowy.
15. Teacher: Zeynep, where do you live?
Zeynep: I live in Trabzon.

Teacher: What is the weather like in Trabzon in summer?

Zeynep: It is mild and rainy.

16. My sister is a very nice person. She is polite and helpful. She is very kind.

17. Linda is a beautiful girl. She is tall and slim. She has long dark hair.

18. There is bread, egg and orange juice on the table.

19. I'm hungry but I don't want to eat pasta. I'd like to eat a hamburger.

20. A: What time is it?

B: It is half past three.

Appendix B (Teacher Questionnaire)

A. GENERAL APPEARANCE	1	2	3	4	5
1. The textbook cover is informative and attractive to young learners.					
2. The font size and type used in the book are appropriate for young learners.					
3. The book contents and additional materials look interesting and fun to young learners.					
B. LAYOUT AND DESIGN	1	2	3	4	5
4. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
5. The layout and design is appropriate and clear.					
6. The textbook is clearly structured and sequenced.					
7. Adequate review sections and exercises are included.					
8. The learners can see easily what they have to do.					
9. The materials provide sufficient opportunities for independent study.					
10. The illustrations are varied and attractive.					
11. The illustrations stimulate learners to be creative.					
C. METHODOLOGY	1	2	3	4	5
12. The suggested teaching methodology is based on the latest research.					
13. The suggested methodology is learning or learner centered.					
14. The suggested methodology is appropriate for young learners in my teaching context.					
15. The materials can be easily adapted to suit various approaches.					
D. ACTIVITIES	1	2	3	4	5
16. The book includes sufficient activities and tasks which are interesting in themselves, and not just language production activities.					
17. The book provides plenty of activities for children who cannot yet read and write with confidence.					
18. The book provides plenty of varied practice for any one set of language items.					

19. The book provides a balance of activity types (for example, there is an appropriate distribution of input vs. output based tasks).					
20. The activities encourage meaningful language use.					
21. The activities incorporate individual, pair and group work.					
22. The activities promote creative, original and independent responses.					
23. The activities are conducive to the internalisation of newly introduced language.					
24. The activities can be modified or supplemented easily.					
E. LANGUAGE SKILLS	1	2	3	4	5
25. The materials provide an appropriate balance of the four language skills.					
26. There is sufficient material for integrated skills work.					
27. Listening material is well recorded, as authentic as possible, and engages the interest of young learners.					
28. There is a sufficient range of engaging, level-appropriate reading material.					
29. There is sufficient material for spoken English incorporating activities that can be personalised and are interesting to young learners.					
30. Writing activities are suitable in terms of difficulty, interest, and amount of guidance.					
F. LANGUAGE CONTENT	1	2	3	4	5
31. The language used in the book is sufficiently authentic.					
32. The language used is at the right level for students' current English ability.					
33. The language functions exemplify English that my students will be interested in and likely to use.					
34. The language represents a diverse range of registers and accents.					
G. TOPIC CONTENT	1	2	3	4	5
35. The topics of the book are realistic and likely to appeal to young learners.					

36. The topics are relevant and encourage learners to Express themselves.					
37. The topics encourage independent thinking and active learning.					
38. The book avoids cultural/sexual stereotypes.					
H. TEACHABILITY AND FLEXIBILITY	1	2	3	4	5
39. The book provides sufficient support to help teachers exploit the activities to meet learners' needs and expectations.					
40. The book is suitable for mixed ability classes and classes of different sizes.					
41. The book provides opportunities to localise and personalise activities.					
42. The book caters for different preferred learning styles.					
I. ASSESSMENT	1	2	3	4	5
43. The book provides adequate opportunities for learner assessment.					
44. The book provides periodical revisions for diagnostic purposes.					
45. Adequate assessment materials such as progress tests are included or easily obtained.					
46. The tests are valid and contain relevant, meaningful language.					

Appendix C (The Schools participating in the Listening Test)

1. Sincan İlkokulu
2. Fatih İlkokulu
3. Adnan Menderes İlkokulu
4. Ulubatlı Hasan İlkokulu
5. Mehmet Akif Ersoy İlkokulu

Appendix D (The Schools participating in the Teacher Questionnaire)

1. Sincan İlkokulu
2. Fatih İlkokulu
3. Adnan Menderes İlkokulu
4. Ulubatlı Hasan İlkokulu
5. Mehmet Akif Ersoy İlkokulu
6. Dr. Nurettin-Beyhan Elbir İlkokulu
7. Burak Reis İlkokulu
8. Özkent Akbilek İlkokulu
9. Nedred Arif İlkokulu
10. Atatürk İlkokulu
11. Tuna Üçer İlkokulu
12. Yenikent İlkokulu
13. Dr. Nurettin-Beyhan Elbir İlkokulu
14. İMKB Sincan Kayalıboğaz İlkokulu
15. Taylan Araslı İlkokulu
16. Dr.Yıldız Yalçınlar İlkokulu
17. Çoğlu Vural Baylan İlkokulu
18. Ali Ünyazıcı İlkokulu
19. GOP İlkokulu
20. Kotkut Ata İlkokulu
21. Atatürk İlkokulu
22. Mareşal Fevzi Çakmak İlkokulu

Appendix E (The Schools participating in the Interview)

1. Sincan İlkokulu
2. Fatih İlkokulu
3. Ulubatlı Hasan İlkokulu
4. Mehmet Akif Ersoy İlkokulu
5. Atatürk İlkokulu
6. Mareşal Fevzi Çakmak İlkokulu
7. Özkent Akbilek İlkokulu

Appendix F (Ankara Provincial National Education Directorate's Approval for the research)



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.6000221
Konu : Araştırma İzni

31.05.2016

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Fakültesi Dekanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) 20/05/2016 tarihli ve bila sayılı yazınız.

Fakülteniz Yabancı Diller Eğitimi Bölümü yüksek lisans öğrencisi Pınar ORTAÇ'ın "**İlkokulda İngilizce Dil Eğitimi Programının Uygulanması ve Sonuç Değerlendirmesi**" konulu tez kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (6 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Müberra OĞUZ
Müdür a.
Şube Müdürü

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA
e-posta: istatistik06@meb.gov.tr

Ayrıntılı bilgi için
Tel: (0 312) 221 02 17/135

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 40d7-d9af-3daa-8fea-36d6 kodu ile teyit edilebilir.