A COMPARISON OF COURSEBOOKS 'TIME FOR ENGLISH' AND 'MY ENGLISH' IN TERMS OF IMPROVING THE FIFTH GRADE LEARNERS' COMMUNICATIVE COMPETENCE

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Abstract: *This study mainly concentrates on the comparison of the efficiency of the two coursebooks 'Time For English' and 'My English' for fifth grades in developing learners' communicative competence. A questionnaire was developed and administered to 140 students. The study was conducted at Muğla Emirbeyazıt Primary School, Nevşehir Yazıfüyük Primary School, Afyon Karamık Primary School and Niğde Kayı Primary School in the first term of 2009-2010 academic year. The questionnaire consists of 10 statements which are thought to identify the students' communicative competence regarding the four basic skills of English. Percentage and Frequency analysis was used to identify and interpret the results. The findings of the research indicate that 'Time for English' is more successful in developing learners' communicative competence in English.*

Key Words*: coursebook, communicative competence, Time For English, My English*

'Time For English' ve 'My English' Ders Kitaplarının İlköğretim Beşinci Sınıf Öğrencilerinin İletişimsel Yeterliklerini Geliştirmesi Bakımından Karşılaştırılması

Özet: *Bu çalışma ilköğretim beşinci sınıf 'Time For English' ve 'My English' ders kitaplarının öğrencilerin dört temel beceride iletişimsel yeterliklerini geliştirmede ki etkisini belirlemeyi hedeflemektedir. Bu amaca yönelik geliştirilen anket 140 ilköğretim beşinci sınıf öğrencisi üzerinde uygulanmıştır. Anket, 2009 – 2010 eğitim öğretim yılının 1. Döneminde Muğla Emirbeyazıt İlköğretim Okulu, Nevşehir Yazıfüyük İlköğretim Okulu, Afyon Karamık İlköğretim Okulu and Niğde Kayı İlköğretim Okullarında gerçekleştirilmiştir. Anket, İngilizcenin dört temel becerisini dikkate alarak öğrencilerin iletişimsel yeterliklerini belirlemekle ilgili olan on cümleden oluşmaktadır. Anketin çözümlenmesi ve yorumlanması frekans – varyans analizi ile gerçekleştirilmiştir. Araştırmanın bulguları 'Time For English' kitabının öğrencilerin İngilizce iletişimsel yeterliklerini geliştirmede daha etkili olduğunu göstermiştir.*

Anahtar Kelimeler: *derskitabı, iletişimsel yeterlik, Time For English, My English*

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Introduction

People need to learn English as a lingua franca to keep up with the cultural, social and technological changes and developments in various areas in our global world. Accordingly, English as an globalized language has been taught for ages to set up international relationships in politics, economics, education, science, tourism, art, communication, etc. in Turkey as in many other countries. Regarding this necessity, teaching English as a foreign language is becoming more and more important day by day. English has been taught in state and private schools for a long time in Turkey. It's been found out that children have the tendency to develop a more native like pronunciation, when they learn the language before adolescence (Rosenberg, 1996). In other words, young learners' learning a foreign language is becoming nearly communicatively competent.

Ersöz, Çakır, Cephe, Peker, Özkan, Büge and Özmen (2006) state that meaning is found in action and interaction for infants; therefore, if the teaching materials do not provide young learners with interaction and enjoyment to find meaning in the target language, learning cannot be enhanced. An effective coursebook, thus, provides opportunities for infants to construct meaning in context because young learners want to learn a language with a functional and communicative competence view (2006).

According to Cameron (2003), coursebooks designed for primary schools should include stories, songs, rhymes and craft activities in order to involve the students in the learning process actively. This situation raises the need for comparison of current coursebooks for 5th grades regarding the features above.

1.0. Review of Literature

1.1. The 1997 Curriculum Innovation in Ministry of   National Education (MONE)

The official language and educational language in Turkey is Turkish. Of all the foreign languages taught in schools in Turkey, English is the only compulsory language. With the introduction of a reform, 'The Ministry of National Education Development Project', an important innovation about curriculum in ELT has been started. After this innovation in 1997, the duration of primary education has been extended from 5 to 8 years and English has been a compulsory subject for Grades 4 and 5 in order to provide a longer exposure to English. During the period, active involvement of the students is expected and the teacher is considered as a facilitator of the learning process (Kırkgöz, 2007; 217).

1.2. The 2005 Curriculum in Ministry of National   Education (MONE)

This curriculum, following 1997 innovation, offers various activities such as songs, games and craft activities in coursebooks which follow functional- notional and skill-based models. Kırkgöz (2007;224) highlights that 4th and 5th grade students are supposed to acquire communicative competence with this recent curriculum.

Cyclical format has been preferred in many coursebooks including 'Time For English' and 'My English' because this format allows the students and teachers to study certain topics over and over within a material. This feature is supposed to help the students to remember and to revise the topic in different contexts. With the attempts of Turkey to be a member of EU, various political changes have been carried out in different fields; economics, politics, education, health, etc. When the changes in education are considered, it is obvious that like the one in 1997, 2005 curriculum emphasizes the communicative approach for ELT.

Kırkgöz (2007;221) lists the aims of this innovative curriculum for 4th and 5th grade learners as in the ways below;

◆ to raise their awareness of a foreign language

◆ to create a positive attitude towards learning English

◆ to raise their interest and motivation

◆ to entertain learners via games and meaningful activities while learning English

◆ to help learners develop their communicative competence levels

1.3. The characteristics of Young versus Young Adult Learners

Young learners cannot keep their attention for a long time so a wide variety of activities are suggested during the course. As they grow up, they have a progressive knowledge of world, so they should be encouraged to search the knowledge from the internet or other sources. Although they consider learning as a serious process, they are still children. Hence, Ersöz (2007) advises to give them more responsibility and to lead them into cooperative learning environments.

On the contrary, the young adults undergo cognitive and physical changes. They question the social rules, develop their cognitive skills and discover their own personalities, which makes the adolescence period hard for both themselves and the people around them. Most of them like pop music so Ersöz, Çakır, Cephe, Peker, Özkan, Büge and Özmen (2006) claim that teaching English to them via their popular rhytms and interest areas will be more effective. Drama, role-play, group or pair work, puzzles, songs and stories are recommended, as well. Compared to young learners, the young adults are less interested in learning; therefore, more logical games or activities are claimed to solve the disciplinary problems.

1.4. Communicative Competence

'Communicative competence allows us to convey and interpret messages to negotiate meanings interpersonally within specific contexts' (Brown, 2000; 246). Palalı (2006) states that communicative competence is the ability to know how to respond to various functions such as inviting, ordering, etc and to know how to use language appropriately and communicatively. Communicative competence provides the knowledge which makes it possible for learners to communicate functionally and

interactively. Too many drills and exercises in use (sentences, words, etc) may prevent learners from talking and improving their communicative competence. Although the unnecessity of the usage is not emphasized, Widdowson (1977) claims that usage can be integrated in communicative activities while teaching a foreign language. Then, learners will be able to communicate as an aspect of communicative competence. As remarked by Paulston (1974), communicative competence is not only a simple definition but a concept requiring social meanings and social rules of a language. What's more, Palalı (2006) suggests that communication is a two way expression between the sender and the receiver, that is, during communicative activities learners achieve better work in groups or pairs.

1.5. The Importance of Coursebook Evaluation

For Palalı (2006), creating context, allowing natural learning and promoting motivation are considered as the key elements of the coursebooks to access the communicative competence. There is an increasing aim and interest in teaching learners how to use language in their daily lives as well as structure since they cannot use the target language communicatively, which forms the basis of this study. This aim may come true throughout the role-plays, act outs to build their communicative competence in coursebooks. Besides, Aydemir (2002) clarifies that the coursebooks have been considered as an essential part of language teaching process in recent communicative programmes. In order to help students to become communicatively competent, they should be exposed to English as much as possible with the help of the innovative coursebooks.

1.6. Communicative Competence within the Activities

To help students to become communicatively competent, some points can be taken into consideration as well as the personal involvement (Sarı, 2007).

Firstly, texts should be authentic and learners should be made aware of the relationships between the language and the social context. Also production exercises should be regarded as indispensable parts which help the learners apply what they produce in isolation to the communication in real life. Therefore, Littlewood (1981) believes that the activities are of great importance as they have the power of leading learners to communicate competently. Unless a learner has the control of producing utterances in which he /she, himself / herself, is involved, it will be no use to practise the mechanical drills or exercises related to the form (1981). These type of drills only serve to get the principles of rules and will probably not be necessary till they are to use them in exams or have any complexity. Before all, no type of communication will come out without a necessity or an aim (1981). Besides it is thought that creating an aim and motivating them to speak or use language communicatively should be absolutely emphasized before starting the activities to engage learners with the topic. This is the same situation for our learners, as well. In schools most teachers are complaining about their learners' not being involved in speaking exercises. This is, in fact, the result of not creating the real life atmosphere in classes to produce speech or not giving them the aim to do the activities, so the students should be aware of the aims, as well.

Autonomous activities and context where the new items are put into practice are considered to be necessary, since they let learners use language for real purposes as in our real lives, such as apologizing, hiding one's thougths, etc. It is significant, therefore, to analyze activities to see whether they are ready to serve for the aim of being communicatively competent or not. As role-plays are signs of communicating spontenaously, they lead learners both to develop their self-confidence and to practise how to express feelings in a variety of situations.

While evaluating activities in coursebooks, the feature of each activity for writing, reading, listening and speaking should be analyzed to understand whether they serve for real life communication aims or not. In other words, meaningful and meaningless negotiation should be given importance within the text. Osam (1993) proposes that the more meaningful an activity or text is, the easier learning can be achieved.

Littlewood (1981) adds that skill-learning model, where communicative competence has been developed by skill development, covers cognitive aspect of learning. These skills should be presented to learners in an integrated way, in other words, in accordance with the context of situation, the skills are changeable in terms of their order in the activity. In general, communicative competence requires its own way of teaching techniques. Freeman (2000) suggests that common aids are the authentic materials (newspapers, magazines, internet websites, ads, menus, etc), scrambled sentences, language games, role-play, problem solving tasks, information tasks, journal keeping, process-oriented activities within the skills for all skills. It is clear in the passage that the active involvement of learners through meaningful activities are seen indespensable part of the appropriate coursebook.

1.5.1. Communicative Competence in Reading Activities

In order to have communicatively competent learners, it is important to provide them with the activities which have the communicative purposes in four skills. Aktimur (2007) suggests various reading activities with communicative purposes. First, in scrambled sentence activity, learners have been introduced to a text where the sentences are in a complex order and they have been asked to put them into their correct order by following the pictures or puzzles. Here cohesion and coherence have been aimed to be improved. Secondly, guessing by reading has been used widely. Learners have been given an e-mail sample, an ad or a brochure where a feature or description of a thing is written and learners can be asked to read the text and find the described object among the given pictures (pictures are given as multiple choice). In addition, jigsaw reading can also be used to develop the communicative competence. For instance, each pair has been given a part of text when the other part is given to his/her partner. Then each pair has been asked to complete his own story or text by asking questions to his/her partner. In this way, speaking through reading has been improved. Authentic materials for receptive skills especially reading have been suggested such as interviews made with famous actress/es, newspaper and magazine columns, brochures, train or bus timetables, concert tickets, menus, etc. to introduce learners into real life. Aktimur (2007) suggests that these activities need group or pair work as people in their real lives need at least

one more person to communicate. It is thought that reading is a tool to develop understanding and expressing oneself through various words so a wide variety of communicative reading activities should be practiced such as predicting, generalizing, guessing the meaning, surveying, scanning, finding the main and supportive ideas.

When the suggestions above are considered, it is clear that the coursebooks 'Time for English' and 'My English', are expected to include all of them inside. To understand this, it will be better to analyze a sample reading activity of them. What should be noticed is that the order of units, page numbers of each topic and the title of the topics are the same in both of the coursebooks. The sample activities are chosen randomly.

My English (Unit 6,p.52, reading activity, Physical Education);

− 'Look at the picture and read the text'; there is a text with two short paragraphs. After reading, learners are asked to write just true or false for four questions related to the passage. This is the whole reading activity. Unlike the title suggests, there is nothing related to the movements or the interesting things for learners. Neither group work activities nor communicative abilities is aimed to be developed.

Time for English (Unit 6, p.51, reading activity, Physical Education);

− 'Guess these actions. Match the verbs with pictures.' there is a matching activity consisting of ten pictures and their written forms. Learners, before reading, are supposed to guess the matching activity that develops cognitive strategies. While reading, a checklist is given to be answered with yes/no statements. After reading, learners are asked to compare their answers with their friends and find their abilities. When this reading activity is compared to the one in 'My English', it involves learners more actively in the reading activity process.

1.5.2. Communicative Competence in Listening Activities

Like reading activities, listening skills require authentic materials, too. Aktimur (2007) proposes albums, videos of famous people, radio interviews, songs, TV programs, announcements, etc. An aim for the listening activites should be given to the learners to make them listen to the text and follow the lines by listening, choosing the mentioned or not mentioned statements in the text. What's more, the text should be appropriate for learners' levels and cognitive strategies. It is found out in Oflaz's study (2009) that the number of songs in 'Time for English' should be increased. Here are the sample activities of coursebooks;

My English (Unit 11, p.109, Personal Possessions)

− 'Listen to the text and match with the pictures. Write numbers under the pictures. Learners are given four different pictures and phrases under them. This activity is given as a part of reading activity so it is integrated into the reading part which is good as it is the same as in real life, too. The pictures convey the meaning clearly.

Time for English (Unit 11, p.109, Personal Possessions)

− 'Listen and find the mistakes in the sentences. Underline them.' This is the first part of the listening activity where the learners will both follow the sentences while listening and find out the mistakes in those sentences. The text has five lines and is quite suitable for their levels. Also different pictures of the new unit are given just below the text where learners can guess the meaning of the new words by looking at the pictures which are quite clear to clarify the meaning. This activity requires learners to be attentive and quick during the listening.

1.5.3.   Communicative Competence in Speaking Activities

According to Aktimur (2007), oral communication requires a two-way process between the speaker and the listener. Oral communication should not only be considered as speaking but also writing, listening, answering, asking. In our real lives, we speak because we have a need or a problem or anything that should be shared. Nothing in isolation; therefore, is accepted for the speaking activities. What Aktimur (2007) suggests for speaking activities are dialogues, games, puzzles, opinion gaps, having interviews, act- outs, matching, completing the stories with pictures, guessing, role plays, etc. Not only structural aims but also functions should be included within the content of speaking activities. Another important thing to be taken into consideration is that learners should not be forced to speak till they are ready to do so. Type of speaking activities in 'Time for English' coursebook such as communicative games, open-ended texts solving, information gap activities, pair & group works, dialogue practice and act outs are recommended to be taken seriously.

My English (Unit 14, p.143, Help)

No particular speaking activity is given; on the contrary, oral skill is developed only within the exercises of reading or listening. The learners are only expected to answer the questions listed with numbers on that page orally.

Time For English (Unit 14,p. 143, Help)

− 'Work in pairs.' An act out activity is expected from learners by giving the situations for each learner. In addition, functions of speech are also stated such as accepting or refusing or helping. This is an enjoyable and meaningful activity according to the standards mentioned above. Also in each unit, games are used in a meaningful and communicative way. Most of the games require learners to communicate in a real life like atmosphere with fun. Then, it can be claimed that this coursebook has a very positive attitude towards communicative games and speaking skill.

1.5.4. Communicative Competence in Writing Activities

Palalı (2006) claims that providing opportunities for learners in writing activity is more difficult than in speaking activity because communicative writing activities are divided into five groups in general;

◆ relaying instructions; one group of learners has information for the performance of the task and they have to get another group to perform the same task by giving them the instructions.

◆ Writing reports and advertisements; learners write news reports or ads which involves the skills of organizing and ordering.

◆ Co-operative writing; learners write things together, the co-operation in groups is significant as well as creating different stories appropriate for learners' taste and level.

◆ Exchanging letters; learners exchange them to check each other's papers as a peer- correction.

◆ Writing journals; learners get the chance of using writing for communicative purposes such as telling their own anecdotes, sharing the problems individually with their teacher. In this way, the teacher may get to know his / her learners better. During the feedback process, learners see their own mistakes and correct them.

On the other hand, Oflaz (2009) pinpoints that the more learners do writing activities, the more excited they will be in order to increase their creativity as a result of her studies. For fifth grade learners writing activities of coursebooks should not be difficult or complex in order not to discourage them. Completing the missing words, generating sentences from a model sentence, categorizing given sentences, filling in the blanks and the speech bubbles, writing a simple invitation card and etc. are some of the suggested sample activities.

My English (Unit 9, p.88. Farm Life)

– 'write sentences about the animals in the list and fill in the chart.' By giving only the picture of a dog, learners are asked to write sentences about the animals according to the list. Then they will fill in the chart by looking at what they wrote. Without emphasizing group or pair work activity, and without creating an aim to write this seems too isolated and not real for learners.

Time For English (Unit 9, p.85. Farm Life)

– 'work in groups of 5. Interview each other.' Speaking as a pre activity of writing task is given, which is very motivating and guiding them to become aware of the topic. They are to prepare a report on the likes and the dislikes of the group, decide on a common answer and write the results in the chart. A group activity is emphasized in this part which will also increase their speaking abilities like in real life. After that, they are to compare their answers with the other groups and by doing so, communication among the groups will arise. As a post activity, they will write a final group report. It can be inferred that this coursebook has more enjoyable and real life like activities in writing.

2.0. Methodology

This part of the study deals with the aim of the study, participants, data collection procedure and data analysis in detail.

2.1. Aim of the study

The study aims to address the following question;

- Is the level of the learners' communicative competence in English who follow 'Time For English' better than the ones who follow 'My English' ?

2.2. Participants

This study involves 140 5th Grade students from four different state schools; Muğla Emirbeyazıt Primary School, Afyon Karamık Primary School, Nevşehir Yazıfüyük Primary School ve Niğde Kayı Primary School. The participants are chosen randomly. 70 of the learners use 'Time For English' and the other 70 learners use 'My English' in 2009-2010 academic year. They are first introduced to English in their 4th grade with the help of the same coursebooks for 4th grades.

2.3. Limitation of the Study

The teachers' perceptions and the age of the learners are not

taken into consideration in this study.

2.4. Data Colleciton Procedure

The data collection instrument is a questionnaire in which the learners are asked to put a tick to one of the choices (I don't agree / undecided / I agree). The questionnaire is checked and confirmed by the experts at Gazi University English Language Teaching Department. When learners are considered cognitively and their ages are taken into consideration, a questionnaire with three choices instead of five is preferred and it is administered in native language considering their cognitive development so as not to cause any ambiguity while answering. In the first part of the questionnaire, there are questions related to age and the coursebook being followed. In the second part, first two items aim to analyze the attitude towards coursebook followed generally and the rest aims to analyze how much these coursebooks in terms of reading, speaking, listening and writing develop learners' communicative competence levels. The items are categorized in mixed order so as not to make learners conditioned.

2.5. Data Analysis

This research has two basic aims; one of them is to determine the views on the success of coursebooks according to the skills and the general view, thus the frequency chart is prepared and the results are presented according to the frequency – varience analysis. The other aim is to find out whether the level of the learners' communicative competence who follow 'Time For English' is better than the ones who follow 'My English' or not. The results of the study have been analyzed by the help of the SPSS Package Program 16.0

3.0. Findings and Discussion

The right column of the table reflects the opinions of the participants about 'Time For English' while the left column of the table shows the opinions of the participants

about 'My English'. Next to the opinions of the participants about 'My English', there is a column consisting of the numbers from top to the bottom. They reflect the question numbers of the questionnaire related to each skill (writing, speaking, listening, reading).

Table 1. Frequency – varience analysis for writing skills

writing	my english				time for english			
	I don't agree	undecided	I agree		I don't agree	undecided	I agree	
3	14	1	55		7	0	63	
4	26	8	36		9	1	60	
19	45	0	25		6	1	63	
20	22	0	48		10	1	59	
Total f	107	9	164	280	32	3	245	280
%	*38,21*	*3,21*	*58,57*	*100*	*11,43*	*1,07*	*87,5*	*100*

The 3rd, 4th, 19th and 20th statements of the questionnaire shown on the left column of the table were prepared to analyze the communicative competence level in writing skills. While 14 learners do not think that they acquire the use of the language taught via communicative activities, 55 of them agree with this idea. One of them is undecided about the statement. 26 learners think that the writing activities in 'My English' are not sufficient to construct their own sentences; however, 36 of them think just the opposite and 8 learners are undecided. 45 learners do not agree with the idea that the writing activities in this coursebook are enough to communicate in written language but 25 of them think that they are adequate. 22 of them mentions that they cannot use the newly introduced vocabulary items in the writing activities whereas it is obvious that 58% of the learners who follow 'My English' pinpoint that the coursebook improves their communicative competence in writing skills. It is clear that 63 out of 70 learners agree with the 3rd statement that has been prepared to question whether the students can use the grammar items in other skill based activities in the coursebook or not . On the other hand, majority of the learners who follow 'Time For English' believe that this coursebook helps them improve their written communicative competence more. This is probably due to the fact that the latter coursebook provides learners with more real life like writing activities and learners are able to make their own sentences on their own by reading the clear instructions and looking at the different pictures which can be used as precious tools while writing.

Table 2. Frequency – varience analysis for speaking skills

speaking	my english				time for english			
	I don't agree	undecided	I agree		I don't agree	undecided	I agree	
9	47	0	23		28	3	39	
11	41	0	29		60	3	7	
12	55	3	12		60	1	9	
16	49	1	20		7	1	62	
Total f	192	4	84	280	155	8	117	280
%	68,57	1,43	30	100	55,36	2,86	41,79	100

The 9th, 11th, 12th and 6th statements of the questionnaire were asked to understand the students' communicative competence in speaking skills. 39 students who follow 'Time For English' agree with the idea that this coursebook makes it possible to use the target language in oral communication during the activities in the classroom. However, 3 of them are undecided while 28 students do not think so. As for the 11th statement prepared to understand if the activities in the each coursebook are enjoyable enough or not , only 7 students do not find the activities enjoyable enough whereas 60 of them do not agree with this idea. 3 students are neutral about this it. When it comes to the 12th statement which questions the opinions of the participants about whether the activities of the each coursebook are difficult or not, 60 students think that the activities in 'Time For English' are not difficult. 9 of them disagree with this idea while only one student has not decided on it yet. 62 students agree with the 16th item which questions whether the students can understand the reading texts in each coursebook easily or not while 7 of them do not. For speaking skills, most of the students following 'Time For English' believe that it is quite effective to improve their oral communicative competence for possible reasons such as giving more opportunity to use drama, to play different games, to understand and comment on the clear and related pictures and more importantly to have the chance of doing activities in pairs or groups. This is where students communicate with each other in a realistic and enjoyable way. When the table is examined carefully, it can clearly be observed that 47 of the students following 'My English' think that they can use the contextualized vocabulary in the speaking activities of that coursebook. 41 of them, on the other hand, think that speaking activities of the coursebook are boring while 55 of them think they are hard to do. 49 of the students following 'My English' do not agree with the 16th item in the questionnaire. Whereas 30% of the learners following 'My English' think that it improves their oral communicative competence, which is a low rate compared to the first one. This may be resulted from the fact that learners do not have much chance to integrate their creativity and collaboration into the activities.

Table 3. Frequency – varience analysis for listening skills

listening	my english				time for english			
	I don't agree	undecided	I agree		I don't agree	undecided	I agree	
8	54	1	15		28	2	40	
13	46	1	23		10	2	58	
14	48	1	21		19	0	51	
15	45	2	23		13	0	57	
total f	193	5	82	280	70	4	206	280
%	68,93	1,79	29,29	100	25	1,43	73,57	100

As for the listening skill, 54 students who follow 'My English' claim that they cannot understand the songs easily so they cannot sing them in the classroom whereas 15 of them think just the opposite. 46 of them think that they cannot understand the instruction, which they listen to, to participate in the activities and games, but 23 of them can understand and practice what they have been demanded to during the listening process. Similarly, 48 students cannot understand the lyrics of the song and the instructions, which means that the students who follow 'Time For English' have more developed listening skills when compared to those following 'My English'. The reason for this is probably that they do not have much chance to listen to the cassette player and they find it challenging to understand the lyrics due to the lack of vocabulary memory.

Table 4. Frequency – varience analysis for reading skills

reading	my english				time for english			
	I don't agree	undecided	I agree		I don't agree	undecided	I agree	
5	47	0	23		28	3	39	
6	41	0	29		60	3	7	
7	55	3	12		60	1	9	
10	49	1	20		7	1	62	
Total f	192	4	84	280	155	8	117	280
%	68,57	1,43	30	100	55,36	2,86	41,79	100

In addition, there seems to be no great difference in communicative competence for the students' reading skills following 'My English' in comparison to the ones who follow 'Time For English' in the statements 5th, 6th, 7th and 10th. It shows us that the two coursebooks are similar in the difficulty level for reading texts and the vocabulary parts they contain. In the 5th statement in the questionnaire, 39 of the students who

follow 'Time For English' and 23 students who follow 'My English' think that the ability of using drama in the classroom with the help of the texts has increased. For the 6th statement of the questionnaire, 29 of the students following 'My English' think that the visuals in this coursebook are clear enough for students to make their own sentences. However, only 7 of the students following 'Time For English' agree with this idea. Also for the 7th statement, 12 students who follow 'My English' and only 9 of the students who follow 'Time For English' have the chance of doing the activities with their partners. As for the 20th statement, 20 students from the first group and 62 students from the second group can talk about likes and dislikes stated in both of the coursebooks. Surely they will have some challenges while answering the comprehension questions or completing the charts related to the reading texts. Additionally, they may easily get bored as the two coursebooks contain not enough kineasthetic involvement in the classroom.

Table 5. Frequency – varience analysis for the two coursebooks in general

book	my english				time for english			
	I don't agree	undecided	I agree		I don't agree	undecided	I agree	
1	10	0	60		1	0	69	
2	19	0	51		3	0	67	
17	23	0	47		23	1	46	
18	45	3	22		7	1	62	
Total f	97	3	180	280	34	2	244	280
%	*34,64*	*1,07*	*64,29*	*100*	*12,14*	*0,71*	*87,14*	*100*

In conclusion, 60 of the students following 'My English' and 69 of the students following 'Time For English' agree with the 1st statement which questions whether the activities in both of the coursebooks are suitable for the students' levels or not. 64,29% of the learners who follow 'My English' are content with their coursebook in general. For the 2nd statement, 67 students following 'Time For English' think that the topics in that coursebook are suitable for their interests and needs while 51 of the students who follow 'My English' think so about their coursebook. 46 students who follow 'Time For English' and 47 students who follow 'My English' agree with the 17th statement which questions the opinions of the students about whether the activities are similar to the real life situations or not. While 62 of the students following 'Time For English' mention that their coursebook builds their sense of self-worth enough, only 22 out of 70 students following 'My English' claim it. This, in fact, reflects that 87,14% of the learners, following 'Time For English', are content with their coursebooks. The number of the students being content with 'My English' is lower than the number of the students who

follow 'Time For English'. It can be inferred from the statistics that 'Time For English' is more successful rather than 'My English' from the students' perspectives.

Conclusion

This study aims to decide which coursebook that The Ministry of National Education recommends for 5th grades in state primary schools is more successful in terms of communicative competence from the point of wiev of learners. The results show that Time For English is more successful by entertaining learners, increasing their oral and written communicative competence by means of the games and various authentic activities. It is obvious in this study that the aims of the activities and syllabus design have incredible influence on learners to manage communication. 19th item indicates that 87,5% of the learners who follow 'Time For English' agree on the idea that written communicative competence is developed more via 'Time For English'. In order to increase their oral communicative competence, it is clear that activities should consist of role playing, drama and similar techniques and also grammar rules should not be considered as an aim to teach but as a tool to increase their communicative competence and to use them in four skills so as to provide fluency and accuracy. The clear instructions for activities and design of the visuals help learners understand what is demanded from them. In addition, activities should let learners gain more information from their world while being prepared for skills such as drawing or painting any related concept to the topic or theme at the end of the unit just as in 'Time For English'. The learners find 'Time For English' effective in terms of developing communicative competence via activity types, presentation of vocabulary and language items, purpose, visual design, providing them with the chance of studying in pairs or groups and organization. Drama and role play activities should be used more widely than at the present since they are the indispensable parts of constructivism which has a great importance in improving learners' self-confidence while communicating in English. Good news is that role-plays or any kind of communication activities can be adapted from young learners to adult learners, which creates no limitation in terms of practice. If the teachers have the chance of decorating their classrooms with suitable materials for each situation in activities, then real atmosphere will come out for learners.

The topics should be updated and appropriate for their interests. Besides, listening activities should be given more emphasis on. More repetitive songs or rhymes can be integrated into each unit of the two coursebooks so that learners enjoy singing during listening activity time. While singing, it would be better to involve learners into kineasthetic movements around the classroom in order to let them acquire the imperatives, fruit types or whatever is studied on that day subconsciously.

Rivers (1973) emphasizes the significance of group work speaking activities in the classroom. To illustrate with 24 students and 50 minutes duration of lesson in the courses, small group work activities through the activities stated in the coursebook may be introduced. While the teacher is wandering around the class, he/she can observe the mistakes of the language use and note them down. The learners ought to be immediately given chances to practise what they have just learnt within their own environment. Then

the involvement of learners will be achieved as a step to our communicative comepetence aim.

Another aspect is that as long as usage is overemphasized in activities and learning environment in Turkey, it will be challenging to supply the learners with communicative skills. Usage, in other words, should be integrated in the communicative activities.

Only when the above stated suggestions are realized, it might be probable to achieve, observe, expect a rise in the fluency of young learners' communication as well as in the level of their communicative competence. Although this study has focused on some learners from four different cities, it has wider suggestions for other researchers, young learners and teachers in state primary schools.

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