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Evaluating the Teacher's Guides of a Recently Published Course Book Series for Young Learners in Turkey

Seyit Omer Gok*
Foreign Languages School, Gediz University, Izmir, Turkey

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It is acknowledged that Teachers' Guides (TGs) are indispensable component of course book packages today; however, there is little research on their evaluation in the literature. It goes without saying that TGs are of a great support to teachers, especially to the novice ones, in the sense that they provide instructions essential for the accurate and successful use of the materials. Therefore, the studies reporting the findings of TGs evaluations can help develop more effective TGs in the future. The aim of this study is to evaluate the TGs of a recently published course book series for young learners (YLs) in Turkey. First, it shares the results of an objective analysis carried out by the researcher with the help of a checklist designed based on the checklists already in the literature. Then, it reports the findings obtained through a questionnaire conducted among forty-four teachers using this course book series. Finally, it discusses the findings in relation to the context and suggests some future implications. In general, both the analysis and evaluation results have revealed that there are some deficiencies in the TG which should be addressed so that it can be more effective for the teachers in this context.

Introduction

Since the Education Reform in 1997, English has been taught as the compulsory foreign language from grade-4 (age 10) upwards in Turkey. However, in the private schools, which are highly popular and great in number, English has intensively been taught from kindergarten upwards. Today, English lessons in private schools range between 6 hours and 20 hours per week (much more than state schools) depending on the language policy of a school. Since there are neither curriculums nor materials designed by Ministry of Education for the students who are younger than 10, most of the private schools have to use the course books and materials produced by well-known international publishers.

The schools, which the course book series in focus has been created for, are a chain of private primary schools spread across Turkey. Since their opening, these schools have been applying the same policy and system, e.g. they have the same aims, the same number of lesson hours, the same tests, the same classroom size etc. English language teaching materials, especially the ones for YLs, used to be a problem for these schools. The main reasons were that the

* e-mail: seyit.gok@gediz.edu.tr Mobile: +90 505 672 97 65

materials chosen did not fit the needs, wants, interests and cultural values of both the teachers and students. In addition, the course books chosen did not fit the number of the hours of English lessons and they needed to be supplemented by other extra materials, which was causing additional cost for the parents. For these reasons and others, the materials chosen used to stay in use no more than a year; a trial and error process was experienced repeatedly for years. Consequently, seven years ago it was unanimously agreed that a series of course books for the primary level had to be created to eliminate these problems. A local publishing house commissioned two award-winning authors to write this series. As a result, a five-levelled course book series was created and it has been in use for about six years now.

Literature Review

Materials Evaluation in General

It is widely agreed that materials, especially course books, play the central role in many language teaching and learning contexts across the world. This may mean that they have an enormous influence on language teaching and learning worldwide. It is also suggested that evaluation of the materials has a great potential to influence the way teachers operate (Hutchinson, 1987). Tomlinson (2003, p. 15) defines materials evaluation as 'a procedure that involves measuring the value (or potential value) of a set of learning materials'. However, there are various views on materials evaluation in the literature.

It is widely acknowledged that evaluation is mainly carried out to choose an appropriate course book, which fits a particular context best, before starting to run a particular language course. This stage is called 'pre-use evaluation' (McGrath, 2002, p. 14). It is obviously seen that more attention has been paid to predictive evaluation (pre-use evaluation) in the literature. However, pre-use evaluation has been criticised for being impressionistic (Tomlinson, 2003). This type of evaluation can only give ideas about the potential value of materials rather than their 'actual value', which can only be understood after they are put into use (Tomlinson 2003). It is agreed that the evaluation process should continue even after the material has been chosen because some evaluation questions can only be answered once the materials are in use: 'in-use evaluation' (McGrath, 2002, p. 15). Besides, Daoud and Celce-Murcia (1979, p. 306) point out that 'the ultimate evaluation of a text comes with actual classroom use.' Similarly, McDonough and Shaw (1993, p. 62) note that the material's 'ultimate success or failure may only be determined after a certain amount of classroom use.' Moreover, Tomlinson (2003, p. 24) writes that, although in-use evaluation is given little importance in the literature, 'it can be more objective and reliable than pre-use evaluation as it makes use of measurement rather than prediction.'

In addition to pre-use and in-use evaluations, McGrath (2002), Tomlinson (2003) and Ellis (1997) suggest 'post-use/retrospective evaluation' to weigh the effects and outcomes of the materials. Tomlinson (2003) appreciates post-use evaluation as 'the most valuable' type of evaluation. Besides, Ellis (1998) states that the evaluation guides used previously as a pre-use evaluation can also be used as post-use evaluation. Skierso (1991, p. 441) agrees that 'a re-evaluation of the selected text, perhaps using the identical checklist both times, would help the teacher to decide whether to continue using the adopted text or to look for a new one'. However, although this idea may be very beneficial, only a few teachers are willing to do that (Ellis, 1998).

McDonough and Shaw (1993, p. 61) approach the evaluation in two stages; 'external evaluation that offers a brief 'overview' of the materials from the outside (cover, introduction,

table of contents), which is then followed by a closer and more detailed internal evaluation'. Similarly, Cunningsworth (1995, p. 1) coins the idea of 'impressionistic overview' and 'in-depth evaluation'. However, Tomlinson (2003) suggests approaching materials evaluation in a principled, systematic and rigorous ways and explains how to develop criteria for materials evaluation in detail.

Besides, McGrath (2002, p. 13) defines the evaluations, which are carried out without any feedback or pre-use trial, as 'armchair evaluations'. In addition, McGrath (2002, p. 14) views materials evaluation as a cyclical process and he believes that there are two dimensions to a systematic approach to materials evaluation: 'macro' (the approach, in a broad sense) and 'micro' (the steps or set of techniques employed) evaluation. However, Ellis (1998) reports that the main focus has always been on macro evaluation and there are only a few micro evaluation examples. Littlejohn (1998, p. 191) mentions a three-levelled framework approach to examine the materials and look inside the 'Trojan Horse': 'Level 1, what is physically there in the materials? ; Level 2, what is required of users (teachers and students)? ; Level 3, what is implied (underlying principles and roles proposed for teachers and students?' McGrath (2002, p. 17-56) also approaches the materials evaluation by narrowing it from 'first-glance evaluation' to 'close evaluation'. McGrath (2002, p. 25-29) reveals the methods of analysis and evaluation in the literature, which are namely 'the impressionistic method, the checklist method, the in depth method'.

It is obvious from the literature that 'the checklist method' is the most common and practical one as most of the writers mentioned in this paper and the others have suggested one (Cunningsworth, 1984, 1995; Daoud&Celce-Murcia, 1979; Ellis, 1995, 1998; Littlejohn, 1998; McDonough, 1998; McDonough & Shaw, 1993; Richards, 2001; Sheldon, 1987, 1988; Skierso, 1991; Dougill, 1987; Tomlinson, 1999; Williams, 1983; Tucker, 1975; Harmer, 1991; Breen &Candlin 1987). However, Tomlinson (2003) finds some of these checklists impressionistic and biased, which leads to subjectivity. Therefore, McGrath (2002, p. 29) suggests that there should be an 'integrated approach' (of the methods mentioned above) and this approach should 'involve at least two stages' (pre/in/post-use evaluation). On the other hand, Hutchinson (1987, p. 44) sees materials evaluation as 'an interactive process' and he points out that 'materials evaluation also need to be approached as a matching process, in which the values and assumptions of the teaching/learning situation are matched to the values and assumptions of the available materials'. He further shows the stages of the matching process:

'(1) Define the criteria on which the evaluation will be based.

(2) Analyse the nature and underlying principles of the particular teaching/learning situation

(3) Analyse the nature and underlying principles of the available materials and test the analysis in the classroom.

(4)Compare the findings of the two analyses.' (Hutchinson, 1987, p. 41)

Besides, Tomlinson (2003) illustrates the difference between analysis and evaluation by saying that their objectives and procedures are not the same. An evaluation, which is subjective, focuses on users and context together with the materials, whereas analysis focuses only on materials, which makes it more objective (Tomlinson, 2003, p. 16). In addition, Sheldon (1988, p. 245) notes that course book evaluation is essentially subjective and 'no neat formula, grid or system will ever provide a definite yardstick'. In addition, Cunningsworth

(1995, p. 5) suggests that 'it is important to limit the number of the criteria used, the number of the questions asked, to manageable portions. Otherwise, we risk being swamped in a sea of detail.' However, Hutchinson (1987, p. 41) claims that 'the more information the evaluator can gather about the nature of a textbook, the better will be the choice'. In my opinion, every single aspect of a course book -by keeping the context in mind- should be questioned no matter how much detail it reveals; because once a course book is chosen it is impossible to replace it until the following year, which means a waste of time and money.

Teachers' Guides Evaluation

TGs are probably one of the most important components of course books, especially for teachers. 'The detailed resources, guidance, suggestions, and instructions which they provide are crucial to the successful use of the materials, and teachers using the course must understand the TGs and relate to them effectively if their use of the course material is to be productive' (Cunningsworth&Kusel 1991, p. 128). There is no need to discuss the importance of TGs in detail here as it is not the focus of this paper. However, it is worth mentioning here that in the context previously mentioned, TGs play a vital role mainly because an unfamiliar approach has been introduced through the course book series. Also, there are many teachers who are inexperienced in teaching English to young learners, and thus very dependent on TGs. As Williams (1983, p. 252) says 'the textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English'.

Cunningsworth&Kusel (1991, p. 128) notes that TGs evaluation 'is a neglected area in the literature'. Among the innumerable evaluation checklists, only a few take TGs evaluation into account (Gearing, p. 1999). For example, Harmer (1991, p. 284) makes only brief reference to TGs evaluation at the end of his evaluation checklist. Breen and Candlin (1987) offer a large number of questions for general evaluation, which include only five questions related to evaluation of TGs. Sheldon's (1988) comprehensive course book evaluation criteria include six TGs evaluation questions under 'Guidance'. However, all of these criteria should be updated and expanded because recently TGs have been improved and changed considerably and therefore they deserve more attention.

In the literature, Coleman (1985), Cunningsworth&Kusel (1991), Skierso (1991), Cunningsworth (1995), Hemsley (1997) and Gearing (1999) have done the most comprehensive coverage of TGs evaluation. My aim here is to create 'more accurate and revealing criteria' (Hutchinson, 1987, p. 37) to evaluate the TGs. 'The only reasonable way to evaluate is to ask your own questions about the assumptions underlying the materials' (Hutchinson, 1987, p. 37). Therefore, I prefer to create my own evaluation checklist based on the suggestions made so far by all of the writers mentioned previously.

Methodology

Tomlinson (2003) draws attention to the differences between an analysis and an evaluation. First, 'an analysis focuses on the materials and it aims to provide an objective analysis of them' (Tomlinson 2003, p. 16). However, 'an evaluation focuses on the users of the materials and makes judgements about their effects' and therefore 'no matter how structured, criterion referenced and rigorous and evaluation is, it will be essentially subjective' (Tomlinson 2003, p. 16). Secondly, 'an analysis questions can be answered by either 'Yes' or 'No'; otherwise, they can be answered 'factually'' (Tomlinson, 2003, p. 16). However, evaluation questions can be answered on a cline between 'Strongly Agree', 'Agree'

and 'Strongly Disagree', 'Disagree' and also given scores for calculation (Tomlinson 2003); this will show the effect of the materials in a particular context.

As mentioned earlier, this is a five-levelled course book series, which has separate TG for each level. However, the researcher thought that the results would be more reliable if he focused only on the TG of one level of the series; as a result of this, only the TG of the level 3 of the series was scrutinized. First of all, in the light of Tomlinson's (2003) suggestions, an analysis of the TG was conducted with the help of the checklist created by the researcher. The checklist and the results of the analysis can be seen in Appendix-A. Soon after the analysis, a questionnaire was designed mainly based on the analysis questionsto be completed by the teachers using these materials (See Appendix-B). The questionnaire with an explanation and a consent letter were sent to the heads of the English (HoEs) of the schools via e-mail. The HoEs were requested to share these questionnaires with their teachers teaching the level 3 of the series. Consequently, forty-four teachers in twenty-one different schools have responded to the questionnaire. The results of the questionnaire can be seen in Appendix-C.

Discussion

As the analysis and the questionnaire both show, the rationale, methodology, objectives and syllabus of the course book, have been presented explicitly and clearly throughout the first thirteen pages of the TG. However, the TG does not provide the correct or suggested answers for the exercises and tasks in the student's book. This might be because it is assumed that the teachers' level is relatively high. In my opinion, teachers would save time if they were given the answers in the TG, which does not seem to be a big issue for a publishing house.

Besides, the TG does not provide any methodological and/or pedagogical explanations for the procedures it is suggesting throughout the book. This might have been very useful for novice and incompetent teachers. As Nunan (1991) and Edge & Wharton (1998) point out, clear explanations on methodology in a course book, especially when introducing a new approach, can be very useful in terms of professional development. However, whether a TG should undertake this role or not is open to debate, except for the situations in which teacher have limited access to methods manuals and training courses(Cunningsworth and Kusel, 1991).

At the very beginning of the book, TG gives information about YLs and their learning styles. Furthermore, throughout the book the suggested procedures and activities support this information. Nevertheless, there is no explicit guidance about how to develop students' learning strategies and foster learning; this guidance can normally be very useful, especially for novice teachers, as it is something that requires both knowledge and experience. As Cunningsworth and Kusel (1991, p. 129) say 'TGs seldom provide explicit statements concerning their function or use, but where these are provided, they help the teacher to form a clearer perception of the role and potential of the TG, allowing it to be employed more effectively'.

Throughout the TG there is no guidance about the teacher's role. There seem to be some activities or situations in which the teacher's role should be explained explicitly. For example, at page 37 of the TG, it is not made clear what the teacher should do while the students are reading the story in silence and underlining any words they do not understand? (See Appendix-D) On the other hand, Richards (1993) warns that the decisions generally taken based on TG may lower and reduce the teachers' cognitive skills and abilities, which may result in 'deskilling'.

'If textbooks and teachers' manuals teach, what do teachers do? The answer is that the teacher's role is trivialized and marginalized to that of little more than a technician. His or her job is to study the teacher's manual and follow the procedures laid out there. Rather than viewing teaching as a cognitive process which is highly interactional in nature, teaching is seen as something that can be pre-planned by others, leaving the teacher to do little more than act out predetermined procedures.' (Richards 1993, 48)

Nevertheless, in my opinion, there should be some detailed information about a teacher's role, at least in general at the first pages where methodology is explained. This is because not every teacher has the same kind of perception in the same circumstances, which sometimes leads to misinterpretations; thus, the expected roles ought to be made explicit to the teacher in the TG. However, there is no question that a teacher will eventually have the opportunity to make her/his own choice after s/he has read what s/he is expected to do.

Another point is that the TG does not provide specific anticipated teaching or learning problems related to the targeted language items and how to handle them at the beginning of a lesson (Appendix-E). Moreover, throughout the book there is no specific information about the language items the students struggle most in this particular context although these series have been created specifically for these learners. Indeed, grammar teaching is the most sensitive and controversial issue while teaching to YLs in this context. Even very experienced teachers can sometimes struggle to handle grammar with YLs. More importantly, if a teacher takes a wrong step at this stage, this may lead to bigger problems such as reluctance, discouragement and fossilization. Therefore, based on the previous experiences, there should be guidance in the TG about probable difficulties the students in this context are likely to confront.

In the TG, lesson plans are given with their objectives and teachers are told what to do step-by-step for each lesson, which seems useful and beneficial for the teachers at first glance. However, as questionnaire results also revealed, none of these plans takes unpredictable problems into account and provides optional routes, or suggests how to deal with the activities that do not go according to the plan. In addition, the TG does not advise how to present the lessons in various ways, which makes it too prescriptive. Nonetheless, the TG encourages extra activities and notes by giving a space under 'My Notes & Extra Activities' nearly on every page (See Appendix-F).

Besides, although these course book series are for YLs, it gives big importance to explicit pronunciation teaching. In the TG there is detailed information about how to produce sounds, which may be very beneficial unless the teachers take it for granted (See Appendix-F).

As for the assessment, there is information in the introduction part of TG which is explaining how to assess the students' progress. Also, after every two units there is a review unit containing a lot of activities and exercises, which may help teachersto assess her/his students. Besides, there is a separate book in teacher's pack, which has many quizzes and worksheets for assessment. However, there is no explicit encouragement or suggestion for the teacher to reflect on each lesson. It may be very useful to have a short guideline after each lesson for the teacher to follow and consider how well the lesson has gone. Nevertheless, the teachers already teach over twenty-five hours per week to more than three classes at different levels and I think this idea would be perceived as an extra burden for them, which they would never approach to do.

Although this course book series has technological aids such as Interactive DVD and

Interactive Whiteboard (IWB) application, TG does not give any guidance about them throughout the book. In the introduction part of the TG, it is said 'the DVD encourages independent learning, co-ordination and computer skills'. However, both teachers and students should be reminded about the DVD throughout the course. TG does not even mention IWB application; however, this may be because the IWB application was launched long after the TG was created. Perhaps, IWB application will be integrated into the TG in the near future.

Questionnaire results also show that most of the teachers think that the TG helps them keep the students' motivation high, whereas some of the teachers do not agree with that. This result shows us that no material can meet the needs, wants and interests of all the teachers and students even if it is designed after careful needs analysis conducted with the end-users. It is also a fact that 'no textbook or set of materials is likely to be perfect' (McDonough & Shaw, 1993, p. 61).

TG provides letters, both in Turkish and in English, to be sent to the parents after every two unit (Appendix-G). In my opinion, this application may help teachers not only to inform the parents about their children's progress but also to get them to involve in their children's language learning process.

Finally, it is obviously seen that the TG gives cultural background information when necessary (Appendix-H). Though this information is highly required for a teacher to be able to explain cultural issue to her/his students, not many TGs contain it. It is likely that teachers will omit the texts, activities etc. that require them to obtain further background information from outside.

Conclusion

This paper has shared the findings of the evaluation of a TG, which belongs to the Level-3 of a course book series designed specifically for a chain of private primary schools across Turkey. 'The textbook is a tool, and the teacher must know not only how to use it, but how useful it can be' (Williams 1983, 254). TGs can be of a great help for teachers to accomplish this and understand the materials and their objectives clearly – if only sufficient importance is given for their design and development. 'If a TG is deficient, through omission, inaccuracy, or whatever other reason, the quality of teaching is likely to suffer. A TG carefully attuned to its readership, on the other hand, can enhance teaching quality at remarkably low cost' (Cunningsworth&Kusel, 1991, p. 129). Therefore, evaluation of a TG may be as important as evaluation of a course book, especially in particular situations and contexts.

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APPENDIX-A

	TEACHER'S GUIDE ANALYSIS CHECKLIST		
NO	**GENERAL FEATURES**	**YES**	**NO**
1	Are the rationale of the course book and views of the writers explicit (text's objective, methodology etc.? [1],[2]	**X**	
2	Does the TG guide the teacher to any set syllabus for that level? [1]	**X**	
3	Does the TG guide the teachers to the contents, location of the new vocabulary, structures, and topics found in the text via indexes? [1]	**X**	
4	Does the TG provide correct or suggested answers for the exercises or tasks in the student's text? [1]		**X**
5	Does the TG provide information for the new and non-native English-speaking teachers? [1]	**X**	
6	Does the TG provide detailed information on language and methods? [2]		**X**
7	Is the advice given on teaching procedures explicit? [2]	**X**	
8	Is there cultural information to enable teachers to interpret appropriately the situations represented in the teaching material? [2]	**X**	
	THE NATURE OF LANGUAGE AND OF THE NATURE OF THE LANGUAGE-LEARNING PROCESS		
9	Which aspects of language are covered in the TG? [2] a. Form: ■ grammar ■ vocabulary ■ pronunciation b. Use : □ skills ■appropriateness (style, etc.), □ pragmatics (i.e. how utterances acquire meaning in specific situations)		
10	Is there reference to different learning styles and strategies, and are there suggestions for using and developing them? [2]	**X**	
11	Is the role of the teacher considered, possibly with reference to changing roles according to the nature of the learning activity? [2]		**X**
	TEACHER DEVELOPMENT		
12	Does the TG assume a teacher-development rule, by providing a rationale for the information and guidance it provides? [2]		**X**
13	Does the TG help users to gain more understanding of the language-teaching principles involved, in addition to helping them to develop their practical teaching skills? [2]	**X**	
14	Does the TG give information on how people learn languages? [3]	**X**	
15	Does the TG help teachers to understand why it uses certain activities and methods? [3]	**X**	

16	Does the TG help teachers to become more confident about developing their teaching skills?	**X**	
	LANGUAGE ITEMS TO BE TAUGHT		
17	Are there any information given about the language items to be taught and how to handle them? [2]		**X**
18	Are learning difficulties predicted and appropriate advice given? [4] Are there any helpful notes about possible problems? [2]		**X**
19	Does the TG offer a variety of techniques for teaching structural units in meaningful situations (in context)? [1]	**X**	
	CULTURAL LOADING		
20	Does the TG adequately predict difficulties in understanding the cultural setting or background? [2]	**X**	
21	Does the TG deal with cultural understanding difficulties by providing sufficient information and explanation? [2]	**X**	
22	Does the TG provide guidance for the teacher in the presentation of figurative language, idiomatic expressions, and words and expressions similar to ones in his/her native language? [1]		**X**
	PROCEDURAL GUIDANCE		
23	Does TG provide guidance in selecting and sequencing units, planning them into a scheme of work, and thereby integrating them into the overall learning programme? [2]	**X**	
24	Does the TG suggest procedures for the planning, preparation and conduct of lessons?	**X**	
	ADVICE ABOUT THE UNPREDICTABLE		
25	Does the TG assist the teacher in dealing with the unpredictable, for example in selecting optional routes through the lesson, or in handling activities that do not go according to plan? [2]		**X**
	CORRECTION		
26	Is the teacher advised when and how to correct students' language? [2]		**X**
27	Does the TG contain suggestions for ways students might respond to correction? [2]		**X**
	MOTIVATION		
28	Does the TG make a positive contribution to heightening and sustaining learner motivation? [2]	**X**	
	PRESENTATION AND USE		
29	Does the TG suggest how it can best be used? [2]	**X**	
30	Do the organization and layout of the contents make the TG easy to use? [2]	**X**	
31	Is there advice about how to supplement the course book, or to present the lessons in different ways? [5]		**X**
	LANGUAGE OF THE TEACHER'S GUIDE		
32	If the TG is in English, is the style direct and comprehensible to non-native speakers? [2]	**X**	
33	Is the language in the teachers' guide easy to understand? Is the TG free of the use of confusing met language? [2]	**X**	

	LESSON PLANNING AND IMPLEMENTATION		
34	Does the TG provide a plan for every lesson? [3]	**X**	
35	Are the objectives of each lesson clear? [3]	**X**	
36	Are the instructions for each lesson plan clear? [3]	**X**	
37	Does the TG suggest alternative activities or plans? [3]		**X**
38	Does the TG tell the teacher which parts students may find difficult? [3]		**X**
39	Does the TG suggest ways to explain difficult parts? [3]		**X**
40	Does the TG give ideas for classroom management? [3]		**X**
41	Does the TG provide lesson summaries and suggestions to help the teacher review old lessons and introduce new lessons? [1]		**X**
42	Does the TG advise about how to present the lesson in different ways (Flexibility)? [1]		**X**
	EVALUATION AND ASSESSMENT		
43	Is the teacher encouraged to evaluate each lesson, and if so are there any suggestions how this might be done? [2] Are there guidelines for evaluating how well lessons went? [4]		**X**
44	Are there regular progress tests? [4]	**X**	
45	Is there adequate guidance in the checking of learning both informally, through practice activities, and more formally, through revision units and achievement tests? [2]	**X**	
	COMPONENTS, SUPPLEMENTARY MATERIALS AND TEACHER AIDS		
46	Are there any photocopiable additional materials? [4]	**X**	
47	Does the TG help the teacher with the use of the technological components, such as DVD, IWB applications?		**X**
48	Does the TG advise the teacher on the use of audio-visual aids, and suggest creative substitutions for situations where audio-visual equipment is unavailable? [1]		**X**
49	Does the TG provide teacher's aids such as tape scripts and suggestions for their effective use, technical notes, vocabulary lists, and structural functional inventories? [1]		**X**
	TEACHING PRONUNCIATION AND SOUND SYSTEM		
50	Does the TG provide practical suggestions for teaching pronunciation and intonation? [1]	**X**	
51	Does TG provide guidance on the distinctions between British and American English with regard to pronunciation, vocabulary, and grammatical structures? [1]		**X**
52	Does the TG provide guidance to the teacher in presenting punctuation and how changes in stress and intonation may alter meanings? [1]		**X**

53	Does the TG present a contrastive analysis of sound system and word usage of English and the native language? [1]		**X**
	CONTEXT FLEXIBILITY		
54	Does the TG conform to the methodological requirements determined to be suitable by the administrators or the teachers themselves; and, if not, can the material be exploited or modified as required by local circumstances? [1]	**X**	
55	Is the TG meaningful and helpful to the teacher without being too confining? Is it eclectic in approach? (Flexibility in approach) [1]		**X**
	TOTAL (except question 9)	**30**	**24**

1. Skierso, 1991;
2. Cunningsworth&Kusel , 1991;
3. Gearing, 1999;
4. Coleman, 1985;
5. Sheldon, 1988.

APPENDIX-B

	QUESTIONNAIRE FOR TEACHERS' GUIDES		**POINTS:** **0 = NOT IN THE BOOK** **1 = STRONGLY DISAGREE** **2 = DISAGREE** **3 = NOT SURE/NO IDEA** **4 = AGREE** **5 = STRONGLY AGREE**
	GENERAL FEATURES	**POINT**	**COMMENTS**
1	The rationale of the course book and views of the writers are explicit (text's objective, methodology etc.).		
2	The TG guides the teacher to any set syllabus for that level.		
3	The TG guides the teachers to the contents, location of the new vocabulary, structures, and topics found in the text via indexes.		
4	The TG provides correct or suggested answers for the exercises or tasks in the student's text.		
5	The TG provides information for the new and non-native English-speaking teachers.		
6	The TG provides detailed information on language and methods.		
7	The advice given on teaching procedures is explicit.		
8	There is cultural information to enable teachers to interpret appropriately the situations represented in the teaching material.		
	THE NATURE OF LANGUAGE AND OF THE NATURE OF THE LANGUAGE-LEARNING PROCESS		
9	Which aspects of language are covered in the TG? (TICK AS NECESSARY) a. Form: □ grammar □vocabulary □ pronunciation b. Use : □ skills □ appropriateness (style, etc.), □ pragmatics (i.e. how utterances acquire meaning in specific situations)		

10	There is reference to different learning styles and strategies, and there are suggestions for using and developing them.		
11	The role of the teacher is considered, possibly with reference to changing roles according to the nature of the learning activity.		
	TEACHER DEVELOPMENT		
12	The TG assumes a teacher-development rule, by providing a rationale for the information and guidance it provides.		
13	TG helps users to gain more understanding of the language-teaching principles involved, in addition to helping them to develop their practical teaching skills.		
14	The TG gives information on how people learn languages.		
15	The TG helps teachers to understand why it uses certain activities and methods.		
16	The TG helps teachers to become more confident about developing their teaching skills.		
	LANGUAGE ITEMS TO BE TAUGHT		
17	There is information given about the language items to be taught and how to handle them.		
18	Learning difficulties are predicted and appropriate advice given. There are helpful notes about possible problems.		
19	The TG offers a variety of techniques for teaching structural units in meaningful situations.		
	CULTURAL LOADING		
20	The TG adequately predicts difficulties in understanding the cultural setting or background.		
21	The TG deals with cultural understanding difficulties by providing sufficient information and explanation.		
22	The TG provides guidance for the teacher in the presentation of figurative language, idiomatic expressions, and words and expressions similar to ones in his/her native language.		
	PROCEDURAL GUIDANCE		
23	The TG provides guidance in selecting and sequencing units, planning them into a scheme of work, and thereby integrating them into the overall learning programme.		
24	The TG suggests procedures for the planning, preparation and conduct of lessons.		

	ADVICE ABOUT THE UNPREDICTABLE		
25	The TG assists the teacher in dealing with the unpredictable, for example in selecting optional routes through the lesson, or in handling activities that do not go according to plan?		
	CORRECTION		
26	The teacher is advised when and how to correct students' language.		
27	The TG contains suggestions for ways students might respond to correction.		
	MOTIVATION		
28	The TG makes a positive contribution to heightening and sustaining learner motivation.		
	PRESENTATION AND USE		
29	The TG suggests how it can best be used.		
30	The organization and layout of the contents make the TG easy to use.		
31	There is advice about how to supplement the course book, or to present the lessons in different ways.		
	LANGUAGE OF THE TG		
32	The TG's language style is direct and comprehensible to non-native speakers.		
33	The TG's language is easy to understand? The TG is free of the use of confusing metalanguage?		
	LESSON PLANNING AND IMPLEMENTATION		
34	The TG provides a plan for every lesson?		
35	The objectives of each lesson are clear.		
36	The instructions for each lesson plan are clear.		
37	The TG suggests alternative activities or plans.		
38	The TG tells the teacher which parts students may find difficult.		
39	The TG suggests ways to explain difficult parts.		
40	The TG gives ideas for classroom management.		
41	The TG provides lesson summaries and suggestions to help the teacher review old lessons and introduce new lessons.		
42	The TG advises about how to present the lesson in different ways (Flexibility).		

	LESSON EVALUATION AND ASSESSMENT		
43	The teacher is encouraged to evaluate each lesson, and there are suggestions how this might be done. There are guidelines for evaluating how well lessons went.		
44	There are regular progress tests.		
45	There is adequate guidance in the checking of learning both informally, through practice activities, and more formally, through revision units and achievement tests.		
	COMPONENTS, SUPPLEMENTARY MATERIALS AND TEACHER AIDS		
46	There are photocopiable additional materials.		
47	The TG helps the teacher with the use of the technological components, such as interactive DVDs, videos, Interactive Whiteboard (IWB) applications.		
48	The TG advises the teacher on the use of audio-visual aids, and suggests creative substitutions for situations where audio-visual equipment is unavailable.		
49	The TG provides teacher's aids such as tape scripts and suggestions for their effective use, technical notes, vocabulary lists, and structural functional inventories.		
	TEACHING PRONUNCIATION AND SOUND SYSTEM		
50	The TG provides practical suggestions for teaching pronunciation and intonation.		
51	The TG provides guidance on the distinctions between British and American English with regard to pronunciation, vocabulary, and grammatical structures.		
52	The TG provides guidance to the teacher in presenting punctuation and how changes in stress and intonation may alter meanings.		
53	The TG presents a contrastive analysis of sound system and word usage of English and the native language.		
	CONTEXT FLEXIBILITY		
54	The TG conforms to the methodological requirements determined to be suitable by the administrators or the teachers themselves; and, if not, the material can be exploited or modified as required by local circumstances.		

55	The TG is meaningful and helpful to the teacher without being too confining. It is eclectic in approach? (Flexibility in approach)		

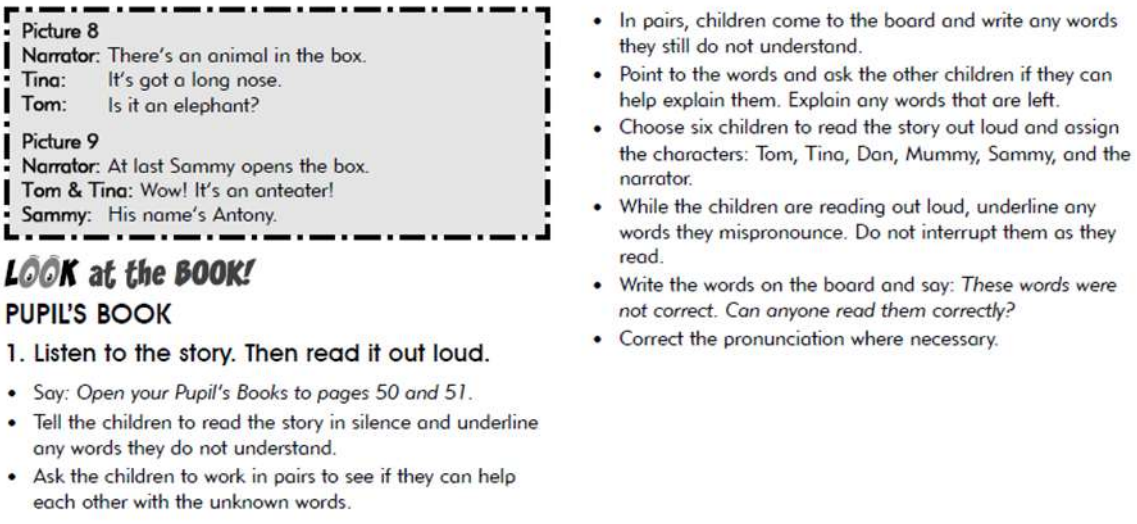
APPENDIX-C

QUESTIONNAIRE RESULTS

	NUMBER OF THE PEOPLE					
Q NO	**NOT IN THE BOOK**	**STRONGLY DISAGREE**	**DISAGREE**	**NOT SURE/NO IDEA**	**AGREE**	**STRONGLY AGREE**
1	X	X	1	2	10	31
2	X	X	X	6	15	23
3	X	X	X	X	18	26
4	32	9	3	X	X	X
5	11	5	4	24	X	X
6	38	4	X	2	X	X
7	X	X	X	8	15	21
8	3	X	6	7	15	13
9	GRA:41	VOC:42	PRO: 33	SKILLS: 3	APP:32	PRAG: X
10	5	X	1	15	21	2
11	23	2	1	14	3	1
12	11	1	3	22	5	2
13	X	X	X	2	11	31
14	9	7	7	4	12	5
15	X	X	X	4	5	35
16	X	1	6	5	21	11
17	32	8	2	2	X	X
18	13	8	17	6	X	X
19	1	X	1	2	16	24
20	7	1	5	10	12	9
21	1	4	6	5	19	9
22	8	7	11	10	5	3
23	2	X	1	7	12	22
24	1	1	2	4	19	17
25	13	10	12	7	1	X
26	27	9	5	3	X	X
27	31	7	5	1	X	X
28	X	6	9	X	16	13
29	6	1	3	2	20	12
30	X	2	7	3	15	17
31	14	15	9	3	1	2
32	X	X	2	1	12	29
33	1	X	2	2	8	31
34	X	X	X	X	11	33
35	X	X	X	2	3	39

36	X	X	1	3	8	32
37	16	19	7	2	X	X
38	9	13	15	4	2	1
39	17	12	10	3	1	1
40	23	10	9	2	X	X
41	31	9	3	1	X	X
42	19	18	7	X	X	X
43	15	13	8	4	2	2
44	13	X	3	x	15	13
45	7	5	11	3	13	5
46	19	X	5	X	11	9
47	27	8	5	X	3	1
48	25	5	9	3	1	1
49	23	7	10	4	X	X
50	9	3	8	12	7	5
51	35	5	4	X	X	X
52	31	9	2	2	X	X
53	26	12	5	1	X	X
54	3	8	9	11	9	4
55	6	8	11	8	6	5

APPENDIX-D



Picture 8
Narrator: There's an animal in the box.
Tina: It's got a long nose.
Tom: Is it an elephant?

Picture 9
Narrator: At last Sammy opens the box.
Tom & Tina: Wow! It's an anteater!
Sammy: His name's Antony.

LOOK at the BOOK!

PUPIL'S BOOK

1. Listen to the story. Then read it out loud.

- Say: *Open your Pupil's Books to pages 50 and 51.*
- Tell the children to read the story in silence and underline any words they do not understand.
- Ask the children to work in pairs to see if they can help each other with the unknown words.
- In pairs, children come to the board and write any words they still do not understand.
- Point to the words and ask the other children if they can help explain them. Explain any words that are left.
- Choose six children to read the story out loud and assign the characters: Tom, Tina, Dan, Mummy, Sammy, and the narrator.
- While the children are reading out loud, underline any words they mispronounce. Do not interrupt them as they read.
- Write the words on the board and say: *These words were not correct. Can anyone read them correctly?*
- Correct the pronunciation where necessary.

(From LL-3 TG, p. 37)

APPENDIX-E

Lesson 4

Lesson objective:
Literacy focus - phonics: the final sounds: /st/ and /nt/
Structures:
There are
Superlatives: *biggest*
Present simple: *They come from the garden. Mummy doesn't want ants in the kitchen.*
Vocabulary:
Animals: *ant, anteater, elephant*
Places: *nest, garden, kitchen*
Adjectives: *clean, dirty, long*
Body parts: *nose*
Verbs: *arrive, go away, come from, open, want, take, eat, see*
Join-in:
There are ants over here! There are ants over there! Ants! Ants! There are ants everywhere!
Functional language:
They don't make a mess!
Materials:
Story cards Unit 6



Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 5.1. Join in with the rhyme and encourage the children to join in with you.

Track 5.1
The Warm Up Routine
See page 3 of the TB.

LOOK at ME!

- Ask 9 children to come to the front of the class and hand each one a story card.
- Stand them in random order facing the class.
- Play Track 6.2, stopping after each section. Ask the rest of the class to point to the correct story cards.
- The children move position so that at the end they are holding the story cards in the correct order.

LOOK at the BOOK!

PUPIL'S BOOK

- Say: *Now open your Pupil's Books to page 50.*
- Ask: *Who wants to read out loud? Who wants to be (Sammy)?*
- Choose 6 volunteers to read the story out loud. Correct any pronunciation errors.

1. Listen and match the words with the same final sound. Then say the words out loud.

- Say: *Now look at activity 1 on page 51.*
- Play Track 6.3. The children listen.
- Point to the key and read the letter blends out loud: *st, nt.* The children repeat.
- Play Track 6.3 again. The children colour in the boxes under the words in the correct colours: *ant, elephant* and *want* in red. Then *nest, smallest* and *biggest* in blue.
- Ask the children to read the words out loud. Pay attention to the pronunciation of the final letters.

Track 6.3
Listen to the final sound.

biggest	/st/
nest	/st/
smallest	/st/
elephant	/nt/
ant	/nt/
want	/nt/

(From LL-3 TG, p. 39)

APPENDIX-F

PRACTICE BOOK

1. Complete the labels under the pictures with W or V.

- Say: *Open your Practice Books to page 15. Look at the pictures. Now look at me.*
- Very carefully show the children how to articulate the different sounds (sounds not letters). V with your teeth on your lower lip and W with your mouth pushed forwards and both lips together.
- Tell the children to label the pictures.

Answers: The first picture with the teeth on the lower lip is V. The second picture is W.

2. Complete the words with the letters W or V.

- Ask volunteers to read the words out loud.
- Ensure you correct any pronunciation errors by focusing on the correct articulation of the sound.
- Refer the children back to the pictures of the mouths.

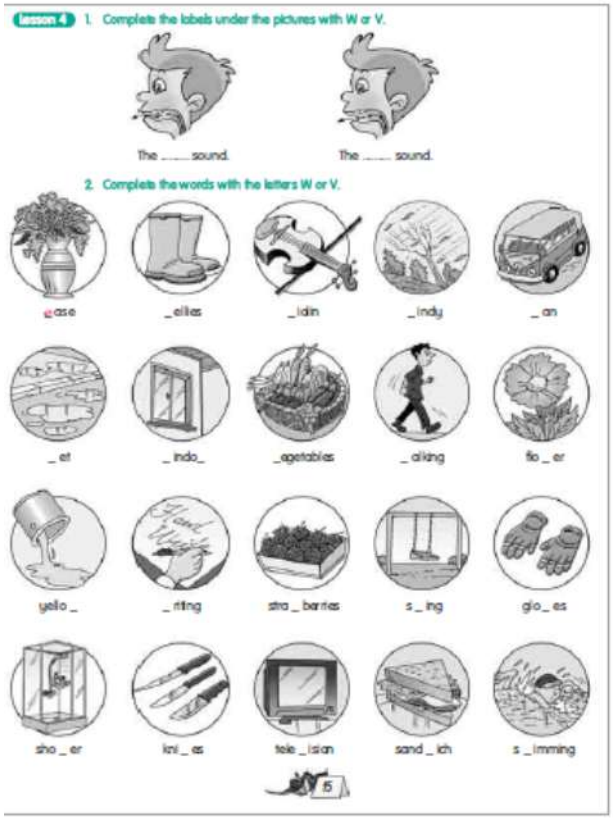
LOOK at ME!

- Play *Guess the Word.*
- Tell the children to play in pairs. They take turns saying the words on page 15 of the Practice Book, but with no sound, just moving their mouths. The other child guesses the word.
- Explain that in order to do this they have to articulate the sounds very clearly.

Let's say goodbye!

- Say: *That's the end of our lesson, today. Let's say goodbye to everyone.*
- Play Track 0.3. Encourage the children to join in.

Track 0.3
The Goodbye Chant
See page 22 of the TB.



My Notes & Extra Activities

(From LL-3 TG, p. 71)

APPENDIX-G

Unit 4

Dear Parents,

We have now finished Unit 3 and are about to start Unit 4. In this unit your child will learn about free-time activities, both sports and cultural activities such as drama and painting. They will learn the vocabulary for the equipment associated with free-time activities. The will revise the days of the week and learn more ways to tell the time. They will also talk about their favourite football teams, the stadiums where they play, the colour of their strip and their favourite players. I am sure they will enjoy this aspect of the unit!

Our story in this unit is called *Daddy's Crossword Puzzle*. It's Friday morning and the children are all in the kitchen. They are getting ready to go and do their free-time activities, but they are very disorganised. They can't find their equipment and they are all late. Eventually they leave the house and Daddy sits down for some peace and quiet to do his crossword puzzle. One by one the children call him to say that they have forgotten something, and he has to get into the van and take them their things. Daddy gets angrier and angrier but each time he gives the children the items they have forgotten, he asks them a clue, which they are able to solve. In the end Daddy is not too angry with them because they have helped him finish his crossword puzzle.

The value we will be focusing on in this unit is organisation. In the story the children's disorganisation affects Daddy because he has to keep going to take them the things they have forgotten. As the children get older they have to learn how to manage an increasing number of responsibilities both at home and at school. We want to encourage them to organise their work and the things they need for their work because this helps them in the overall management of their responsibilities, whilst at the same time teaches them to be responsible and autonomous.

I would be most grateful if you would reinforce this value at home by asking your children to prepare all the things they need for school or free-time activities and by helping them to organise their study time.

Our project for this unit is to make a sports poster. The children will be working in pairs and choosing a different type of sport. They will prepare a visual display and present their display to the rest of the class. Please ask them which sport they have chosen and help them find as much information as they can for their project and oral presentation.

When we finish this unit the children will have two short review units. We will be revising and reviewing the work they have covered in Units 3 and 4. This will give us the opportunity to check that they have consolidated the language objectives so far. Thank you for all your help.

Kind regards

(From LL-3 TG, p. 66)

APPENDIX-H

Harvest Festival

Cultural note: In October, Harvest Festival is celebrated in many schools and villages around England. People make a display of locally grown food and home-made produce such as bread, jam and cakes. Children bring food to school. The food is made into parcels and given to people in need.

Traditional toys are also made from corn husks or by plaiting stalks of wheat or hay.

Lesson objective:

To learn about a typical English festival

Structures:

is / are

Let's + verb

There is a … . / There are some … .

Vocabulary:

Nouns: *harvest, work, food, storeroom, barn, corn, fruit, field, picnic, earth*

Food: *bread, apples, peppers, pumpkins, tomatoes, apples, melon, aubergine, cherries*

Verbs: *celebrate*

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 9.1. Join in with the rhyme and encourage the children to join in with the actions.

Track 9.1

The Warm Up Routine

See page 3 of the TB.

LOOK at ME!

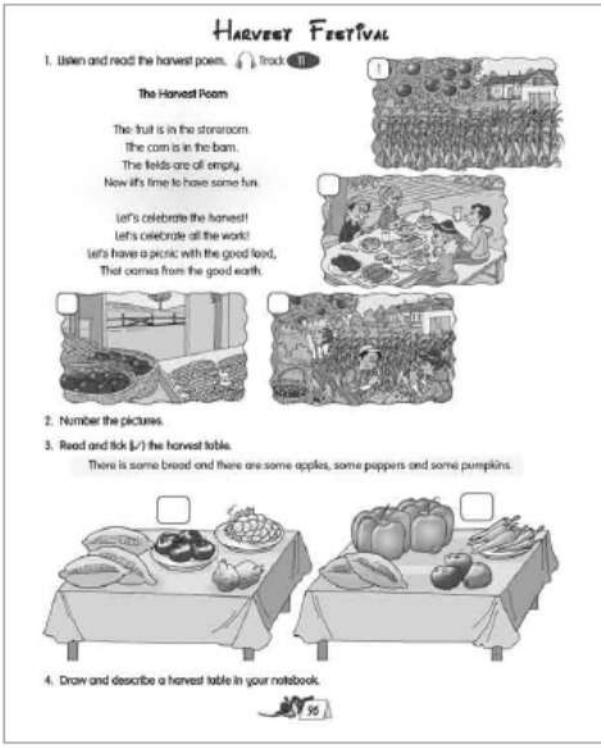
- Ask the class: *What season is it? Is it winter? Is it spring? Is it summer? Is it autumn?*
- Ask: *What's the weather like in the autumn?*
- Ask: *What fruit do we eat in the autumn? And what vegetables?*
- Say: *Farmers work very hard in the summer and the autumn.* Ask: *What do farmers do in the autumn?* If necessary, prompt with closed questions. T: *Do farmers (cut the grass)? Collect (apples)?* Etc.
- Write on the board: *HARVEST.* Explain that the harvest is when farmers collect fruit and vegetables and cut the wheat and other crops. Say: *Farmers work very hard at harvest time.*
- Explain that in England, after the harvest, there is a party. Write *FESTIVAL* on the board. Say: *Let's celebrate the harvest festival.*

LOOK at the BOOK!

PUPIL'S BOOK

1. Listen and read the harvest poem.

- Say: *Open your Pupil's Books to page 96.*
- Point to the first picture and ask: *What can you see in this picture?* Point to the apples and say: *The apples are on the trees.* Point to the corn. Say: *This is corn.* Ask: *Is the corn in the shops? Is it in the field?*
- Point to the second picture and ask: *What food can you see here? What are the people doing?*
- Continue with the other pictures, helping children to observe where the food is and what people are doing.
- Say: *Now let's listen to a poem.* Play Track 11. The children listen and follow the text in their books.
- Ask the children to read the poem to themselves silently. They should make a note of any words they are not sure how to pronounce.
- Play Track 11 again. The children listen, paying attention to the pronunciation of new words.
- Ask for two volunteers to read the two verses of the poem out loud.



Harvest Festival

1. Listen and read the harvest poem. Track 11

The Harvest Poem

The fruit is in the storeroom.
The corn is in the barn.
The fields are all empty.
Now it's time to have some fun.

Let's celebrate the harvest!
Let's celebrate all the work!
Let's have a picnic with the good food,
That comes from the good earth.

2. Number the pictures.

3. Read and tick (✓) the harvest table.

There is some bread and there are some apples, some peppers and some pumpkins.

4. Draw and describe a harvest table in your notebook.

96

(From LL-3 TG, p. 64)