

ADAPTATION OF ENGLISH COURSEBOOK ACTIVITIES BASED ON
SOCIOCULTURAL THEORY: AN ACTION RESEARCH

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AYŞE KIRMIZI AYYILDIZ

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submitted by **AYŞE KIRMIZI AYYILDIZ** in partial fulfillment of the requirements for the degree of **Master of Science in Educational Sciences, Curriculum and Instruction, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Yaşar KONDAKÇI
Dean
Graduate School of Social Sciences

Prof. Dr. Cennet ENGİN-DEMİR
Head of Department
Educational Sciences

Assist. Prof. Dr. Nur AKKUŞ ÇAKIR
Supervisor
Educational Sciences

Examining Committee Members:

Prof. Dr. Nuray SENEMOĞLU (Head of the Examining Committee)
Hacettepe University
Department of Educational Sciences

Assist. Prof. Dr. Nur AKKUŞ ÇAKIR (Supervisor)
Middle East Technical University
Department of Educational Sciences

Prof. Dr. Cennet ENGİN DEMİR
Middle East Technical University
Department of Educational Sciences

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Ayşe KIRMIZI AYYILDIZ

Signature:

ABSTRACT

ADAPTATION OF ENGLISH COURSEBOOK ACTIVITIES BASED ON SOCIOCULTURAL THEORY: AN ACTION RESEARCH

KIRMIZI AYYILDIZ, Ayşe

M.S., The Department of Educational Sciences, Curriculum and Instruction

Supervisor: Assist. Prof. Dr. Nur AKKUŞ ÇAKIR

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The use of materials in English lessons is important for facilitating learning. However, centralized materials may not be suitable for every student's profile, needs and backgrounds. Teachers working in rural areas can experience difficulties if central materials do not meet student needs and expectations. In this case, it might be necessary to adapt the course materials in accordance with students' needs. This action research study aims to figure out rural students' perceptions about the cultural content of English coursebook, and to decrease the discrepancy between the cultural background required in the English textbook and the sociocultural background of the students in a rural area by adapting the coursebook activities. The researcher also aimed to understand students' and the teacher's perceptions about the efficiency of the adapted materials. The study was conducted in a rural school in the Southeast part of Turkey. The required data were collected through semi-structured teacher interviews, semi-structured student interviews, teacher memos, class discussion teacher reflections, open-ended student questionnaires. The results revealed that regional challenges negatively affect students' learning process, due to some sociocultural and

socioeconomic deprivations and students are unfamiliar to many cultural concepts in coursebook activities. The students' and the teacher researcher's data indicated that adapting the activities in accordance with students' needs and profile, regional conditions and use of authentic materials and realia can promote internalization of language input and meaningful learning.

Keywords: Material Adaptation, Rural Education, English Language Teaching

ÖZ

İNGİLİZCE DERS KİTABI ETKİNLİKLERİNİN SOSYOKÜLTÜREL KURAM TEMELİNDE UYARLANMASI: BİR EYLEM ARAŞTIRMASI

KIRMIZI AYYILDIZ, Ayşe

Yüksek Lisans, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

Tez Yöneticisi: Assist. Prof. Dr. Nur AKKUŞ ÇAKIR

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İngilizce derslerinde materyallerin kullanımı öğrenmeyi kolaylaştırmak için önemlidir. Bununla birlikte, merkezi materyaller her öğrencinin profiline, ihtiyaçlarına ve altyapılarına uygun olmayabilir. Kırsal alanlarda çalışan öğretmenler, merkezi materyallerin öğrencilerin ihtiyaçlarını ve beklentilerini karşılamaması durumunda zorluk çekebilirler. Bu durumda, ders materyallerini öğrencilerin ihtiyaçlarına göre uyarlamak gerekli olabilir. Bu eylem araştırması, kırsal kesimde eğitim gören öğrencilerin İngilizce ders kitabının kültürel içeriği hakkındaki algılarını ortaya çıkarmayı ve İngilizce ders kitabında gerekli olan kültürel altyapı ile kırsal kesimdeki öğrencilerinin sosyokültürel altyapıları arasındaki tutarsızlığı, ders kitabı etkinliklerini uyarlayarak azaltmayı amaçlamaktadır. Araştırmacı ayrıca, öğrencilerin ve öğretmenin uyarlanmış materyallerin etkililiği hakkındaki algılarını da anlamayı amaçlamıştır. Çalışma, Türkiye'nin Güneydoğu bölgesinde kırsal alanda bir okulda yapılmıştır. Gerekli veriler yarı yapılandırılmış öğretmen görüşmeleri, yarı yapılandırılmış öğrenci görüşmeleri, öğretmen notları, sınıf tartışması öğretmen yansımaları, açık uçlu öğrenci anketleri ile toplanmıştır. Sonuçlar, bölgesel zorlukların öğrencilerin

öğrenme sürecini olumsuz etkilediğini, bazı sosyokültürel ve sosyoekonomik yoksunluklar nedeniyle öğrencilerin ders kitabı etkinliklerinde birçok kültürel kavrama aşına olmadığını ortaya koymuştur. Öğrenci ve öğretmen araştırmacının verileri gösterdi ki materyalleri öğrencilerin ihtiyaçları, profili ve bölgesel koşullar doğrultusunda uyarlamak, özgün ve gerçek material kullanımı dil girdisinin içselleştirilmesini ve anlamlı öğrenmeyi sağlar.

Anahtar Kelimeler: Materyal Uyarlama, Kırsal Eğitim, İngiliz Dili Öğretimi

To all women persecuted in patriarchal societies

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
METU	Middle East Technical University
MoNE	Ministry of National Education
MEB	Milli Eğitim Bakanlığı

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the purpose of the study and research questions, the significance of the study and definition of terms.

1.1. Background to the Study

According to the information obtained from MEB (2019) 2018-2019 academic year data, the schooling rate in rural areas is 92.2%, 70.6% at secondary school level, and 11.0% at high school level in Turkey. Additionally, in rural areas 42.7 percent of students study at a lower level than required grade level. However, this rate appears as 10.4% in urban areas. When it comes to educational material deficiency index value, according to (OECD, 2019) the rate is 0.69 in rural regions, but it appears as 0.05 in urban settings.

Rural schools are exposed to some geographical, economical, technological, recreational deprivations which result in a handicap for many students and affect the quality of education in rural areas in Turkey (Gürel & Kartal, 2015; Huang, 2011). One factor that prevents equal opportunity in education is related to regional differences (Güvendir, 2017; Yang & Fetsch, 2007). For example, the fact that rural areas are very scattered causes difficulties in terms of transportation. Moreover, when the weather conditions are severe, students in these regions can rarely attend the school (Gürel & Kartal, 2015). Studies show some challenges of rural education include students dropping out to work in fields, curriculum and activity content incompatibility with the local culture, teachers who are not used to rural contexts (Bonilla & Arcila, 2013; Güvendir, 2017; White & Reid 2008). With the governmental attempts carried out for regional inequalities in Turkey, the increasing number of schools has been able

to meet the primary and secondary school needs of the regions to a certain extent (Çiftci & Cin,2017). However, it is stated that these deprivations are still considered to lead to weaker instruction when compared to urban schools (Taneri & Demir, 2011). Since the conditions and requirements of schools differ from the lives of a rural student, this incongruence of the contents can lead a rural student to be considered as unsuccessful (Phelan, Davidson & Cao, 1991).

Moreover, following a centralized education system and materials may underestimate the realities and needs of rural areas. When applied the same curriculum and instruction to all children across the country, the education may not consider different interests and norms; therefore, instructional input will not be recognizable, meaningful and relevant to all students (Çiftçi & Cin, 2017). These centralized materials ignore including the particularities of rural communities since they are prepared for a standardized and homogenized education systems (Aikman, 2011).

When it is considered for English language teaching, despite all the regulations related to English language teaching to improve language education, there still appears a problem due to inequality of opportunities in language education in Turkey (Gürel & Kartal, 2015; Tezcan, 1997). Teachers face problems about planning and socio-cultural/economic constrains that affect the quality of English language education in Turkey (Kızıldağ, 2009). According to the literature, sociocultural factors in language lessons outline success in rural communities (Miller, 1988). Therefore, it is important to strive for foreign language education which addresses rural students' and communities' needs and interest for foreign language learning (Alptekin & Tatar, 2011).

According to Bonilla and Arcila (2014), cultural backgrounds of the students involved in language learning process facilitate cognitive relationships in the learning process. In their study, they defined some elements closely related to sociocultural view in English language learning. These elements are “economic situation, formal and informal constructs, social needs and class, social

relationships and behavior, lastly, cultural and historical heritage” (p. 120). First of all, the *economic situation* is related to the development of monetization that each of the cultures embraces. Secondly, the *formal and functional constructs* are about language functions and the levels of formality that language has in a particular society. Social needs and class determine priorities that each culture would state. Social relationship and behavior are related to social roles recognized by members of the group, as well as behaviors that frame kindness, trust, distrust and the like. As for cultural and historical heritage, this sociocultural element brings together all the traditions which are in the rituals of members in a community and the value they attribute. The comprehension of these elements leads us to come up with some conclusions about rural context and foreign language instruction process in the classroom environment.

Sociocultural theory emphasizes on the semiotic resources in process of foreign language learning which include “printed materials, the physical environment, gestures, and most notably classroom discourse” (Lantolf, 2013, p. 45). Moreover, the instructions are in the center of language classes such that materials used in the class help learners go beyond their current levels within the Zone of Proximal Development. Sociocultural theory emphasizes that functions and structures of language are developed while using it socially (Lantolf, 2013). When learning a language students’ previous knowledge can help to develop the new input socially and culturally (Alptekin, 1993). Freeman and Freeman (1998) also state that including local culture in teaching target language can lead to a positive attitude towards the target language learning and helps students build their confidence. That is why, using meaningful materials and increasing student participation at a maximum level helps language development (Lantolf, 2013).

It can be hard for rural teachers to administer the rural education effectively because of the factors such as socioeconomic challenges, teacher sustainability, students’ frequent absenteeism and quality issues (Koru & Akesson, 2011). Yet teachers have the key role to make a macro change at a micro level (Kırkgöz, 2009). Phadelan, Davidson and Cao (1991) explain that although there are

boundaries between students' worlds and school context, when these boundaries are managed to be crossed, then smooth transitions can be provided, and academic success is achieved. They state that to be able to cross the boundaries, adjustment, reorientation, adaptation and reassessment are required because the interrelationships among learners, families and school that are not parallel to each other.

It is primarily important for the teachers to be aware of rural challenges and assessment of the functions of English in a certain rural area and plan the instructional process (Koru & Akesson, 2011). Relying on only the centralized materials cannot embrace cultural diversities and teachers must integrate cultural codes into their teaching (Çiftçi & Cin, 2017). Teachers who know the community in which they work, the community's way of life can better understand students' needs and expectations (Başer, 2008). In that sense, it is important for teachers to be creative and flexible in using the available sources of the rural school (Miller, 1988). Azano (2011) suggests that a region can be a tool for promoting pre-defined objectives and language skills, when the teacher enables to transform the content and classroom activities, make them meaningful and related to students' context and lives. According to Moll, Amanti, Neff & Gonzalez (1992) teachers should take rural students' experiences and lifestyles into consideration in the classroom context because classroom environment is not isolated but encapsulated with the resources of the community. Therefore, rural students' 'funds of knowledge' should not be underestimated in the instructional process and programming; instead, it should be considered as an important source for educational changes (p. 134). Teachers' role is also important in terms of selecting, creating, and rearranging the course material. Otherwise, when there is not a clarity on the negotiation of meanings and they are vague for the learners, students are constrained by lack of comprehension (Lantolf, 2013). This highlights the role material adaptation, creating or promoting a meaningful and pleasant learning environment (Pardo & Téllez, 2009).

Tomlinson (2011) defines material adaptation as “anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake” (p. 2). An English teacher should necessarily adapt or create materials to meet students’ needs since it has highly integrated curriculum with the real world and cultural elements outside (Tosta, 2001). Moreover, in a learning environment it is important that students find the learning enjoyable. If the instructional material is not relevant to students’ particular culture and lifestyles, the teacher should rearrange the learning tools to foster student motivation, participation and meaningful learning (Pardo & Téllez, 2009). If classroom activities and other materials are applicable in the real world beyond English classroom, they can be valid (Carrel & Eisterhold, 1983). In that point Anderson (1977) notes that “without some schemata into which it can be assimilated, an experience is incomprehensible, and therefore, little can be learned from it” (p.429).

Material adaptation appears as a necessary step in the instructional process and coursebooks are inescapably subject to be adapted even if their content and activities are completed when the book is published (Alptekin, 1984; Hyde, 1994; Sarıgöz, 2019). There are different reasons for material adaptation. For example, coursebook dialogues can be considered as being not compatible with for pre-defined objectives and student profile (Süzer, 2007). Kozikoğlu and Senemoğlu (2018) reveal another reason for material adaptation in their study such that teacher participants stated that they should use additional materials besides coursebooks since the centralized coursebooks are not suitable for the student profile and readiness. Moreover, teachers may need various types of activities, in addition to coursebook content, to interest and to help students build more self-confidence, develop higher cognitive skills and show better participation (Acar, 2013; Arlı, 2014; Merter, 2006). Cultural elements referred in the coursebook might be another reason for material adaptation. Teachers may want to rearrange the content of the course material according to the cultural characteristics of the location they work (Bayyurt, 2006). Studies have shown that local culture elements make the lesson more meaningful (Bayyurt, 2006;

Shin, Eslami & Chen, 2011). It is indicated that local culture elements are more appealing to the learners when target or international culture is predominant in the course materials (Acar, 2013; Duman, 2012).

Material adaptation studies in the literature conducted for different reasons therefore have focused on different points (Ahour & Ahmadi, 2016; Lee & Bathmaker, 2007; Tekir & Arıkan, 2007; Tokgöz, 2013). Some of these differences are the content analysis of the book, the student assessment, the teacher's beliefs, perceptions and attitudes (Hasan & Akhand, 2013; Isık, 2011; Kırkgöz, 2009). In studies involving teachers' attitudes towards the textbook, it was observed that teachers preferred locally based books among centrally produced books (Grant & Sleeter, 1987; Kanu, 2005). Some studies state that the content of the book requires material adaptation (Ekşi, 2012; Tok, 2010). For example, in his study, Ekşi (2012) reported that the grammar, vocabulary and cultural descriptions of the book that was being used were considered to be insufficient. As a result, extra material is needed to be prepared to overcome this case.

This situation shows that there is a need for more studies focused on student experiences, social environment and interactions in material adaptation based on the same objectives of the original activities of the coursebook because even if students have to take the central exams, they can still relate the coursebook content to their own experiences. In that sense, English language education needs to be elaborated for serving the needs of rural communities by adapting the materials. Therefore, in this study, material adaptation is conducted and implemented as an action research intervention to address rural students' needs in English language classes taking the original objectives of the coursebook as a base. Current study adapts coursebook activities in accordance with the cultural elements of a rural area and the activities are implemented to evaluate their effectiveness on rural students' engagement.

1.2. Purpose of the Study

The present action research study aimed to evaluate the English language course book used at 8th graders in a rural public school in terms of the objectives, learners, and the cultural content, adopt and/or adapt the necessary materials, and finally present students' and teacher's perceptions of the re-designed materials. In line with this purpose, the research questions of the study are defined as given below:

1. How do students and English teachers in a socioeconomically deprived rural area perceive and interpret the content and activities of their English textbooks in terms of their social and cultural background?
2. To what extent did the adapted materials provide opportunities for meaningful learning?

1.3. Significance of the Study

This action research study is significant in the sense that this study contributes to other material adaptation studies by conducting it as an action research in the rural school. According to Miller (1988) it is an undeniable fact that the social and economic resources of rural areas are limited and rural kids who have different backgrounds from those in urban areas may transfer some characteristics of the local environment to their classrooms. These different sociocultural backgrounds need to be taken into consideration in the classroom and dealt with cultural diversity (Fuller, 1982; Güvendir, 2017; Johnson & Strange, 2007; Marlowe, 2006). In that case, teachers are expected to provide “remedy” for the child (Avermaet, Colpin, Van Gorp, Bogaert & Branden, 2006, p. 8). According to Shamah and MacTavish (2009), it is significant to engage the elements in rural life into teaching; otherwise, rural youth may disengage from school for thinking the school subject is irrelevant and it is not worth learning. Students may get lost while catching a foreign culture taught in their classrooms by trying to understand the different cultures and different places (Arnold,

Newman, Gaddy & Dean, 2005; Çakır, 2006; Çiftçi & Cin, 2017). Besides, subject matter seems to cause rural students make extra effort to understand typical curriculum and coursebooks.

When students' engagement with the lesson is high, the quality of education and efficiency of the lesson increase (Çakır, 2006). The study attempts to solve some of the difficulties experienced by village students with different cultures while drawing meaning from the cultural elements in the textbook and increase their engagement. When students are exposed to culturally familiar materials, their comprehension is greater than to the situation when exposed to unfamiliar concepts (Arıkan, 2008; Çakır, 2006; Marlowe, 2006). Thus, adapted materials and activities should include cultural elements from students' rural culture besides coursebook content to make them internalize the subject matter and promote meaningful learning instead of rote memorization (Marlowe, 2006).

Teachers in rural areas may also have difficulty in teaching the coursebook content when students cannot understand the cultural elements (Çakıroğlu & Çakıroğlu, 2003; Green, Preston & Janmaat 2006). In these situations, teachers may get confused about teaching the concepts which are not in the book and how to keep up with the predefined objectives of the coursebook. Studies indicate that confusing situations can be more stressful for teachers since the academic success of students depends on their extra effort (Choudry, 2010; Lemke, 1994). Teachers may be overloaded by overcoming those incongruences and more demanding responsibilities (Huysman, 2008). The adapted materials and the information about the process might present an example for other teachers experiencing similar difficulties.

The study also contributes to teachers' awareness towards material adaptation according to the students' needs in centralized education systems. Since the use of standard textbooks in Turkey is compulsory, the teacher's role in textbook usage shows critical importance (Şimşek, 2017). In that sense, teachers' awareness of the distinction between “textbook as a static object and as a

dynamic tool” determine the quality of instruction (Savova, 2009; Şimşek, 2017). Besides, teachers serve as a bridge between materials and students’ comprehension; that is why, through material adaptation they can make the materials “come to life for learners” (Garton & Graves, 2014, p. 7; Liu, 2016; Şimşek, 2017).

1.4. Definition of Terms

In the present study, the terms below are referred as how they are explained.

Rural education: “That education provided the school-age children residing in rural areas” Carmichael (1980, p. 21). Rural education takes place in schools with fewer students, limited physical and technical opportunities often with socioeconomically disadvantaged students in rural areas compared to urban areas.

Sociocultural theory: Sociocultural theory is a theory that focuses on the influence of society, environment, and culture on learning. Learners’ interaction with their social and cultural environment believed to form their language learning and development processes and sociocultural factors are important in terms of providing suitable learning experiences (Lantolf, 2013).

Local culture: It is the attitude, value, tradition and custom that emerged over time in the form of customs and traditions (Acar, 2014).

Comprehensible input: Comprehensible input is the language input that effectively integrates new and unfamiliar language structure which can be slightly beyond the students’ current levels (Krashen, 1985).

Material adaptation: “Material adaptation means matching materials with the needs of the student, the demands of the teacher, and the purpose of the administration.” (Tomlinson, 2013, p. 37)

CHAPTER 2

LITERATURE REVIEW

This chapter aims to provide information about the theoretical background of the study and provided related literature about sociocultural theory and comprehensible input. The review continued with the literature on English language education in rural areas and then focused on the role of coursebooks in ELT classes and presented relevant studies.

2.1. Sociocultural Theory

Sociocultural theory, adopted by Vygotsky argues that although human neurobiology is an important factor for mental development, the social and material environments have a greater role in higher-level development processes. According to Vygotsky, the distinctive aspect of human mental system is that it has a voluntary influence on its development using higher cultural tools such as language, logic and literacy Vygotsky (1978), These high-level tools act as a buffer between the individual and society and mediate the relationship between the material society and the mind. Thus, the learning processes of individuals are supported by the effects of these tools, which are kneaded by the society on mental processes (Lantolf & Thorne, 2001).

According to sociocultural theory, when individuals learn a language, words not only reflect objects and actions, but also reflect cultural perception (Lantolf & Thorne, 2001). For example, the actions and verbal developments of young children reflect their surrounding culture specifically the words and actions of adults at the early stages of their ontogenetic development (Kozulin, 1990). The development of the child's mental and physical abilities raises him to new and qualified stages of development when being exposed to the speech of adults.

When their behavior and speech are subordinated to adults, children acquire the language spoken around them and explain their behavior using that language. While children use linguistic tools used primarily by adults to regulate their actions, over time they develop their own self-regulating capacity in mental actions. This process works the same in foreign language learning (Lantolf, 2001).

In foreign language learning, social parameters play an important role in the conceptualization of newly learned language input (Lamb, 2004). Students reflect their own sociocultural background in the environment where they learn a foreign language and process the language input within the framework of their own cultural background (Lantolf, 2006). In that sense, foreign language learning environments have an important role to create a natural learning setting for the meaningful learning (Krashen, 1982). Second language learning environments such as language classrooms are crucial environments since meaning is derived by the social environment. Language classrooms are different from a mere physical environment, in that, language learning environments are the places in which comprehensible input is mostly given to create an authentic social environment. In this way, the students can activate their own mental mechanisms. Thus, language learning becomes relevant, authentic and meaningful in real life (Lantolf, 2006). Moreover, second language classes provide a specific set of semiotic resources to interact with (Lantolf & Thorne, 2001). Such resources include concrete materials such as textbooks, newspapers, magazines, various television/social media broadcasts, and socially complex interlocutors such as teachers and peers, and abstract resources such as classroom discourse. Thus, in language classrooms, every material from concrete to abstract creates a social learning environment. In that sense, language teaching materials are very important. They should be relevant to student lives and compatible with the context where students learn the foreign language. The probability of success as well as the interaction increase when the cultural content of the activity is parallel to the student's sociocultural environment (Kozulin, 1990).

In second language learning, the context, and therefore the social environment, greatly influences success. In sociocultural theory, context has two roles in language learning: restrictive and providing (Turuk, 2008). If the context is not in a way that enriches learning or if it lacks social opportunities, it is defined as restrictive. This situation determines how students process and internalize language input in relation to the opportunities in their environment (Bourdieu, 1986). If the environment of students is surrounded with various social facilities, their motivation to learn languages will be higher because they have different and more diverse reasons to learn a language. Some students learn the language because they have to fulfill some purposes, but others learn to travel to other countries, and to communicate better in their social environment (Gilette & Boyle - Baise, 1996).

Sociocultural theory also emphasizes on *internalization* process. Internalization is explained as a psychological functioning process of a cultural artifact such as language (Lantolf, 2006). According to Vygotsky (1978), first, language input is obtained on the interpsychological plane, then moves on to intrapsychological plane where internalization happens. In second/foreign language learning, internalization takes place as learners make a relevant connection between language input and their social environment (Lantolf & Appel, 1994). This can be achieved by advancing through concepts that students are familiar with. In this process, individuals negotiate the meaning of new input, reorganize with their social environment and carry it to the further performance. In this case, referring to students' lives in the classroom and providing examples from their own experiences increase their interaction with the lesson. Increasing internalization ensures meaningful and permanent learning in the language learning process. Regarding internalization process, instructional materials are very important for the development of L2 in the classroom (Jang & Jimenez, 2011). Jang and Jimenez (2011) also assert that acknowledging students' prior knowledge and social experiences and culture are valuable funds of knowledge. It is important for teachers to reflect on students "ethnolinguistic backgrounds and preconceptions" (p. 146).

2.2. Comprehensible Input

Comprehensible input was first put forward in Krashen's input hypothesis. The input hypothesis says that people can perceive messages one by one with comprehensible input. It is the language input that students can use and reconcile in their own lives. Comprehensible input is not about creating instructions or teaching material from vocabulary or grammar components that students are familiar with. Instead, it means effective integration of new and unfamiliar language structure with old learning (Krashen, 1982)

Language learners acquire and progress target language as they receive comprehensible input which is one step beyond their current level of linguistic competence (Krashen, 1982). Namely, they can acquire the target language which contains a structure little beyond his/her current level of competence (i+1). However, according to Krashen, the deficiency of comprehensible input hinders language learning since the most important component in language learning is comprehensible input (Loschky, 1994; Rodrigo, Krashen & Gribbons, 2004). Comprehensible input suggests that how much output “learners will produce depends on what they are able to understand from the input” (Krashen, 1985, pp. 2-3). The comprehension increases when the instruction and input are elaborated and modified. Moreover, such input enables learners develop higher cognition skills to be able to succeed in language learning. Students can start using the foreign language more effectively by giving them comprehensible input and language production occurs faster (Grass & Varonis, 1994).

Krashen (1985) explains some points to move from the lower developmental language stage to the higher level by receiving plenty of comprehensible input. He states that

- When teaching methods contain more comprehensible input, they have been shown to be more effective than traditional methods.

- The development of language proficiency and competence can happen without formal instruction.
- As the complexity of a language increase, the possibility of consciously learning decrease.

Comprehensible input is critical in the learning process because students' language success is related to how clear input they obtain. Language teachers should provide comprehensible input in every detail from course materials to classroom instructions. In that sense, classroom activities are important tools to promote comprehensible input (Krashen, 1985). Krashen (1998) argues that an activity must meet some criteria for quality language education and the most prominent ones for an activity are being natural, interesting, and life related.

In a study which used a simplified language, as a modified language technique, it was shown that students' motivation and performance increased in parallel with comprehensible input and teachers would promote a more effective lesson with comprehensible input, if they could teach important subjects using comprehensible input (Erlich, Avery & Yorio, 1989). In another important study, it was emphasized that teachers should decide how the comprehensible input would be according to the students' needs and interests (Lee, 2005). The study also revealed that both the teacher and the students were more motivated and enjoyed as designing the reading materials to be comprehensible. The literature suggests some ways to make a material more comprehensible for a teacher (Hasan, 2008). For example, teachers can provide comprehensible input according to their students' socio-cultural / economic background. In this sense, it may be a good option to refer to local culture in course materials or instructions. Providing comprehensible input can also be via using various visual resources in vocabulary teaching including local elements. In their related study to the field, Erişti and Polat (2017) suggests that using a variety of visual materials and selecting them from those familiar to students, rather than simply translating them into the native language, helps convey comprehensible input. Another study conducted by Arifani (2016), authentic textbook materials were

used to promote comprehensible input for the university students in their first year at school. The textbook readings were adapted as containing local reading passages such as local tourism, famous public figures, cuisines and music. The study revealed that adapting course materials to provide comprehensible input increased the instruction clarity and positive attitude towards the course.

2.3. Language and Culture

Two elements, language and culture, resemble the two sides of a coin (Nault, 2006). Language and culture are interwoven such that one cannot separate the two without losing the meaning of language or culture (Brown, 2007). Language includes all cultural elements labelled with products, practices and different perspectives, at the same time, language is also a product of culture (Romanowski, 2017).

According to Byram (1991) considering the inextricable relationship between language and culture, it can be said that it is hard to isolate culture from language classes. He also asserts that teaching language and culture are inseparable and learning a new language opens the door of a different culture. When language is taught without or insufficient amount of culture, it would be meaningless or obscure symbols that students may come up with wrong meanings (Poltzer, 1959). It is also maintained that without teaching a cultural content, it is almost impossible to teach the target language meaningfully (Valdes, 1986). The culture of target language should be included in teaching practice, curriculum and materials in language classes; therefore, learning a language is learning shared meanings, values, and practices (Byram & Flemming, 1998).

Beisskammer (2014) asserts that the concept *culture* is derived from static concept to a dynamic concept such that in static concept students are provided with target culture for their future roles as tourists and aimed at transmitting cultural facts and figures. Besides, learners are seen as passive learners in terms of internalizing target language culture since they are expected to store the

information given by their teachers “without further reflection” (O'Dowd & Klippel, 2006, p.15). It is also maintained that, from dynamic point of view, students are taught with intercultural approaches, provided with not only target culture but also native and international cultures to construct relationship among different cultures (Beisskammer, 2014).

McKay (2003) suggests that English has become an international language; that is why, the language teaching materials should not be limited to methods based on native speakers. She suggests that educators should have the responsibility to develop a pedagogy for teaching local culture in foreign language courses. Additionally, teaching content and methods are to be chosen as suitable to the environment (Byram, 1991). Similarly, according to Kramsch and Sullivan (1996), appropriate pedagogy is an adapted method such that it revises the native speaker language patterns to local and global needs of the learners. In other words, language teaching pedagogies should be relevant to both global transactions and learners' local culture. Referring to local culture makes possible to fulfil local needs apart from global ones. They also state that teachers should choose appropriate pedagogy to prepare students “both global and local speakers of English” (p. 211).

Literature reveals that inclusion of a local culture in English lessons is a suggested method (Alptekin, 1993; McKay, 2002). It is asserted that using familiar cultural content can increase students' comprehension and facilitates target language learning (Shin, Eslami & Chen, 2011). In a study conducted by Alptekin (2006), the effect of culturally familiar concepts on reading skills of students was explored. Students were divided into two groups and they were given reading passages either in the target language content or in the native culture content. The results indicated that students who read the passages with native culture content were able to make deeper inferences in contrast with the other group who had been given reading texts with target language culture. It was suggested that learners' familiarity with the content plays a facilitative role in their comprehension. The impact of familiarity of content and familiar

cultures were emphasized in other studies as well. For example, Şimşek (2017) revealed in her study that most of the English teachers who participated in their study conceptualized culture as the formation of daily activities, daily life and collective thinking in a community, and seemed concerned about the appropriateness and comprehensibility of cultural content. About the use of local culture in coursebooks, localizing the content would be a necessity for the teachers who want their students to be more motivated and have an effective language class (Richards & Rodgers, 2014). In the study by Glas (2013), three different coursebooks from different contents, which were native culture, target culture and international culture, were analyzed. The study reveals that teachers always tended to adapt the coursebooks to insert more local culture elements to increase student engagements. Similarly, Ekmekçi (2014) suggests in his study of analyzing the cultural elements in English coursebook for freshman students that there should be a balance between target culture and local culture elements and the elements should be realistic such that they need to be arranged in such a way that students can use the linguistic input in their social lives.

2.4. Foreign Language Education in Rural Context

2.4.1. Rural Students' Perceptions on English Language Learning

Attitudes shape students' perceptions towards the language, course content and curriculum (Jain & Sidhu, 2013). To have a good command in a foreign language, it is vital to have a positive attitude. In the case of rural schools, having a positive perception of English among students in rural areas is important for the learning process to be smooth and effective (Youssef, 2012; Gardner & Lambert, 1959).

L2 students who have a familiarity to cultural content in language materials seem to have a positive approach to the target language (Gardner, 1985). However, when they consider the foreign language as unnecessary or unimportant, they will probably have negative attitudes towards the language (Baker, 1985). In

terms of rural students, they consider English as a foreign language to be used only in classes even though they accept the importance of English as a global language. Since most of the time, they do not have a chance to practice very well, English is still considered as just a course not a language and irrelevant to their lifestyles (Güvendir, 2017; Kırkgöz, 2007; Koru & Akesson, 2011). This situation leads them to be regarded as having a low proficiency since they have inadequate exposure and opportunities to learn and practice (Duran, Sezgin & Çoban, 2011; Güvendir, 2017; Karaman, 2008; Kırkgöz, 2007; Koru & Akesson, 2011; Oğuz, 2004).

Perceptions of students in rural areas are also affected negatively by students' readiness. When the teacher puts emphasis on learner readiness and designs the course structure according to their needs, students show a strong positive attitude towards English and students' self-confidence and participation increase; therefore, their "successful attainment of proficiency" goes up (Stereon, Dalpiaz, Mourino & Stobaus, 2016, p. 12). When students' readiness is not sufficient, their perceptions inevitably become negative. Readiness of students is affected by several factors (Gök & Erdoğan, 2011; Gürler, Demir, Özmutlu & Arslan, 2015). One of them is that not having the prerequisite knowledge required by its grade (Güvendir, 2017). Since English progresses cumulatively, the topics seen in previous years affect the language learning success. Studies have shown that if students' background is insufficient in the subjects they have seen before, they cannot be successful in new subjects (Demirel, 1999; Kahyaoğlu & Yangın, 2007; Kıroğlu, 2015; Mirici, 1999/2010; Öztürk, 2015). When students do not see the topics which they should have seen in previous classes, their readiness is insufficient, thus their perception of English is not positive (Mirici, 2010). Another issue where students' readiness is insufficient is the subject of literacy (Güvendir, 2017; Kahyaoğlu & Yangın, 2007; Kırkgöz, 2008). Teachers working at the secondary school level in village schools stated that there are a lot of students who cannot read and write in the classroom and this situation slows down the teaching pace in the classroom. It is unlikely that students who are illiterate or have poor reading skills according to the level required by his/her

age will create a positive perception while learning a new language (Kırkgöz, 2008). Another point is related to economic deficiencies (Güvendir, 2017). English teachers state that students' perception of English is affected negatively by their economic inadequacy. For example, financial difficulties, transportation facilities, and the lack of study rooms at home do not provide a suitable ground for them to study (Huang, 2011). Thus, their perceptions are limited to just passing the class, not thinking of learning English for personal growth and career goals (Kahyaoğlu & Yangın, 2007; Güvendir, 2017).

2.4.2. Reflections on English Language Teaching in Rural Schools

Foreign language teaching is mediated with variety of tools to promote knowledge and language development (Crystal, 2001). However, teachers in rural areas are disadvantageous at some aspects because rural schools lack technological opportunities and students' success is measured by standardized exams (Bonilla & Arcila, 2013). Although there is a general awareness about socio-economic factors peculiar to rural areas, English teachers still have to follow the central education program of Ministry of Education (Bonilla & Arcila, 2013; Güvendir, 2017). This situation has some drawbacks; however, teachers express both optimistic and pessimistic views about their work (Cephe, 2010; Erdoğan, 2005; Karakoç, 2016).

Rural teachers are optimistic in the sense that they implement an intercultural approach for language teaching and try to find relevant ways of connecting students' culture and target language culture (Alston & Kent, 2006; Lingam, 2012). Teachers also add that creativity is vital to deal with the problems; that is why, there are many tools to use in the class and teachers can simplify the complicated subjects (Choudhury, 2010; Sargent & Hannum, 2009). Besides, most of them report that relating what is done in the class to rural community is very fruitful. Another positive point emphasized by the teachers is that rural teaching experience is so powerful that they prize the time spent in the class and their experience is more effective than attending an academic conference or a

course (Belay, Chebreab, Ghebremichael, Ghebreselassie, Holmes & White, 2007).

English teachers working in rural areas also experience adverse working conditions and suffer from inadequate support and “poor remuneration” (Bonilla & Arcila, 2013, p. 28). Language teachers imply “unbalanced social, economic and ethnic conditions” (p. 68). They are challenged by sociocultural aspects and more specifically, socioeconomic factors. That is why, according to Freire (2000), English teaching in rural cannot be compared with urban schools since rural schools have variety of inequalities and challenges. For example, a student living in the city sees English writings outside of school in many stores, cinemas, shopping malls, fast food shops, and these provide peripheral learning (Whitney, Golez, Nagel, Nieto, & Nieto, 2002).

Rural students also have less habit of using the target language in their daily life such that rural teachers state that rural communities do not have any habits to use foreign language “not even listening to music in English”. That is why students often find the authentic materials in the foreign language such as music, cartoons, movie posters or newspaper articles awkward when the teacher brings them to support language education. Teachers express that students do not think of using English in their daily life; therefore, exposure time to foreign language is minimum “almost null” in rural areas (Bonilla & Arcila , 2013, p. 30).

English teachers also emphasize that teaching in rural schools require using local culture references rather than only committing of a centralized prescription (Arcila, 2013; Byram, 2008). In a study conducted by Byram (2008), English teachers state that the objectives were needed to be revised to reflect rural habits and more meaningful activities for language classes. However, teachers add that they have difficulty in relating target language to communities’ lives because English is not “part of the immediate environment” (p. 80). Since English is neither needed nor used in the rural community, it is hard to see “relevance of instrumental reasons” in the coursebook (p. 86). For example, words such as

computer or *internet* are not used as a requirement in a daily rural life. Thus, perceived difficulties of English teachers in rural areas spring from “inappropriateness of centralized curriculum objectives to local contexts rather than the oft-cited failure of teachers to implement reforms as mandated” (Hayes, 2010, p. 11). Another related study reveals that English teachers in Turkey find that textbooks contained unilaterally culture in (Çakır, 2010). Therefore, it was stated to be inevitable to change the content according to the needs of their class. In the study of Çelik and Erbay (2013), they stated that the inclusion of local cultural elements in the program is primarily the responsibility of the teacher. As a result, cultural content is very important in English lessons, but more important is to choose the right cultural content and engage with students' own lives.

2.4.2.1. English Language Teaching in Rural Schools of Turkey

Teaching English in the village has its own set of challenges (Güvendir, 2017). Foreign language education in rural areas is affected by inadequate educational materials, poor physical conditions, transportation problems, and underestimation of language education (Bakırcı, 2007; Can & Esengün, 2007; Keyder & Yenal, 2013; Özensel, 2014). Studies show that the English teachers working in the village cannot apply the lessons as they want, and they have to adapt the course materials to the sociocultural background of the students (Aksoy, 2008; Çiftçi & Cin 2017; Kızılaslan, 2012) This situation emerges as a result of centralized education system (Kızılaslan, 2012). Such a central system ignores lifestyles and cultural backgrounds depending on the geographical characteristics of children in the country and may not include all the values related to different lives; therefore, English language teaching is negatively affected by its excessive inclusion of cultural elements (Kızılaslan, 2012).

The studies conducted in Turkey reveal that success in teaching a foreign language in rural areas is mostly related to the teacher's efforts (Güvendir, 2017; Merter, Şekerci & Bozkurt, 2014; Yılmaz & Izgar, 2009). Students from rural areas will have a positive attitude towards English if teachers are willing to

endeavor for determining students' needs and increasing students' performance in English classes (Lloyd, 2010). Namely, the success of the lesson is increased by the English teacher making the lesson interesting, referring to the cultural background of the students, and preparing the lesson materials in accordance with the local culture (Güvendir, 2017). Another factor affecting English learning success in village schools is related to the teacher's innovation (Başer, 2012). Teachers' self-improvement in their social life outside of school affects their ability to manage the challenging conditions in the best way. Similarly, Yılmaz and Izgar (2009) state that “the same working conditions may lead to receive different reactions by teachers who have different levels of education” and teachers' self-improvement according to the conditions of their region increases the quality of education (p. 943).

Another problem faced by English teachers is that rural students start their semester late and leave the school two months before the end of the semester. (Güvendir, 2017). Research shows that students' frequent absence to go to work disrupts the flow of English lessons (Anılan, Kılıç & Demir, 2015; Öztürk, 2015). Teachers stated that they had difficulty in developing the content of the curriculum effectively since they started the term late and had to end the term early (Güvendir, 2017). Normally despite being 9 months to finish the whole book content and extra materials, this period is about 6 months in village schools in Turkey. In fact, students returning from seasonal working can work for a while in the fields in the city or town where they are live (Güvendir, 2017). Rural teachers reflect that they cannot implement the activities they have prepared properly because there are students who constantly miss the previous lesson (Babacan, 2007). Lastly, they reflect that they should be competent in different aspects to promote quality education in their classes (Güvendir, 2017).

2.5. Motivation towards Foreign Language Learning in Rural Context

2.5.1. Student Motivation in Rural Areas

Student motivation is vital for quality education. Students are considered as motivated if “they pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager” (Williams & Payne, 2011, p. 2). Learning barely occurs unless students are motivated consistently. Motivation is a dynamic situation rather than being static (Hulstijn, Young, Ortega, Bigelow, DeKeyser, Ellis, Lantolf, Mackey & Talmy, 2014). It has a contagious effect and influence every student in the class.

In second or foreign language learning, motivation level is influenced by students’ efforts to learn the target language, self-confidence, self-efficacy, anxiety, linguistic competence and causal attributions (Lamb, 2004). The role of motivation was emphasized in a study conducted by Özmat (2017) such that students difficulty level increase as their motivation decrease in the learning process. The fact that rural students have fewer opportunities to use the target language outside the school has an impact on their motivation. There are regional differences with respect to language proficiency, attitudes and motivation towards English (Crockett, Shanahan & Newson, 2000; Hardre & Sullivan, 2008). Therefore, their motivation will naturally be different from those of students studying at large schools in cities (Hardre & Sullivan, 2008).

Rural students may seem to have low motivation since the importance of English is considered to be abstract for them (Aslan & Reigeluth, 2013; Babacan, 2006). They hardly travel outside their town and the only destination is the nearest town; that is why, English is not connected to their lives (Ozan, 2008). At that point, it is crucial to arrange course content as relevant and useful to students’ lives (Lamb, 2004). Designed materials and activities should value local culture to create a positive asset (Lenhart, Rainie & Lewis, 2001). Content needs to be improved with the awareness of sociocultural factors (Lantolf & Thorne, 2001).

When the course content is relevant to students' life experiences, their motivation increases. Hence, rural teachers should emphasize the connections between real life conditions and course materials. It is also important to use realia and everyday situations (Palmer, 2007). Meaningful tasks which include students' real-life experiences are important to motivate them (Frey & Fisher, 2010).

Studies conducted on rural students' motivation towards learning English showed that local elements and realistic experiences help students stay motivated (Aksoy, 2008; Bilir, 2011; Çakıroğlu & Çakıroğlu, 2003; Shor, 1987; Steren, Dalpiaz, Mourino & Stobaus, 2016). Another related study revealed that integrating rural context in curricular units increased students "sense of cultural belonging and intercultural understanding" (Ramos, Aguirre & Hernandez, 2012, p. 33). In rural areas, student motivation is increased by taking into account the characteristics of the region. Similarly, students' motivation may decrease by encountering content that is always unfamiliar to them in the course content. Information should be relevant, concrete and close to reality (Gibbs, 2000). Another important point is that if teachers pay attention to these features, the student will understand the importance of the school better, become more motivated and internalize the lesson (Güvendir, 2017).

2.5.2. Teacher Motivation in Rural Areas

Language teachers working in rural areas experience "unbalanced sociocultural, economic, ethnic and political conditions" (Bonilla & Arcila, 2013, p. 212). Therefore, it is a vital requirement for a rural teacher to be multitasking for different grade levels and design extracurricular activities apart from centralized coursebooks, and localize the course content (Brown, 2003).

English teachers' motivation is negatively affected by insufficient access to technology, materials and challenging physical conditions (Hulstijn et al., 2014; Magel 2015). Hence, they need to deal with how to manage different methods to

achieve the objectives of the lesson in a friendly atmosphere (Raja, Qureshi & Albeshar, 2017). For example, they state that speaking in English during the classes should be a rule; however, rural students have difficulties to understand the instructions and participate and they are unaware that using English will be important in their future lives (Monk, 2007). Furthermore, they express that students resist practicing the target language, and their participation in the lesson decreases. Teachers explain that this situation is demotivating for students and for themselves (Çakıroğlu & Çakıroğlu, 2003). Although some researchers state that L1 can be used in the classroom if necessary, rural teachers have to overuse it in their schools, and they cannot design the instructional process as they plan (Duda & Bhushan, 2011; Miles, Odden, Fermanich & Archibald, 2004; Tang & Chung, 2002).

Teachers may have communication problems due to the local languages spoken other than the official language in the villages they work (Yağan-Güder, 2019). This brings along low motivation. For example, in Turkey teachers who teach especially in the village schools in the Eastern and Southeastern Anatolia regions, stated that the main reasons for this lack of communication are local languages such as Kurdish, Arabic and Zaza spoken in the region (Güvendir, 2017; Yağan-Güder, 2019). In those villages where mostly Kurdish, Arabic or Zaza are spoken, students tend to speak these languages among themselves in the classroom. Therefore, communication problems may arise between students and teachers (Özsevik, 2010). Moreover, since students speak local languages most of their time and use Turkish only at school, they cannot express themselves well by speaking Turkish (Güvendir, 2017). This situation creates a lot of trouble for English teachers because they often have to explain the subject they cannot explain in English or in Turkish, but then the communication problem hinders the subject (Güvendir, 2017).

One point to lower teachers' motivation is students' being unwilling to study. Unlike cities, parents in rural areas are more indifferent to students' academic success. This situation deprives teachers of parent support. According to the

teachers, effective implementation is hard to provide and most of the parents are not educated to help students with their tasks at home. The parents do not enable to provide private tutoring as well. When students do not do enough repetitions and homework before and after lessons, this prevents them from reinforcing their learning and negatively affects the English learning process (Solak & Erdem, 2016). In addition, in the study of Doğan (2009), students' not doing enough repetitions emerged as one of the reasons for failure in foreign language teaching. These situations decrease teachers' motivation for the reason that they think their efforts have been unrequited. Moreover, English teachers also think that their load in the lesson increases because the students are not coming to class prepared enough (Doğan, 2009; Solak & Erdem, 2016).

Another factor affecting English teachers' motivation is curriculum content. Relevant studies reveal that effective implementation of English curriculum is still far away (Anderson, 1971; Bayyurt 2006, Sudartini, 2012). The teachers assert that the curriculum cannot address the students in rural areas when the school environment is considered (Bayyurt, 2006). Since centrally prepared course contents cannot address some regions in rural areas, teachers find it difficult to follow and this puts a burden on their shoulders (Alptekin, 2002; Byram & Flemming, 1998; Canagarajah, 1999). Kızıldağ (2009) emphasizes that the curriculum is dense and not flexible for village schools which restricts the teacher. In addition, it is difficult to successfully process the current curriculum in village schools due to different social backgrounds of rural students (Kramsch & Sullivan, 1996; McKay, 2003).

Language teachers' motivation is revealed to be affected by their work conditions as well. In a study conducted by Haughney and Murphy (1982) only 22% of the rural English teachers were highly motivated with the work conditions. However, many teachers expressed that there are many responsibilities apart from teaching, physical conditions and opportunities are not enough for professional development (Mentiş-Taş, Uştu & Sever, 2016). The courses organized by the Ministry of National Education were considered to be

useless and inadequate by more than half of the teachers in their study. Teachers do not also see the in-service trainings given as they expected in terms of number and content. It was revealed that there is no planning that allows teachers to make individual needs analysis so that teachers can benefit from these trainings at the highest level, and that the contents are prepared by ignoring factors such as the physical condition, environment and location of the school while providing these trainings (Byram, 2000; Gonzalez, 2010). On the other hand, the respect teachers receive from parents and students in rural areas keeps their motivation high (Cruz-Arcila, 2018). Teachers care about the time they spend with their students not only in the classroom but also in other social settings. What they learn from their experiences in the countryside is more valuable than any other educational platforms such as academic conferences and formal courses. Besides, teachers prefer to spend time with students to associate the subjects they deal with the local culture (Bonilla & Arcila, 2013).

2.6. Role of Coursebooks and Materials in English Language Classes

It is generally believed that coursebooks are the most commonly used materials in language teaching (Allen, 2008). Coursebooks are important in the sense that they are valuable aids of materials and support (Hutchinson & Torres, 1994). Moreover, learners benefit from the coursebooks to guide teachers within the process of learning. Coursebook content guides the learning procedure, support teaching with visual aids, activities, and assignments (Cortazzi & Jin, 1999; Hasan & Raddatz, 2008). A coursebook serves as a supplement for teachers' work and students with an organized content for revisions and preparation (McGrath, 2002). Coursebooks can also reduce the time for course preparation by saving lesson preparation time (Tomlinson, 2008).

It is a crystal-clear fact that no coursebook or set of materials is flawless (Cunningsworth, 1995). Since they are planned to be applicable to different students, teachers and classrooms, they may not fit to some contexts. That is why, overreliance on coursebooks may result in failure of some students in

standardized education systems (Tomlinson, 2008). Therefore, strictly depending on one coursebook cannot be possible (Tomlinson, 2008). Similarly, Cunningsworth (1995) states that “heavy dependence on course books is far from ideal” because it decreases the “importance of the contributions that good teachers make at all levels in the learning process” (p.10).

Every coursebook has weaknesses and strong aspects. To use the coursebooks effectively, teachers should evaluate, adapt and supplement them. Education specialists suggest that supplementing the coursebook with different kinds of materials helps teachers satisfy students’ certain needs (Harmer, 1991; Hedge, 2000; Freeman & Richards, 1993; McGrath, 2002). Although coursebooks serve as a useful source in the class, they should not be the “master” of the course (Cunningsworth, 1995, p. 7). Hence, it is a very important professional activity to evaluate and supplement teaching materials for EFL teachers and needs to be a continuous activity (McDonough & Shaw, 1995).

Graves (2000) suggests that teachers need to “get inside the coursebook”, analyze the content with its different components (p. 176). This process helps teacher focus on relevant and irrelevant units, parts to be changed or unchanged, and adapted. Moreover, according to Acklam (1994) teachers are able to omit the materials that are boring, unsuitable for students’ age of cultural backgrounds. All units may not fit into students’ profile; therefore, coursebook content should be modified or changed with another material.

In Turkey, all the coursebooks are written under the supervisory of Ministry of National education (MoNE, 2006). Although there are many attempts to improve coursebook content and language instruction, the expected outcomes are not still met completely because coursebook contents and syllabuses are written centrally by MoNE in Turkey (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2009). The cultural content in coursebooks is not detailed with different local cultures. Consequently, centrally published textbooks reflecting the cultural policy of the government indirectly construct the students’ view of culture (Dimici, Yıldız &

Başbay, 2018). In a coursebook analysis by Çakır (2010), three coursebooks delivered by Ministry *Spring 6-7, and English Net 8*, it was revealed that the activities contain mostly target language content and references. However, it is suggested in the study that such contents are not authentic and cannot be realistic to foster students' linguistic competence. Lastly, using a central textbook in rural areas brings many limitations. For example, in the study of Nemati, Alavi, Mohebbi & Masjedlou (2017), it was revealed that the teacher has to work extra to make the textbook content meaningful to the students. Besides, it is difficult to implement the contents that will be supported by technological facilities (smart board, computer, speakers) in village schools due to reasons such as power cut.

2.7. Summary of Literature Review

Literature reveals that inclusion of a local culture in English lessons is a suggested method (Alptekin, 1993; McKay, 2002). It is asserted that using familiar cultural content can increase students' comprehension and facilitates target language learning (Shin, Eslami & Chen, 2011). L2 students who have a familiarity to cultural content in language materials seem to have a positive approach to the target language (Gardner, 1985). However, when they consider the foreign language as unnecessary or unimportant, they will probably have negative attitudes towards the language (Baker, 1985).

In terms of rural students, they consider English as a foreign language to be used only in classes even though they accept the importance of English as a global language. Studies conducted on rural students' motivation towards learning English showed that local elements and realistic experiences help students stay motivated (Aksoy, 2008; Bilir, 2011; Çakıroğlu & Çakıroğlu, 2003; Shor, 1987; Steren, Dalpiaz, Mourino & Stobaus, 2016). Another related study revealed that integrating rural context in curricular units increased students "sense of cultural belonging and intercultural understanding" (Ramos, Aguirre & Hernandez, 2012, p. 33). In rural areas, student motivation is increased by taking into account the characteristics of the region. Similarly, students' motivation may decrease by

encountering content that is always unfamiliar to them in the course content. Information should be relevant, concrete and close to reality (Gibbs, 2000).

English teachers working in rural areas also experience adverse working conditions and suffer from inadequate support and “poor remuneration” (Bonilla & Arcila, 2013, p. 28). Language teachers imply “unbalanced social, economic and ethnic conditions” (p. 68). They are challenged by sociocultural aspects and more specifically, socioeconomic factors. That is why, according to Freire (2000), English teaching in rural cannot be compared with urban schools since rural schools have variety of inequalities and challenges. For example, a student living in the city sees English writings outside of school in many stores, cinemas, shopping malls, fast food shops, and these provide peripheral learning (Whitney, Golez, Nagel, Nieto, & Nieto, 2002). In that sense, teachers’ role is crucial to provide quality education in rural areas and effective instruction. It is important for teachers to know the regional conditions of working area and design the course materials accordingly.

CHAPTER 3

METHODOLOGY

This chapter presents information about the design of the study and research questions, context of the study, participants, data sources, literature about material adaptation, procedure of the study, researcher's role and trustworthiness, ethics and limitations of the study.

3.1. Overall Design of the Study

This is a qualitative action research study aimed to improve English language teaching at a rural school in a socio-economically deprived area. The present research is designed to better understand what students and teachers at a rural school think about the content and activities of their English textbooks and aimed to find out whether adapted materials and activities would be an effective method to address the problems that rural students experience in English lessons according to their perceptions. More specifically the research questions are given below:

1. How do students and English teachers in a socioeconomically deprived rural area perceive and interpret the content and activities of their English textbooks in terms of their social and cultural background?
2. To what extent the adapted materials provided opportunities for meaningful learning?

The study was conducted for seven weeks of period in a rural school located in Şanlıurfa. 67 eight grade students from three different sections and two English teachers working in the rural school were participated in the study.

Action research can be carried out by educators to improve their practices and students' learning (Efron & Ravid, 2013). As it helps teachers understand specific problems and issues related to their classrooms, supports their reflective practices and encourages them to take the responsibility of their work. Hence this study aims to improve instructional practice and student learning through trying to solve a defined problem by the teacher, it employed action research design (Hensen, 1996). The figure (1) describes the modal of current action study.

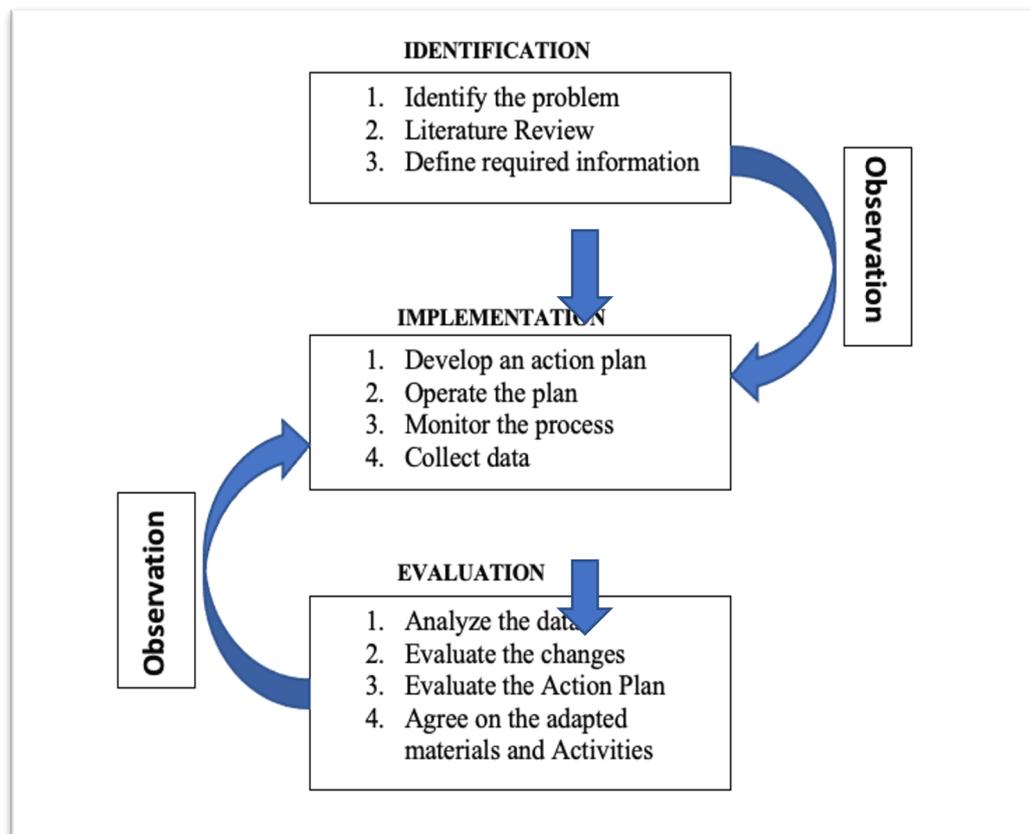


Figure 1 Overall design of the action study

Figure 1 was designed by the researcher in accordance with the study context based on some action research designs found in the literature (Altrichter & Posch, 2007; Lewin, 1946; Somekh, 2009; Yıldırım & Şimşek, 2016).

Action research is not limited to any one approach. Qualitative, quantitative and mixed research methods can be used. However, qualitative research methods may be more appropriate to describe the particular situation from various angles and obtain deeper data because it is limited to a specific region (Craig, 2009). Since current study is limited to a specific school, the researcher describes the research environment from a wide perspective, participate in the study area, and she has a chance to observe naturally occurring events, human interactions and relations, action research design was thought to be appropriate. Based on these points, qualitative data were collected for this study.

3.2. Action Research

According to Mertler (2016) action research have become popular research as the effectiveness of scientific research methods in solving the problems experienced in the education process has been questioned. He also stated that theoretical and formal research is not found very helpful by many practitioners. For him, this is basically due to the fact that studies by traditional educational researchers are based on abstract studies and ignore real classroom settings and local variations. He also adds that since traditional research findings may not be enough for education empowerment, there was a need for a more practice oriented, teacher initiated, classroom-based action research.

On looking at the literature, there are different definitions of action research and these definitions can even be contradictory to each other. “Action research is ...usually described as cyclic, with *action* and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one” (Costello, 2011, p. 7).

Action research is essential for the study of educational sciences (Mertler, 2016; Burns, 2010). It is generally preferred by teachers who sees a problem related to preparation, implementation, and evaluation and wants to find a solution about that (Costello, 2011). According to Burns (2010) action research involves a

critical, self-reflective and systematic approach to go deep in the teaching contexts. Considering another point of view, Schmuck (1997) describes action research as a “study a real school situation with a view to improve the quality of actions and results with it” (p.28). By doing an action research, one can improve his/her professional judgment, take better educational decisions and outcomes since action research focuses on application (Stringer, 2007). According to Creswell (2005) action research designs are systematic procedures done by teachers (or others in the educational environment) to gather and then improve information about the way certain educational environments work, their teaching, and student learning. Action research is contrasted with traditional research approaches and cyclical and context-bound in nature with the purpose of solving a specific problem. Therefore, if the practitioner is aware that action research is context specific, s/he expresses the obtained data and analysis accordingly (Somekh, 2005).

The central idea of action research is to interfere a situation needed to be changed or improved. Burns (2010) makes an emphasis on the term *problematic* by stating not teacher’s being incompetent but there being a gap between what is supposed to be and what is happening at the time being. This interference is made on purpose to solve a problem and improve the situation in practice. One aim of an action research is to define a “problematic situation” for people such as teachers, students, parents and decision makers, and should be looked into deeply and in detail (p. 2). Additionally, Creswell (2005) states that action research enables to produce solutions to the problems appeared in educational process. Yıldırım and Şimşek (2016) asserts that action research involves gathering and analyzing data to figure out the problems and provide solutions in the implementation process. Mertler (2016) also expresses that action research will develop by producing solutions unlike other traditional methods. He asserts that “true improvement must begin from within the proverbial four walls of the classroom” (p. 13). In action research, the practitioner, who can be an administrator, teacher or implementation planner, is directly involved in the

process and it is “persuasive and authoritative, since it is done by teachers for teachers” (Mertler, 2016, p. 20; Yıldırım & Şimşek, 2016;).

According to Burns (2010), in the classroom setting, the basis of the changes that the teacher brings about is the data rather than *self-reflective inquiry* (p. 2). However, according to Mertler (2016), reflection is an essential part of the action research process. Moreover, he explains the word reflection by saying “the act of critically exploring what you are doing, why you decided to do it, and what its effects have been” (Mertler, 2016, p. 47). For teachers to be effective, they must observe the learning process and actively participate in the classroom. In other words, they ought to analyze and interpret the information collected systematically and based on data (Burns, 2010).

Rabson and McCartan (2016) also explains that an action research process includes planning a change, implementing and then going over the whole process and observe what has happened, what works as planned, what needs to be revised. Then the researcher must decide if the cycle should be continued or planning a further action. In addition, according to them, if the change is appeared to be insufficient, then the whole process must be repeated. By doing that, teachers can improve their own skills, professional practices and increase their productivity.

3.3. Context of the Study

This study is conducted in a village school in Şanlıurfa which is a city in the South-East part of Turkey. The school is 145 kilometers far away from the city center and it is a secondary school which with only 5th, 6th, 7th, and 8th grade students. There are 560 students, 21 teachers, and 14 classrooms in the school. The classes start at 08.10 a.m. finish at 14.50 p.m. There are 7 hours of lessons every day. There are four sections in 5th and 6th grades; three sections in 7th and 8th graders. 5th and 6th grade levels have three hours of English lesson per week while 7th and 8th graders have four hours every week. The researcher is currently

working in the school as an English teacher. She has been working there for three years. She is teaching only 7th and 8th graders. The data were collected in three 8th grade classes (8/A, 8/B, 8/C).

The school is a public school and it is following English language teaching curriculum of the Ministry of National Education. The population of classrooms differ such that 5th and 6th grades are more crowded than 7th and 8th grades. 5th and 6th grade classrooms have 50 students in average. However, there are around 40 students in 7th grades classrooms and 35 students in 8th grades classes. The school is not technically well equipped. There are no separate computers, projectors and speakers in the classrooms. There is a multi-purpose room in the school including 30 seats, a whiteboard and a projector. All the teachers can use that room when they need to use a projector. Although there is a projector, there is no computer and speakers. Teachers use their own computers and speakers there.

All the students have a crowded family. They have at least five siblings and some of them are living with their relatives such as grandparents, uncles, aunts, cousins etc. Some of the students live with the other wife (*kuma*) of their father. Nearly all of the students work as seasonal workers, live in houses with at most two rooms. None of the students have their own room to study in their house. They have to attend the school towards the end of October and leave at the end of April so as to go to different cities and work in fields even though the academic year normally starts in September and ends in June in Turkey. They rarely go to town center and some of them have not been to Şanlıurfa city center so far. About a quarter of the students live in the village where the school is located and the rest come from different villages. Bussed education is applied at school. Therefore, students from 14 different villages in the region come to the school with buses which are provided by the District National Education Directorate. The only English material that students have is English textbook which is delivered by Ministry of Education for free.

3.4. Participants of the Study

The present research was conducted in three eight grade classes with the same English teacher who is the researcher. The teacher-researcher designed and implemented adapted materials in a rural secondary school in Şanlıurfa, Turkey. The students were studying in 2019-2020 academic year. There were 67 students in total; however, since some students work in different rural jobs such as taking care of animals/fields, absenteeism happens quite often. That is why, total number of participants changed between 50-67 during the lessons. Before the implementations start, parental approval forms (Appendix B) were given to all the students. Therefore, all the student participants involved in the study after taking permission from their parents.

Apart from the students, two other English teachers were also participants in the study. One of them has been working for four years in the school and staying in the village. She is teaching sixth graders must and elective English courses. The other teacher has been working for two years and she is staying in town center. She is teaching fifth graders must and elective English courses. Table (1) describes some information related to teacher participants of the current study.

The participants were chosen with convenience sampling in accordance with the type and nature of the study. Convenience sampling is defined as a group in which the researcher can easily collect data without having any “attempt to sample randomly from any well-defined population” (Lunneborg, 2007, p.1). This sort of sampling was considered as appropriate for the study because the researcher of the current study describes a population which is easily reachable in her work environment. Moreover, Dörnyei (2007) maintains that since the participants are already available, it is quite practical and useful such that “it usually results in willing participation which is a prerequisite to having rich dataset” (p. 129).

Table 1*Information of Teacher Participants*

Participants	Years of Experience	Branch	Classes
Teacher 1	4	English	6 th grade – Must and Elective English classes
Teacher 2	3	English	5 th grade – Must and Elective English classes

3.5. Data Sources

Since this action research study is specific to a certain region and describes that region as part of the study, different data collection tools would promote a broader and wider ranged perspective; that is why, the researcher can obtain greater understanding of the phenomenon (Golafshani, 2003). Namely, the overview of the context of this qualitative study can be enriched by variety of data sources. As for qualitative data sources, the teacher researcher used student feedback forms, whole class discussion teacher researcher reflections, semi-structured student interviews, semi-structured teacher interviews, teacher researcher memos to reveal the efficiency of adapted materials and activities. Triangulation is an important action to evaluating the research process from different perspectives (Somekh, 2005). Triangulation is acquired by the collection of different data sources. In the present study, variety of data sources were used. Table 2 shows the data collection tools in the study. Table 3 shows the triangulation of the data source.

Table 2*Data Collection Instruments*

The researcher	Students	English Teachers
Teacher researcher memos	Student feedback forms	Semi-structured interviews
Whole class discussion teacher researcher reflective memos	Semi-structured interviews	

Table 3*Data Triangulation Matrix*

Research Questions	Data Source		
	1	2	3
(1) How do students and English teachers in a socioeconomically deprived rural area perceive and interpret the content and activities of their English textbooks in terms of their social and cultural background?	Semi-structured student interviews	Semi-structured teacher interviews	
1. To what extent the adapted materials provided opportunities for meaningful learning?	Student open ended questionnaire	Whole class discussion teacher researcher reflective memos	Weekly teacher researcher memos

i. Semi-Structured Interviews with Teachers

The current study aimed to investigate the perceptions of the students and teachers in a socioeconomically deprived rural area about the English language coursebook in terms of their social and cultural background, and design and implement adapted materials to respond rural students' needs.

The teachers in the study have been working as language teachers at the school the study conducted. Therefore, their perceptions about the content and materials being used and the challenges they face are of paramount importance for the study. To better understand their perceptions semi-structured interviews were

designed and conducted (Appendix F). Interview questions were developed after extensive literature review to get in-depth. Three expert opinions were taken. The experts suggested some changes related to some items in the questions. One of the expert suggestions was about the order of some questions. They suggested to change the orders of some questions to have a top-down approach. The experts also suggested to use present tense to be able to obtain more comprehensive descriptions in the answers. Another suggested point was the use of passive voice structures instead of active structures to ask in a less directive way. Lastly, experts suggested to use the *why* question more so as to obtain more open-ended and wide answers. The interviews were recorded with the permission of interviewees and then transcribed verbatim and analyzed.

ii. Semi-structured Interviews with Students

Students' perceptions about the English language course content and materials being used can tell a lot about the effectiveness of the language learning process. Therefore, an interview schedule is developed after extensive literature review to help to reveal how students perceive the cultural content in English coursebook and whether they feel unfamiliar about it (Appendix G). Three expert opinions were taken. Experts expressed that the questions should be written in a simpler way and shorter. The experts also suggested that students' interview questions can take shorter than that of teachers because students may get bored or may avoid giving whole answers to the questions. The interviews were designed to shed light on the status quo to try to come up with a solution afterwards.

iii. Whole Class Discussions Teacher Researcher Reflective Memos

Whole class discussions were used to learn more about students' opinions about the adapted materials therefore used with students after implementing the adapted lesson plans in order to obtain information about the perceptions of newly implemented activities and materials. In whole class discussions, students were asked about the effectiveness of adapted activities and whether it was easier

to understand and internalize the social activities that they do not experience in a rural area. The discussions aimed to provide the data to give the researcher clues about the efficiency of newly adapted lesson plans in order to understand the contribution of the new instruction to foreign language education. Because of the technical difficulties of the research site, the data is composed of teacher's reflective memo writings about the whole class discussion, which were written right after the discussions end. The memos aimed to reflect students' perceptions rather than the teachers. Therefore, the researcher teacher wrote separate teacher memos to reflect her perception.

iv. Weekly Teacher Reseacher Memos

In action research, the practitioner has an opportunity to reflect on his/her work since s/he is involved in the research process (Costello, 2011; Mertler, 2016; Yıldırım & Şimşek, 2016). The researcher took notes in every step of the study e.g. in parent meetings, teacher meetings, during the break times, in the time between activities etc. While the students were working in group activities, the researcher took notes as monitoring them. The notes were helpful such that they helped the teacher researcher understand and depict the situation from different point of views such as from parents, teachers, school administrators, other villagers and so on. The notes also supported the results by promoting the credibility of the study. Moreover, the teacher understood students' lifestyles, their communication with friends and families in and out of the school, parents' expectations about students' education, cultural awareness, and motivations towards further education.

v. Student Open-ended Questionnaire

It was important to obtain students' perceptions after implementing the adapted activities. After extensive review of literature, an open-ended questionnaire was prepared. After the preparation, opinions of three experts were taken related to the items. Experts recommended that a small number of questions should be

prepared as these questionnaires would be used at the end of the lesson. Moreover, they recommended that the survey questions be written in a more general language and in a less directive way. In line with the recommendations, the questions were rewritten.

The questionnaires (Appendix J) were distributed to the students after implementing the adapted lesson plans in last 5 minutes of lessons. They helped the researcher see how the adapted materials were perceived by students after implementing them. The questionnaires helped to get the overall reaction just after the implementations. Students were not required to write their names, and this would enable students to explain themselves without hesitating to share their ideas and express unpleasant experiences. Students wrote their ideas about adapted activities and extra materials just after the lesson and this enabled the teacher researcher to see students' reactions after each lesson plans and make changes in accordance with students' reflections before implementing next lesson plan. Therefore, open-ended questionnaires were good opportunities for the researcher to interfere when realized any negative situations. To give an example, the students stated that some activities took shorter than they expected, and it would be better if they would play with play doughs or watch the music videos for a longer time. After reading these answers in the questionnaires, teacher researcher warned the students at the beginning of the next activity, saying that the activity would be held only as much as it should be. Thus, she did not allow students to have an expectation that the activity could last as long as they wanted.

3.6. Material Adaptation

Coursebook is an important component of English courses in the case of this study as it is the only material that rural students have and easily access. It is distributed by the Ministry of National Education to be used in both fall and spring semesters. There are ten units to cover during the whole year and at the end of the spring semester, students have a central high school entrance exam

which is called LGS. The exam covers all the units given in the book. Most of the units in the book includes such cultural elements and activities that rural students have not experienced or seen before such as *going to the theater/cinema, meeting at a café, swimming pool, sharing interesting holiday experiences etc.* Since these rural kids have not been exposed to such kinds of cultural elements, there is a mismatch between their lifestyles and concepts in the book. McDonough, Shaw and Mashuara (2013) states that one of the reasons for material adaptation is the mismatch between cultural input and learning context. In other words, they state that the aim of material adaptation is to provide a congruence among learning context, student profile, aims and objectives. They also discuss that the adaptation can bring appropriate and relevant materials and increase learner motivation. In addition, adaptation does not only contribute to student learning but also to the pleasure of teachers for teaching. Moreover, according to Cunningsworth (1995), with the appropriate adaptation the student's time is better spent learning the language, rather than structuring the social world that the student will never find himself in. According to Tomlinson (2011),

to develop cultural awareness alongside language awareness, materials need to provide more than a token acknowledgement of cultural identity and address more thoroughly the kind of cultural adjustment that underlies the experience of learning a foreign language (p. 427).

If language is seen as an example of cultural identity, the methodology required to teach a language needs to consider ways of expressing the cultural meanings of the language. In addition to teaching language and culture, an integrated approach to the procedure and cultural information with the participation of a language will also focus on culturally important language areas and the skills the student needs to understand cultural differences (McDonough et al., 2013).

In the present study, the activities of the coursebook were adapted. Before starting the adaptation process, three English teachers in the school separately determined the cultural elements in the coursebook and then they discussed the

elements they have defined. By doing that, they agreed upon the cultural items to be adapted for the research.

During the adaptation process, some principles were determined to adapt the activities in the coursebook. These principles are *having relevant cultural background, integrating more than one language skill (e.g. reading, writing and speaking), being collaborative and reflective of real life*. First of all, the adapted material is to have the cultural background information that students are unfamiliar with. That is why, the teacher-researcher brought extra visuals which must be known to complete the activity or in some activities the teacher changed the implementation of the activity. Moreover, the adapted activities were expected to be integrative such that one activity should address to more than one skill. Integrated and multiskilled teaching often follows the principles of the communicative approach, having a variety of pedagogical highlights, goals, educational materials, activities, and procedures within this respect it plays a central role in promoting the use of communication language (Hinkel, 2006). In addition to cultural input and integrated skills principles, materials were decided to be collaborative because students develop communicative competence in a language by speaking in the target language. Collaborative activities help to improve students' critical thinking skills, which is a fundamental requirement for all types of learning (Richards & Rodgers, 2014). As the last principle, reflection is a meaning construction process that moves a student from one experience to another through a more in-depth understanding of their relationship to other experiences and ideas and the relationships between them (Rodgers, 2002). Rodgers (2002) suggests that this issue makes the continuity of learning possible and enables the advancement of the individual and ultimately society. He also states that reflection happens in a systematic, disciplined, diligent way of thinking within a community, in interaction with others. The function of the reflection is to transmit meaning among the elements of an experience, that experience and other experiences among people with experience of information and presents this information to “relationship and continuity” to formulate. Moreover, reflection requires thinkers consider their past experiences, imaging other experiences currently being inquired into. Therefore, for the adapted

activity to be reflective makes learning more meaningful such that course materials will not be isolated from learner experiences.

After considering the adaptation principles, adaptation techniques were defined in line with the mismatching elements in the coursebook. *Adding* (*extending* and *expanding*), *rewriting*, and *restructuring* techniques were implemented as adaptation techniques in this study. Adding technique can be used to supplement the existing material or provide more materials, by either *extending* or *expanding*. Extending is a quantitative change in the material. In other words, the teacher provides ‘more of the same type of material’ (Tomlinson, 2014, p. 91). For example, when there is one picture of mango fruit in the original coursebook activity, the teacher added three of it and she also brought dried mango pieces to the class. Another extending example is that when there was only one photo for the noun *theater*, the teacher brought an example of children’s theater and she also showed one more picture related to the word *theater* so that student can better conceptualize an unfamiliar activity. As an adding technique, the teacher also used expanding technique which is a qualitative change in the material. As McDonough, Shaw and Masuhara (2013) explains, expanding adds to the methodology, moves outside the original activity by putting a new language skill or component. In the case of the study, the teacher-researcher adds a vocabulary activity to the original one while teaching reading in the *Friendship* unit. She prepared a worksheet including target vocabulary of the activity such as swimming in the pool, go to amusement parks, hang out; however, the adapted activity also includes the vocabulary such as ride a donkey, work in the field and swim in the river. By doing that students use the target language related to their own lifestyles. As an adaptation technique, rewriting was also used. McDonough and Masuhara (2014) explain that;

rewriting may relate activities more closely to learners’ own backgrounds and interests, introduce models of authentic language, or set more purposeful, problem-solving tasks where the answers are not always known before the teacher asks the question (p. 73).

For example, in the study, the teacher researcher used rewriting technique in the activity which students are required to talk about different foods such as sandwich, pizza, pudding and omelet and discuss the things they can make or cook. Since rural kids in the context of the study do not know these foods, the teacher introduced the concepts first and then, she asked the students to make the foods with using play dough and work in groups. The adapted activity was rewritten as speaking activity as a group work. Another adaptation technique used in the study was restructuring. McDonough, Shaw & Masuhara (2013) states that restructuring is necessary when the original activity is not communicative, interactive or open to discussion. In the case of the study, the teacher-researcher used the restructuring technique in one of the activities which asks students to give examples of smart phone applications for different uses. As none of the students do not have a smart phone, the original activity would not be communicative. Instead, students worked in groups and created an imaginary smart phone application within their groups. Therefore, the modality of the original activity was changed and restructured.

3.7. Procedures

3.7.1. Identification

This study aimed to improve the quality of her English Language courses in the context of a rural province. The action research design enabled the teacher researcher to raise a voice in the research context and take an active part.

In order to find a solution to a situation faced by the researcher herself and make a positive change for this situation, the problem has been determined. In order to prepare for the research in this direction, the literature was reviewed. After the literature review, the information needed for the research, data sources and data collection tools to be used to obtain the correct information were determined.

3.7.2. Implementation

After receiving the required approvals from METU ethics committee and Şanlıurfa Provincial Directorate for National Education, the researcher and other English teachers at the school separately identified the concepts/activities given in the 8th grade English coursebook which students would have difficulty to understand because of their socio-cultural background. After all the teachers reviewed all the units in the book and determined the concepts/activities individually, they came together and discussed them as group of three and reached an agreement on the concepts/activities that require adaptation. Then the lesson plans were developed by adapting the activities and materials targeting the same objectives determined by Turkish MoNE. Some features were taken into consideration in the adaptation process. These features were providing sociocultural support, using realia and authentic materials, using culturally relevant pedagogy.

First of all, the adapted materials were designed to provide sociocultural support for the unfamiliar items for the students. Since the school of subject is located in a remote and isolated area, students are deprived of some sociocultural opportunities. It would be easier to understand the course subject if students become familiar with sociocultural concepts.

Secondly, it was important that the adapted activities should contain authentic materials. It is necessary for the rural students to see the real objects as much as possible since they are unfamiliar with them. Some examples such as bringing real food to the classroom or making use of technology and visuals would support students' learning with the real-life examples. Bringing realia and using authentic materials would also increase students' interest to the lesson. Another considered point was cultural relevance aspect. It was important to relate the coursebook activities to the local culture. As students see examples of their daily life in the course book, even if they are uninterested up until that moment, they would start paying attention. Seeing themselves represented in the course

material might even help students to overcome their negative feelings about the target language. Therefore, the adapted materials should connect their lives and the course materials, so as to serve as a bridge between students' lives and the lives represented in the coursebook. While adapting the materials, regional limitations were of concern to the teacher researcher so that the lesson plans would be able to incorporate them effectively. Technical problems might occur during the application of the technologically supported adapted materials, then it may be difficult to use the projector every time needed because there is only one in the school. Moreover, since there are frequent power cuts in the village, it may also disturb the flow of the lesson. Considering these limitations prompted teacher researcher to design contingency plans as well.

The data collection process took place within the framework of an action research. The researcher determined the problem, decided on the information required to solve this problem, and created an action plan in this direction. The adapted lesson plans were implemented for 7 weeks and students open-ended questionnaires and teacher memos (weekly reflective memos and reflective memos after whole class discussions) were collected. After implementing each lesson plan, the teacher distributed open-ended questionnaires to understand students' perceptions related to adapted activities. After collecting the questionnaires, she also started a whole class discussion and asked the questions in the open-ended questionnaires. There are two reasons for starting a whole class discussion after the questionnaires. First of all, some students are illiterate, and they cannot write their feelings as they wish. By asking the questions orally, they could express what they think about the materials, the points they liked or disliked. Thus, teacher researcher aimed to obtain more detailed data by asking the questions given in the questionnaires orally. Furthermore, some literate students may feel lazy to write long answers; instead, they may summarize their expressions with one or two sentences. Therefore, they could state their opinions in a more detailed way during the discussions. However, some students may be shy to express their opinions in the class; therefore, open-ended questionnaires were also important to obtain data from the students. The teacher researcher

wrote her reflections/observations about the whole class discussion sessions and also wrote researcher memo in every stage of the study so as not to lose any detail which could be important for the study.

3.7.3. Evaluation

Based on the collected data and reviewed literature, the teacher researcher used reflective thematic analysis to analyze the data. Reflexive thematic analysis is the conceptualization of data encoded in semantic or latent ways with meaning-based patterns (Braun & Clarke, 2014). Themes emerge when the researcher works analytically on the data set and develops an understanding. There are different levels at which data can be encoded and themes can be defined which are semantic and latent levels (Clarke, Braun & Hayfield, 2015). A thematic analysis can use only one of these or both. Semantic codes and themes are the meanings that data clearly express. In this coding, researchers do not need to deeply examine what the data tells or what the participant means. Expressions are clear and understandable. The researcher selected to use semantic coding during the whole analysis process (Braun & Clarke, 2014).

According to Braun and Clarke (2014) coding can be utilized in two ways which are “inductive or bottom-up” and “deductive or top-down”. Inductive coding can be used if there is no predetermined pattern to follow and the ideas are generated as analyzing the data set. However, in deductive approach, the analyst takes predetermined steps and moves from theory to specific codes. While deductive approach is theory-driven, inductive approach is data-driven. In the current study all the data were coded by using inductive approach. The coding procedure followed the six-phase framework defined by Braun and Clarke (2006);

- The first step started with *getting familiar with the data*. In this phase, all the data sets were read and re-read before going any further.

- The coding procedure continued with the second phase which is called *generating initial codes*. In this phase, every single line was coded without having pre-set codes, but the codes were developed through the process.
- In the third step, the researcher *searched for themes*. The codes were organized into broader themes which can say something about research questions.
- Phase four is related to *reviewing themes*; therefore, the codes were reviewed, modified and improved for a better representation of the data.
- Next phase is *defining themes* where the researcher defined the essence of each theme, what is that about, which of them can be main themes or sub-themes, and how the themes interact with each other? In that phase, thematic maps for the related questions were designed.
- Lastly, in the sixth phase, the analysis was reported and *written up*.

Unlike the codebook or code framework approach, in the reflexive thematic approach, coding is an open and iterative process and is not fixed at the beginning of the analysis process (Clarke, Braun & Hayfield, 2015). While realistic and positivist approaches advocate inter-rater reliability, thematic analysis argues that one researcher coding would be sufficient because the involvement of multiple coders in the process does not alter the fact that the coding is inherently subjective and does not provide a more accurate analysis. The important thing is to gain a deeper familiarity with the data and internalize it to tell the story better (Braun & Clarke, 2019). Since the person applying the study is the researcher herself, every step of the process was closely monitored. According to Kemmis, McTaggart and Nixon (2014), the purpose of action research is not only to make changes and focus on the results of the implementation. However, monitoring the process is just as important and part of the change. They suggest that one way of monitoring is keeping a record of every detail in the process in a form of a diary, memo or journal. It is stated that “it will also allow you to do some reflection as you go along” (p. 106). In the

current study, weekly teacher reflective memos and whole class discussions teacher reflective memos enabled the practitioner to monitor the action plan. Moreover, Kemmis et al. (2014) also suggest that a practitioner can monitor the action plan by “keeping a close eye” on the stages (p. 106). In the case of the current study, since the teacher is both the implementer and designer of the study, she had a chance to make wide-ranging observations both in the classrooms and in the research area. Therefore, monitoring the process enabled action to develop contingency plans when it was found that the previously planned points did not work.

3.8. Encountered Problems and Solutions

There were some problems during the action plan. These flaws required either to propose solutions immediately or to take precautions for the next lesson. The most common problem faced was related to power cuts. When I was using the projector, when the power went out, I would gather the students in front of the computer if there was only a small portion of the video left. Before each lesson I was charging the Bluetooth speaker at home and taking it to the lesson. When the electricity was cut off at the beginning of the video, I had to postpone it to the next lesson.

Another problem was that students were frequently absent. Upon this, I called the parents of the students and asked why they were not coming to the school. The parents stated that they sometimes did not want to come and sometimes they could not come because they had to do some work in the village. I reminded the parents that the students should not be absent, and I asked them to be careful about coming to school, especially on the day of English classes.

3.9. Role of the Researcher

The literature has shown that the role of the researcher in action research can be varied, and that the researcher may have more than one role in different

situations. Some of the agreed roles are “planner leader, catalyzer facilitator, teacher designer, listener observer, synthesizer reporter”. However, the main role of the action researcher is to take responsibility for a workable action and to encourage further research accordingly (O’Brien, 1998, p. 18).

In the current study, the teacher-researcher has been working in this school for three years and she has detailed observation on the community, communication with villagers, parents and students. The reason to choose this school is that the researcher is working there as an English school and she is teaching eight graders and that she has observed some problems in those classes.

The teacher-researcher tried to understand the students and teachers’ perceptions if there is any mismatch between rural students’ perception of the cultural elements which are unfamiliar due to their rural backgrounds and if there is any mismatch between their perception and coursebook content, how adapted materials would be useful to handle this situation. Therefore, she improved an action research plan to solve the defined problem and make a change in the situation.

The role of the researcher in the study is twofold being both a practitioner and a researcher because “action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (Burns, 2010, p. 2). Therefore, researcher bias may appear in the process. To avoid the case, variety of data sources were utilized in order to provide objectivity and obtain in-depth information (Fraenkel, Wallen & Hyun 2012). The fact that she is working in the research area and implementing the intervention by herself leads her to make a comprehensive analysis for the problem and possible solutions.

3.10. Trustworthiness

Qualitative research uses the term, trustworthiness, and a certain set of criteria for validity unlike traditional experimental studies. While action research can include both qualitative and quantitative data, it is mainly a qualitative research

method (Stringer, 2007). In quantitative studies, reliability and validity are necessary criteria for quality; however, in qualitative studies according to Lincoln and Guba (1985) the researcher seeks to ensure credibility, transferability, dependability and conformability for trustworthiness.

Lincoln and Guba (1985) states that: "Since there can be no validity without reliability, a demonstration of the former is sufficient to establish the latter" (p. 316). In that sense, credibility is similar to internal validity in quantitative research. Credibility relates to how convincing the method and data collection process and results of a study are. In other words, it asks how believable the research results are. According to Lincoln and Guba (1985) there are different ways to ensure credibility such as prolonged engagement, persistent observation, triangulation and referential adequacy materials.

Stringer (2007) asserts that although observation can be used in all types of qualitative research methods, the only presence of the researcher is not sufficient. He also states that the researcher becomes an active observer if s/he keeps notes of everything in the research area. Therefore, teacher researcher paid attention to take detailed notes during every suitable time. Another procedure to increase credibility of an action research is triangulation which is obtained by using variety of data sources (Mills & Birks, 2014). The importance of triangulation is also stated by Mathison (1988) by saying that "triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology" (p.13).

To ensure triangulation, this study employed variety of data sources: (1) semi-structured student interviews, (2) semi-structured teacher interviews, (3) student open-ended questionnaires, (4) teacher memos, (5) whole class discussion teacher reflective memos. As for referential adequacy materials, all sorts of data including audio recordings, teacher memos, whole class discussions reflection memos were organized and kept properly to be used if needed.

Transferability refers to the generalizability of the research results on a much larger population which can be thought as external validity in quantitative research. Qualitative studies do not look for generalization necessarily as Lincoln and Guba (1995) states that “the only generalization is: there is no generalization” (p.110). However, transferability in trustworthiness refers to the applicability of the study to other similar contexts (Stringer, 2007). As a result, this study aims to meet transferability with detailed context description, detailed explanation of research phases, data collection tools, adapted lesson plans, and research results.

Golafshani (2003) states that dependability is one of the concepts to ensure trustworthiness in action research. He also maintains that it can be considered as reliability in quantitative research and refers to trustable results of the study. Dependability is yielded by using reliable and valid data collection tools. In the present study, the interview questions were first developed by the researcher and reviewed by an expert in the Curriculum and Instruction field so as to ensure content and face validity of the questions. According to Bailey (2014), it is important to acquire relevant data with interview questions. Therefore, the researcher matched the interview questions with research questions to make sure that interview questions helped to obtain relevant data. Moreover, Bailey (2014) asserts that the places where interviews are held are important in terms of its impact on the quality of data. In line with that, the researcher conducted the interviews in an empty classroom when the students are in lunch break. In addition, according to Grady (1998), interviews may be affected by rapport between the interviewee and the interviewer. In other words, when the existence of rapport is appeared during the interview, the interviewee may feel more comfortable to express himself/herself. I, as a teacher researcher, tried to establish an appropriate rapport with the interviewees and this was not difficult since I have a constant engagement with the students and colleagues in the school. Lastly, suitable methods for data analysis were chosen and triangulation of data and results were also conducted.

Confirmability refers to the reconstruction of the study so as "to determine the stability and quality of the data obtained" (Riege, 2003, p.75). In accordance with what Lincoln and Guba (1985) suggests, this action research study utilized triangulation to increase conformability and used variety of data sources. Moreover, various data collection tools were used to triangulate the data. For example, semi-structured student interviews, student feedback forms and whole class discussions were used to confirm one another. Lincoln and Guba (1985) also suggest that prolonged engagement and persistent observation can ensure confirmability as well. Prolonged engagement describes the enough and quality time that researcher spend in the research site. In the current study, the researcher has been working there for three years and spent four lesson hours per week with the students. Moreover, prolonged engagement is also achieved when the researcher conducts interviews in an extended period of time, since enough data may not be obtained brief time of interviews (Stringer, 2007). In line with these points, present study aimed to achieve prolonged engagement by conducting the interviews as long as possible to obtain deep and meaningful data.

3.11. Ethics

The proposal of the study was presented to the Applied Ethics Research Center at Middle East Technical University. The data were collected from students and teachers in the study. Since the data were collected in a state's school, the teacher researcher employed for Şanlıurfa the provincial directorate for national education. The teacher participants were also distributed consent forms in the beginning of the study. Moreover, all the parents were sent parental approval forms which inform them about the study and request their permission for students' participation as well. All the parents allowed their children to participate in the study. The teacher researcher did not offer any incentives such as gifts or bonus points to the students for participating the interviews. Before starting the interviews, she also reminded the interviewees of being as honest and genuine as possible and there were no correct answers to the questions. She

stressed that her intention was merely to understand their perceptions. The researcher also added that their identities would be anonymous, and the data would be confidential. Lastly, all the data gathered were kept in a secure file.

3.12. Limitations of the Study

This study has several limitations. First of all, the students work as seasonal workers and that is why they cannot come to school until November and they leave towards the end of April. Although five units are to be covered per semester according to the curriculum, the researcher could cover three units per semester and therefore, only five units were chosen to be adapted in total. Hence, the researcher had to start implementing the adapted lesson plans and materials two months later than it should be.

Other limitation is about technology usage. Nearly all of the lesson plans require using the projector for visuals and videos. However, in the village, power failure often occurs, and the projector cannot be used. At those times, the teacher used her computer to show them the videos and students gathered around the computer screen. This reduced students' visual angle.

One limitation is about data collector bias. Since the teacher developed the lesson plans herself and employed the student interviews, there can be bias in the data collection procedure. According to Fraenkel, Wallen and Hyun (2012) data collection bias is related to researcher's being "unconsciously distort the data" (p. 170). To minimize the effect, the students were reminded that they were not going to gain any bonus points or being penalized for their answers.

Another limitation is COVID-19 pandemic. After the first coronavirus case was seen on March 11, 2020, schools were closed to face-to-face education on March 13 and continued with distance education at that time. During this period, I was able to apply only 7 of the 11 lesson-plans I prepared because the schools were closed. It was not possible to apply the adapted materials I could not complete

the applications in the distance education process either because the students did not have access to smartphones, tablets and the internet in rural conditions. Therefore, almost none of the students participated in distance education.

Lastly, one of the restrains of the current study appears as a result of nature of action research design such that the findings cannot be generalized to larger populations. According to Yıldırım and Şimşek (2016) unlike quantitative designs, qualitative research designs are deprived of generalizability but provide in-depth description of a particular situation. In the case of the study, sample size formed only three sections of eight graders in a rural school. Therefore, the researcher was limited to a determined school and students to overcome a faced problem in a particular environment.

CHAPTER 4

RESULTS

The current study aimed to investigate the perceptions of the students and teachers in socioeconomically deprived rural area about the English language coursebook in terms of their social and cultural background and design and implement adapted materials to respond their needs. The data which were collected through semi-structured interviews, student surveys, whole class discussion teacher reflection memos and teacher memos were analyzed in accordance with research questions. Reflexive thematic analysis was used to analyze the data and all the themes were identified at semantic level. In line with the analysis, the results based on the data analysis were presented under three titles including the research questions and coding. The representation of themes and subthemes were put in the appendices part. The first part reports the perceptions of cultural content of textbooks from the point of teachers and students. The second part presents the analysis of students' and the teacher reseacher's perceptions about the effectiveness of the adapted materials to provide opportunities for meaningful learning.

4.1. Perceptions about the Cultural Content of English Coursebook

The data containing the perceptions about the cultural content of the book were collected through semi-structured student and teacher interviews from the school of subject. First of all, the data acquired from teachers' interviews were represented under the themes of *regional challenges*, *the impact of sociocultural incongruity* and *professional demands*. As for student interviews, the themes were defined as *course-content related perceptions* and *cultural perceptions*.

4.1.1. Teachers' Perceptions

In the school of the study context, there are two English teachers apart from the researcher and the researcher conducted interviews with both of them. It was important to get data from the teachers about the cultural content of the book in terms of making the study more effective because they are the practitioners of the book.

Regional challenges: This theme is about the general problems experienced by teachers due to regional conditions and how this affects education. During the interviews, the teachers stated that the basis of a sociocultural incompatibility between the coursebook content and the students was due to the regional conditions. The teachers mentioned the difficulties of the rural area while expressing their perceptions with the cultural content of the book. According to teachers, the region is deprived of some sociocultural and socioeconomic opportunities. They stated that the students in the village could not access various cultural activities unlike the students studying in a city center due to the fact that the school district is in a remote and isolated village and they could go outside the city only to work as seasonal workers.

Önceden de dediğim gibi burası çok uzak olduğu için ilçe merkezine, çocuklar biraz izole yaşıyor. Buraya ait bir kültür var tabii...ııı...mesela çocuklar da küçük yaştan çalışmaya başlıyor... eee nasıl desem... tüm aile işe gidiyor, çadırda kalıyorlar bir tarlada. Tatil diye bir şey bilmiyorlar...hatta başka şehre gitmek öte dursun ilçe merkezine zor gidiyorlar...işte ancak hastaneye gitmek için köyden çıkıyorlar çocuklar.
(T-1)

As I said before, since this place is too far from the district center, the children live a bit isolated. Of course, there is a culture that belongs here... ııı... for example children also start working from a young age.... So how can I say... the whole family goes to work, they stay in a tent in a field. They do not know such a thing as a holiday... they barely go to the town center, let alone going to another city.... They go outside the village only to go to the hospital... (T-1)

Yerel kültürün etkisi büyük bence...yani...bazı öğrencilerimiz köyde yaşamasa aslında çok çok parlak olabilirdi. Ama kendi kendilerine çabalasalar da okula zaten geç geliyorlar ve erken gidiyorlar. Ailelerinin kararına uymak zorundalar, ne yapabilirler ki? Mevsimlik

I think the influence of the local culture is huge... well... if some of our students didn't live in the village, it would actually be very, very bright. But even if they try themselves, they come to school late and leave early. They have to obey their parents' decision, what can

işçilik başarısızlığı çok etkiliyor bence...
(T-2)

they do? I think, seasonal working affects failure a lot ... (T-2)

Çünkü buradaki öğrencilerin sosyal imkanları zaten kısıtlı...o yüzden kitapta verilen kavramları kendileri de hiç görmemiş oluyorlar. Böyle bowling, bilardo ya da işte yiyecek türleri de olabilir...mesela salam, sosis, labne peyniri, sandviç gibi.... Şimdi aslında merkezde olsak tabii ki öğrenci ailesiyle markete gidebilir, bu yiyecekleri görebilir, ya da avm'ye gidebilir. Ama burada o imkân yok maalesef. Bu yüzden kitap öğrencileri zorlayabiliyor. (T-1)

Because the social opportunities of the students here are already limited... that's why they never saw the concepts given in the book such as bowling, billiards, or the types of food as salami, sausage, labne cheese (a type of processed cheese), sandwich.... Now, of course, if the school were in the center, the students can go to the market with their family, see these foods, or go to the mall. But unfortunately, there is no such possibility here. Therefore, the book can be challenging for students. (T-1)

Mesela buradaki, çocuklar doğru düzgün dışarıda market, manav ne bileyim başka okul, kırtasiye spor salonu... hiçbirini görmemiş. Ya ilk geldiğimde kırtasiyeye gidip bir sorabilirsiniz demiştim, şaşırmışlardı, neresi olduğunu anlayamamışlardı. Mesela artık bakkalda var mı, satılıyor mu diye soruyorum. Valla geçenlerde sözlük satılıyor mu bakkalda demiştim. Çocuklar da evet demişlerdi, cidden şaşırmıştım. Öyle işte...Mesela daha başka.... Şimdi çocuk arkadaşlarımla sinemaya gidiyorum da diyemez ve aslında bir örnek versek o da pek anlaşılabilir. Bence zaten anlaşılıyor da... (T-2)

For example, the children here have never seen a market, grocery store, another school, stationery, gym... iii... When I first came, I said "you can go to the stationery and ask", they were surprised, and they could not understand where it was. For example, I ask if it is sold in the grocery store anymore. Well, last week I asked, "do dictionaries are sold at the grocery store". The kids also said "yes", I was really surprised. It is just like that... For example, children cannot say that I am going to the movies with my friends, and if we give an example, it may not be understood. I think it's not understood, anyway ... (T-2)

Moreover, teachers stated that another difficulty experienced in the region was technological deficiencies. According to them, technological devices such as projectors, computers or smart boards are not available in the school. On the other hand, infrastructural conditions of the village also affect the teaching process. For example, they explained that power cuts frequently happen in the school; therefore, they had to do lessons in the dark in winter, and they could not integrate technology. That is why, they cannot teach the lesson as they plan, and this situation affects the learning process negatively.

Mesela illa her gün 2-3 saat elektrik gidiyor...Sonrasında da gidip geliyor zaten. Bilgisayarımı getirdiğimde illa bir aksaklık oluyor. Şarjı çok uzun sürmediği için...eee...mecburen derste fişe takmam gerekiyor...Taşınabilir projeksiyonu da her istediğimiz zaman kullanamıyoruz...ıııı...1 tane olduğu için...mecburen diğer öğretmenler de kullanıyor onu. Bazen güzel bir görsel bulduğumda tahtaya yansıtıp onun üstünden anlatmak istiyorum ama bu burada her zaman olmuyor. (T-1)

Ya aslında akıllı tahtamız falan olsa en azından bir nebze öğrenciyi derse daha fazla çekebiliriz. Yani...öğrenciyi kültürel açıdan da daha donanımlı hale getirebiliriz. Mesela sınıflarda film, tiyatro oyunu, sanal müze gezisi falan izletmek istiyorum ama maalesef ya projeksiyonu her zaman alamıyorum ya da zaten elektrik olmuyor özellikle kışın. (T-1)

Ya da teknolojik imkanlarımız çok çok kısıtlı olduğu için gereken teknolojiyi kullanamıyorum...Eee...mesela listening yaptırmak istediğimde kendi Bluetooth hoparlörümü kullanıyorum ama şarjı bittiğinde elektrik de yoksa bir daha kullanamıyorum. Mecburen erteliyorum. Ya da kitaptaki aktiviteyle alakalı bir video izletmek istiyorum ama projeksiyonumuz yok. Yani her sınıfta yok...eee...taşınabilir var ama onu da her istediğim zaman alamıyorum. Mesela EBA'da Vitamin'de çok güzel etkinlikler oluyor. Akıllı tahtamız olsa ya da en azından projeksiyon, sınıflarda daha güzel ders işleyebilirdik. (T-2)

Bir de elektrik, su, ısınma problemleri olunca köyde öğretmenlik yapmak daha zorluyor. Yani ben her derse hazırlık yaparken her defasında elektrik olmazsa diye bilgisayarımı kullanmaya çekiniyorum. Yani şöyle söyleyeyim, bütün şubelere aynı gün dersim olduğunda bilgisayarımın şarjı yetişmiyor. Bir sınıfa etkinlik yaptırıp diğerine de de yaptırmayınca öğrenciler birbirlerine söylüyor. Özellikle sabah erken saatlerde ders işlerken hava karanlık oluyor bir de elektrik olmayınca mecburen telefon flaşını tutmak gerekiyor. Yani öyle mecburen. (T-2)

For example, there is a power outage for 2-3 hours every day... Then the power cut continues. There is always a glitch when I bring my computer. Since the charge does not take too long... eee... I have to plug it in during class... We cannot use the portable projection whenever we want... iii... because there is only one... necessarily other teachers also use it. Sometimes when I find a good image, I want to project it on the board and explain it, but that doesn't always happen here. (T-1)

If we had a smart board or something, we could attract students to the lesson. So... we can also make the student better culturally equipped. For example, I want to watch movies, theater plays, virtual museum trips or something in classrooms, but unfortunately, I cannot always get the projection or there is no electricity, especially in winter. (T-1)

Or because our technological possibilities are very limited, I cannot use the required technology ... Well... for example, when I want to teach listening, I use my own Bluetooth speaker, but when its charge is over, I cannot use it again if there is no electricity. I have to postpone. Or I want to show a video about an activity in the book, but we don't have a projection. I mean, not in every classroom... Well... there is one portable projector, but I can't get it whenever I want. For example, there are very good activities in Vitamin at EBA. If we had a smart board, or at least a projection, we could do better lessons in classrooms. (T-2)

And when there are electricity, water and heating problems, it is more difficult to teach in the village. Well, I am afraid to use my computer in case there is no electricity every time while preparing for each lesson. So... when I have classes in all sections on the same day, my computer's charge doesn't catch up. When one class does an activity and the other does not, the students tell each other. Especially in the early hours of the morning, it is dark while teaching, and when there is no electricity, it is necessary to hold the phone flash. (T-2)

Another factor that teachers considered under the regional challenges was students readiness level in the area. The teachers stated that, there were students

who were illiterate at all levels and the students lack some necessary knowledge about the language structures that they should have learned in the previous years, and this situation affects the students' learning.

İçerik açısından bizim öğrencileri düşününce biraz zor geliyor onlara ama bu onların altyapılarının yetersiz olduğuyla alakalı. İıı...8. Sınıfa gelip okuma yazma bile bilmeyen öğrencilerimiz bile olduğu için malum... (T-1)

When we consider our students, in terms of content, it is a bit difficult for them, but this is related to their insufficient readiness. You know...We even have students who come to the 8th grade and cannot even read and write. (T-1)

Mesela 8. Sınıf çocuğu okuma yazma bilmiyor e ne yapacaksın şimdi...Ya bir de sınav hazırlarken yüz kere düşünüyorum olabildiğince çocukların anlamayacağı soruları elemeye çalışıyorum. İıı...mesela...bizim çocukların çoğunun bilişsel düzeyi yaşlarının gerektirdiğinden düşük olduğu için örnek veriyorum bir cümle tamamlama sorusuna soruyu tam anlayıp yanlış bile cevaplamış olsa en azından soru için ne yapacağını anlayan çocuklar çok az...Mesela o cümle tamamlama sorusuna yanına Türkçesini yazan mı dersin, başka sorudaki kelimeleri rastgele yazan mı dersin. (T-1)

For example, the 8th grade child is illiterate and what are you going to do now...I think a hundred times while preparing an exam, I try to eliminate questions that children cannot understand as much as possible...ııı... For example, since most of our children have a lower cognitive level than their age requires. There are very few children who understand what they will do for a sentence completion question, even if they understand the question completely and answer it incorrectly ... For example, some students write Turkish equivalence, some write the words in another question randomly. (T-1)

Yani maalesef öğrencilerimizin altyapıları düşük. Mesela ben 5'lere soruyorum yarısına sınıf öğretmeni İngilizce öğretmiş, yarısı da hiç görmemiş zaten. E bunların okuma yazma bilmeyenleri de var. Yani başarılı olmak için uygun koşullar yok maalesef. (T-2)

So unfortunately, our students' readiness level is low. For example, I ask the 5th graders whether they had an English teacher in the primary school or not, half of them have been taught by their classroom teachers and half have never been taught English before. There are also those who are illiterate. So unfortunately, there are not suitable conditions to be successful. (T-2)

The teachers also emphasized the influence of the learning environment in this region on students' attitudes. Teachers mentioned that students are not very enthusiastic about the lessons and most of them do not consider English as important for their future career as they believe that they will not be practicing professions requiring any knowledge of English.

Pek hevesli değiller, yani aslında önemli olduğunu düşünmüyorlar hiç. Hatta bizim Kürtçe öğrenmemizin daha gerekli olduğunu

They're not very enthusiastic, so they don't think it's important at all. They even think that it is more necessary for us to learn

düşünüyorlar. Mesela ileride iş hayatımda bana yarayacak demiyorlar. Tam tersi, ileride ne işimize yarayacak ki diye düşünüyorlar. Eeee...bu aslında kendi gelecekleri ile ilgili ne düşündükleriyle alakalı...İmmm...yani bence çoğu yine bu köyde bir hayatı olacağını düşünüyor. E onların bakış açısından düşünecek olursak eğer haklılar da zaten. Onlar ileride de tarlada çalışacaklarını ve evlerinin yanında koyunlara bakacaklarını düşünüyor. Sonra zaten buralarda İngilizce'nin İ'si olmadığı için tamamen gereksiz olarak görüyorlar. Maalesef bazı öğrenciler de gavurun dili biz niye öğreniyoruz diyorlar. İşte ileriye dönük bir farkındalık yok. (T-1)

Kurdish. For example, they do not say that it will be necessary for me in my future business life. On the contrary, they think about why it will be useful in the future. Well... it's actually about what they think of their future... Immm... I think most of them think they'll have a life in this village again. If we think from their point of view, they are also right. They think that in the future they will work in the fields and take care of the sheep near their homes. Then they see it as completely unnecessary, as there is no English language here anyway. Unfortunately, some students also say why we learn the language of unbeliever. There is no future awareness. (T-1)

Çok çok az öğrenci İngilizce dersine karşı önyargılı değil. Bize yeni bir kültür öğretiyorsunuz diyen vs. var. Ama çoğu bize ne, günah, diyorlar. Mesela yabancı bir bilim insanı görünce "hocam günah değil mi biz bunları öğreniyoruz" falan da diyorlar. Çoğu İngilizce dersinin ileride ihtiyacı olmayacağını da düşünüyor. (T-2)

Very few students are not biased towards English lessons. There are some who says you're teaching us a new culture, etc. but many say that it is sin, it is not our interest. For example, when they see a foreign scientist, they say, "Isn't it a sin to learn these things?" Many also think they won't need English lessons in the future. (T-2)

The last issue that the teachers expressed under the theme of regional challenges is that parents are indifferent to the students' academic success. The teachers think that this situation does not help to increase the readiness levels of the students. According to them, parents are responsible for students' illiteracy because they are not caring.

Yani eve gittiğinde çocuklar derslerini çalışmış mı bugün ödevi var mı diye veliler pek sormuyor o yüzden çocuğun eğitimi işi sadece okul içerisinde oluyor. Aslında biraz onlar da çabalasalar. (T-1)

In other words, when the children go home, parents do not ask if they have studied or have homework today, so the education of the child is only within the school. Actually, I wish they tried a little bit. (T-1)

Veli profilimiz de malum...Pek ilgili değiller, çocukları ödevlerini yapmış mı yapmamış mı çoğu önemsemiyor. (T-2)

You know our parent profile... They are not caring, most of them do not care whether their children have done their homework or not. (T-2)

Maalesef çocuğuna okuma yaptıracak veli potansiyelimiz de olmadığı için... (T-2)

Unfortunately, since we do not have the potential to have parents reading their children ... (T-2)

Impact of sociocultural incongruity: This theme is related to the teachers' perception that there is a discrepancy between the cultural content of the book and the students' sociocultural background. Teachers express the effects of incongruity with different aspects under this theme. When teachers' general perceptions were analyzed from semi-structured interviews, it was revealed that they think that there is a cultural mismatch between rural students' sociocultural backgrounds and cultural activities in English textbooks. They explained that this cultural mismatch makes English learning difficult because students have difficulty in understanding the unfamiliar concepts which remain abstract in their minds.

İşte dediğim gibi... Köydeki sosyal ortamlar kitapta bahsedildiği ve örnek verildiği gibi olmadığından çocuğun mesela günlük rutini ya da hafta sonu rutini burada bizim anlattığımız gibi değil. Bu kitap çocuğa bambaşka bir dünya gibi geliyor. Örneğin bu çocukların hafta sonu arkadaşlarıyla kafede buluşma gibi bir aktiviteleri yok. Ya da basketbol kursuna gitmek, yüzme havuzuna gitmek, işte ne bileyim şehir turu yapmak, denize gitmek, plaja gitmek bu kavramlar onlara tanıdık gelmiyor. Aslında televizyonda görüyorlar tabii ama işte anca o kadar... (T-1)

As I said... Since the social environments in the village are not as mentioned in the book and given as an example, the child's daily routine or weekend routine is not like we described here. This book sounds like a completely different world to the child. For example, these children do not have an activity like meeting their friends at a cafe on the weekend or going to a basketball course, going to the swimming pool, taking a city tour, going to the sea, going to the beach, these concepts are not familiar to them. Actually, they see it on TV, of course, but that's all. (T-1)

Özellikle batı bölgelerdeki çocukların daha aşına olduğu şeyler var... iii... Mesela bu yöredeki çocuk pankek in ya da krep in ne olduğunu bilmiyor ama daha büyük şehirlerde yaşayanların daha fazla bildiği öğeler var. Ben kendi dersim ya da kendi konularım için söylersem çok zorlandığımız bazen görselinden bile öğrencilerin anlayamadığı kültürel öğeler oluyor. (T-1)

There are things that children in especially western regions are more familiar with... iii... For example, the child in this region does not know what pancakes are, but there are items that residents of larger cities know more. If I talk about my own lesson or my own topics, sometimes there are cultural elements that the students cannot understand even from the visual.

(T-1)

Tabii bu köylerde sosyal hayat da kitaptakinden farklı...mesela buralardaki öğrenciler şehirlerdeki sosyal ortamları hiç görmedikleri için anlatırken zorluk çekiyorum mesela. Yani tenis kortu, çocuk tiyatrosu falan dediğimde ya da fitness, spor salonu falan da geçtiğinde çocuklara zaten kelimenin kendisi yabancı. Nasıl bir şey olduğunu bilmiyor ki biz İngilizcesini öğrettiğimizde anlasın. Onun koyunlara gitmesi, tarlalarda, bakkallarda çalışması onun sosyal hayatı, ama kitaptaki hayatlar böyle değil. Mesela 6'larda şehir binalarını anlatıyorum kursta. Bu köyde hükümet binası mı var da çocuk anlasın ya da alışveriş merkezi... (T-2)

Of course, the social life in these villages is different than those given in the book... For example, I have difficulty in explaining because the students here have never seen the social environment in the cities. So when I say tennis court, children's theater, or fitness, gym, etc., the word itself is foreign to children. He doesn't know what it is like so he can't understand when we teach him the English version of them. His social life is his taking sheep to graze, working in the fields and working at the small grocery store in the village, but the lives in the book are not like that. For example, I am telling about city buildings in the 6's (6 grade). Is there a government building in this village so the children understand? or a shopping mall?... Children do not know about shopping malls... (T-2)

Another issue that teachers expressed during the interviews was that concepts can be meaningless to students when they were not familiar with. In other words, according to the teachers, the students find the activities that they do not see in the village as different, meaningless or absurd. It is stated that this situation can be challenging for them in terms of teaching methods.

Bazen çocuklar diyor "öğretmenim işte çok saçma bir şeymiş ya da işte biz bunu bilmiyoruz niye sürekli bize bunu soruyorlar?" diyebiliyor...bazen de eee sınıfın birkaç kişi sınıftan eğer bunu yakaladıysa sonrasında ona mutluluk veriyor. Hani... ben bunu bir önceki ünite de öğrenmiştim, en azından ne olduğunu biliyorum. (T-1)

Sometimes children say "teacher, this is such a ridiculous thing, or we don't know this, why do they keep asking this to?"... sometimes a few students of the class can be happy afterwards if they understand the concepts... you know...they think "I learned this in the previous unit, at least I know what it is". (T-1)

Ya zaten önce de dediğim gibi bir şey onlara anlamsız gelince ki burada aşına olmadıkları kavramlar anlamsız gelebiliyor hemen saçma falan diyorlar. Yani sanki bir duvar örüyorlar. Bunun böyle olmaması için onların hayatlarından ya da bu köyden örnek vermeye çalışıyorum çünkü öbür türlü laf anlatacağım diye ders geçiyor...iii...ben de yoruluyorum. (T-2)

As I said before, when something is meaningless to them, indeed concepts may seem meaningless when they are not familiar with here, they immediately say absurd or something. So, it's like they're building a wall. To prevent this from happening, I try to give examples from their lives or from this village, because I waste too much time while telling the other way... iii... I get tired too. (T-2)

According to the data from the interviews, this cultural mismatch situation confuses the teachers about the approach they will use when teaching and the

teachers state that sometimes they do not know how to explain the unfamiliar concepts. The teachers mentioned that the book itself is not problematic but together with the realities of the region, it becomes difficult for them, they had difficulties in terms of content due to sociocultural deprivations of the region.

Aslında köy öğretmenlerinin işi zor...Onlar öğrenciye nasıl yaklaşacağını bilmek zorunda hatta köyün de kültürünü bilmek zorunda bence. Zaten bu yüzden bazen zorlanıyorum ben de ki benim burada 4. Yılım. Yani bazen derste anlatıyorum bakıyorum yine olmamış, bir duraksıyorum. Toparlamaya çalışıyorum. Ama işte sanki bambaşka bir ülkede gibi hissediyorum bazen. (T-1)

Actually, village teachers have a difficult job... They have to know how to approach the student and even know the culture of the village. That's why I have hard times sometimes even though it's my 4th year here. I mean, sometimes after I teach in the class, then I see that students don't understand, I stop for a while. After that, I'm trying to wrap it up. But sometimes I feel like I am in a completely different country. (T-1)

İçerik açısından ya belki merkezi okulda olsaydım daha rahat işleyebilirdim ama burada zorlanıyorum yani içerik konusunda onları işlerken zorlanıyorum. (T-1)

In terms of content, maybe I could teach more easily if I were at an urban school, but I have difficulties here, so I have difficulties in teaching them in terms of content. (T-1)

Bu okulda kitabı işlerken zorluk yaşadığım oluyor. Yani...çocuklar bazen ne kadar anlatsam da anlamıyorlar ama anlamamaları bahsettiğim kelimeleri kendi köylerinde görmemiş olmakla alakalı. (T-2)

In this school, I have difficulty in teaching the book. So... no matter how much I explain children sometimes don't understand, but their lack of understanding is related to not seeing the concepts I mentioned in their village. (T-2)

Yani kitapla alakalı bir sıkıntı yok da ben karşımda okuma yazma bilmeyen ya da heceleyen öğrenci görünce artık ne yapacağımı şaşıyorum. Yani ...ıııı...sürekli resimli aktivite olmaz bu sefer de okuyabilen öğrencilere yazık olur...ııı...o öğrenciler BEP (Bireyselleştirilmiş Eğitim Programı)'li olmadığı için onlara ayrı sınav da hazırlanmıyor. Yani ne yapsam bazen bilmiyorum. (T-2)

I mean, there is no problem with the book, but when I see a student who is illiterate or spelling, I am confused about what to do. So...ııı...I can't always use pictorial activity otherwise it would be a pity for the students who are literate... iii... since illiterate students do not have IEP (Individualized Education Program), we can't prepare separate exams for them. So, sometimes I don't know what to do. (T-2)

The last issue that the teachers expressed under this theme is that students feel themselves disadvantaged when they come across with the concepts in the book which they did not see in the village due to sociocultural deprivations. According to the teachers, when students see cultural activities such as going to the theater/movie/concerts/amusement parks, they feel upset because they do not

have a chance to attend these activities in the village. Teachers added that in relation to this situation, their motivation decreases.

Onlar köyde yaşadıkları için böyle etkinliklerden mahrum kaldıklarının bilincindedeler. Zaten bunu anladıklarında kendilerini ifade ediyorlar “amaaan hocam burada hiç böyle şeyler yok, keşke olsa ben hep giderdim” diyorlar. (T-1)

They are aware that they are deprived of such activities just because they live in the village. They express themselves when they realize this, they say, “There are no such things here, but I wish there were and I would always go”. (T-1)

Bunları ben anlatırken ya da resmini falan gösterirken yeni yeni öğreniyorlar, bir de kendileri hiç gidemedikleri için üzülüyorlar. (T-2)

They are just learning these while I am telling them or showing their pictures or something, and they also feel upset for not being able to go. (T-2)

Mesela film türlerini anlatırken patlamış mısır falan da geçiyor. Çocuk bu ne alaka diye soruyor. E hiç sinema görmemiş ki, orada patlamış mısır satıldığını da görmemiş. Aslında burada da anlıyorum ki böyle motivasyonları düşüyor. Yani şey gibi..ııııı..bana göre değil bunlar...der gibi...yani bunu özellikle zeki öğrencilerimiz için söylüyorum, zaten diğerleri her hâlükârda takmıyor...ama akıllı öğrencilerimiz bi omuz silkiyor, bu da böyleymiş deyip. (T-1)

For example, while describing the movie types, popcorn or something similar appears in the activity. The child asks, “what is this about?” S/he has never seen a movie theater, nor has s/he seen popcorn sold there. In fact, I understand that their motivations are decreasing. I mean, like ... uh ... as if to say... “they are not for me” so I say this especially for our smart students, others don't care it anyway ... but our smart students shrug by saying “that is the case”. (T-1)

Yeni kelimeyi öğrendiğinde çocuk onun Türkçesini bilmediği için ilk seferinde öğreniyor daha sonrasında ne olduğunu yine unutuyor. Çünkü Türkçesini de bilmiyor. O yüzden çocuklarda biraz daha yapamayacağım ya da hemen unuttukları için çalışma hevesleri olmuyor. Motivasyonlarının olumsuz etkilendiğini düşünüyorum. (T-2)

When the child learns the new word, s/he learns for the first time and then forgets the meaning again because s/he does not know it as a concept. That's why kids don't have the enthusiasm to study because they are afraid of not being able to do it or they forget it right away. I think their motivation is negatively affected. (T-2)

Professional demands: Under this theme, teachers express the extra responsibilities they have due to the regional conditions while doing their profession. When the teachers were asked about their perceptions of the cultural elements given in the activities of the coursebook during the interviews, they stated that there was mismatch between the students' sociocultural background and coursebook content as mentioned earlier. The teachers expressed that cultural mismatch can be more demanding for them such that their workload increases since they have to make up for the mismatch. They emphasized that

when students do not understand a cultural concept due to sociocultural deprivations, they have to provide extra information to narrow the mismatch and this requires more time and more responsibilities.

Mesela 6'larda Downtown diye bir ünitemiz var. Burada hükümet binası, valilik, müze, postahane gibi kelimeler geçiyor. Çocuklar da böyle yerleri köyde görmüyorlar. Eee... ben yine binanın ne işe yaradığını, orada ne iş yapıldığını, kimlerin oraya gittiğini anlatmak zorunda kalıyorum önce. (T-1)

For example, we have a unit called Downtown in the 6th graders. There are some words like government building, governorship, museum, post office mentioned in the unit. Children do not see such places in the village. Well... first, I have to explain what the building is for, what work is done there, who goes there. (T-1)

Az önce de dediğim gibi burada sadece İngilizce öğretmekle de kalmıyoruz maalesef, çocukların bilmediği farklı aktiviteler, yiyecekler, yerler olunca onları da öğretiyoruz. E bu da İngilizce öğretmenin yanında farklı bir sorumluluk. (T-1)

As I said before, we do not only teach English here, unfortunately, we also teach children when there are unfamiliar activities, foods and places that children do not know about. This is a different responsibility besides teaching English. (T-1)

Yani onların kültürel birikimleri eksik. Eee... İngilizce de matematik gibi bir ders değil ki soyut olsun sürekli...Böyle olunca çocuklara kavramların kendisini öğretiyorum önce. Mesela müze nasıl bir şey, avm, kafe, sinema nasıl bir şey onları önce öğretmek zorunda kalıyorum ki anlasın. Mesela lunapark etkinliğinde çocuklar lunapark oyuncaklarını bilmiyordu ben de onların videolarını tek tek izlettim. (T-2)

In other words, their cultural background is insufficient. Well... English is not a lesson like mathematics which is always abstract... As such, I teach children the concepts first. For example, what a museum, shopping mall, cafe, cinema is like... I have to teach them first so that they understand. For example, the children did not know about the amusement park toys at the amusement park activity and I had them watch their videos one by one. (T-2)

Moreover, the teachers expressed that they have to put more effort to handle the incongruence and increase students' effective learning. They stated that they would not have to do that if they worked in a city center; however, working in a village requires putting extra effort necessarily.

Ya işte bizim çabamız çok önemli ve gerekli. Yani öğretmen bu çocukların yaşam koşullarını dikkate almazsa yargılayabilir...ne bileyim... anlamıyorlar deyip, kestirip atabilir. İşte daha fazla düşünüp araştırmak lazım... (T-1)

Our effort is very important and necessary. In other words, if the teacher does not take into account the living conditions of these children, s/he can judge them for not understanding. Here we have to think and research more ... (T-1)

Açıkkası, böyle bir köyde olunca bu zorlukları telafi etmek için öğretmenin çok çalışması gerekiyor. Daha farklı materyaller kullanmayı düşünüyorum hep acaba ne kullanısam daha iyi öğrenirler bu çocuklar diye. Öyle yani... (T-1)

Obviously, the teacher has to work hard to make up for these difficulties in such a village. I always think of using different materials so that these kids will learn better. So it is. (T-1)

Ama maalesef biz genel programı takip etmek zorundayız. O programa birebir uyunca zaten burada biraz havada kalıyor. O yüzden ben hep farklı bir metot ya da aktivite de düşünmek zorunda hissediyorum. Yoksa dersi duvara anlatır gibi oluyor. (T-2)

But unfortunately, we have to follow the centralized schedule. When we follow the schedule exactly, it can be a bit vague to the students. That's why I always have to consider a different method or activity. Otherwise, it's like giving the lecture to the wall. (T-2)

Mesela Yummy Breakfast ünitesinde, salami, sosisi, kruvasanı önceden marketten alıp kahvaltı etkinliği yaptım, böylece öğrencilerin daha iyi anladığını düşünüyorum. Ama bu da öğretmene daha fazla sorumluluk yüklüyor. Bence bu anlamda köy öğretmenleri daha çok çalışmak zorunda. Çünkü az imkanla kaliteli bir eğitim vermeye çalışıyoruz. Buradaki çocukları lise sınavına hazırlıyoruz. Açıkçası öğrencinin kırtasiyeye bile gidemediği bir yerde, istediği kadar test kitabı alamayacağı bir yerde biz bu imkansızlıkları kapatmaya çalışıyoruz. (T-2)

For example, in the Yummy Breakfast unit, I bought the salami, sausage, croissant from the market beforehand and had a breakfast activity, so I think students can understand better. But this puts more responsibility on the teacher. I think village teachers have to work harder in this sense. Because we are trying to provide a quality education with few opportunities. We're preparing children here for the high school exam. Obviously, we try to make up for these impossibilities in a place where the student cannot even go to the stationery and buy as many test books as /she wants. (T-2)

4.1.2. Student Perceptions

The intervention was implemented in three sections of eight graders (8-A/B/C) and the data were gathered from twelve students via semi-structured interviews. Focusing on retrieving students' perceptions on cultural content of English coursebook, it was questioned how they perceive cultural concepts in the English coursebook. In line with these, the data were categorized under two major themes which are *course-content related perceptions* and *cultural perceptions*.

Course-content related perceptions: This theme describes students' perceptions of the grammatical structure, vocabulary and text difficulty in the English textbook. During the interviews, the students explained their perceptions related to course procedure, vocabulary items, reading passages and visuals. Nearly all of the students stated that vocabulary items can be difficult for them and this situation negatively affects their learnings. The most problematic aspect of the course was reported to be the vocabulary according to students'

perceptions. They mention the words were too long, too difficult or too complicated for them.

Hocam biraz karışık geliyor hocam çünkü anlamları ayrı okunuyor, yazılışları ayrı okunuyor. (S-2)

Teacher, English is a bit complicated because the meanings and spellings are read separately. (S-2)

Hocam uzun paragrafları anlamıyorum... Kelimeleri bilmediğim için. (S-6)

Teacher, I don't understand long passages because I don't know the vocabulary. (S-6)

Hani çok uzun kelimeler var ya onlardan. Ben çok zorlanıyorum. (S-1)

You know, there are very long words, I have a hard time understanding them. (S-1)

Moreover, students stated that the visuals given in the book are not enough to understand the concepts and they sometimes need more visuals to understand especially unfamiliar concepts. Their comments highlighted the need for supporting students' learning process with visuals as the concepts are mostly new to them.

Hocam kitap güzel, ama daha resimli olsa daha güzel olurdu. (S-2)

Teacher, the book is nice, but it would be better if there were more illustrations. (S-2)

Hocam bazı yerleri anlamıyorum ben görmeyince, resim olsa daha güzel olur. (S-4)

Teacher, I don't understand some places when I don't see it, it would be better to see a picture. (S-4)

Mesela hocam... böyle farklı yemekler oluyor kekler oluyor resim olmasa nereden bileyim ben? (S-8)

For example, teacher... there are different dishes, cakes.... how should I know if there is no picture? (S-8)

Their comments suggest that the book assumes students know some concepts and does not provide visuals for all the concepts and vocabulary that students do not know. Therefore, according to their perceptions, vocabulary is difficult, and they require more visual support to learn the target language.

Cultural perceptions: Second theme in terms of representing students' perceptions was about how they see the cultural content represented in the book. Students in general think that cultural content is most of the time unfamiliar to

them and they stated that they are deprived of some cultural activities and opportunities in their village compared to the life represented in the book.

Hocam mesela sinemalara biz gitmiyoruz. Onlar gidince ben anlamıyorum. Onlar diyorlar arkadaşlarımızla dışarıda geziyoruz, kahve içiyoruz... biz yapmıyoruz öyle yani. Ben eve gidince iş yapıyorum anneme. (S-1)

For example, we do not go to the movie theaters. I don't understand when they say that they go. They say that they hang out with their friends, they drink coffee... We don't do these sorts of things. When I go home, I do housework for my mother. (S-1)

Burada öyle güzel şeyler yok ki...valla hocam tiyatro da ben hiç görmedim yani sinema da. (S-12)

There are not such beautiful things here... Well, teacher, I have never seen a theater or a cinema. (S-12)

Students' comments show that they compare their own lives with the life which book presents and they observe that they lack these experiences and opportunities in their environment. This realization also leads to a feeling of dissatisfaction. When students talked about their sociocultural deprivations, nearly all of them stated that they are disadvantageous unlike those children who have access to various cultural activities because they do not have sociocultural opportunities to experience those activities in the village.

Onlar bizim okulumuza göre daha gelişmişler mesela onlarda laboratuvar var laboratuvara gidiyor. Spor odasında daha çok aktivite yapıyorlar, bizde İngilizcede bir şey olsa mesela görsel olarak biz görmediğimiz bir şeyi görsek burada daha güzel olur. (S-3)

Their school is more advanced than our school. For example, they have a laboratory, and they can go to the laboratory. They do more activities in the gym, if we see something in English that we don't see in the village, it would be better if we see something that we do not see. (S-3)

Hocam onların hayatları lüks bence...onlar biz gibi geri kalmış değil ki her şeyin en iyisi orada var. (S-7)

Teacher, I think their lives are luxurious... they are not underdeveloped like us so there is the best of everything there. (s-7)

Onlarda böyle köy yok ki...ben görmedim hiç, onların yaşadıkları yer daha güzel (S-8)

They don't have a village like this one...I haven't seen one. The places where they live are better. (S-8)

4.2. Opportunities for Meaningful Learning Provided by Adapted Materials

The third question of the present study was about students and the teacher's perceptions about the adapted materials. Relevant data were collected through open-ended questionnaires from students, the teacher's class discussion reflections and teacher memos.

4.2.1. The Perceptions of the Teacher

Based on the analysis of whole class discussion reflection memos and teacher memos, two main themes which are *internalization* and *meaningful learning*, were defined.

Internalization: This theme is about the teacher researcher's opinions about how the adapted activities helped students internalize the new language input. Internalization was seemed to be achieved through promoting familiarity, providing relatedness and retention. Based on the data retrieved from class discussion reflections and teacher memos, it was seen that the adapted activities helped students to internalize the course subject by promoting familiarity. It was seen that as students get familiar with the concepts that they have not seen in the rural area before, they could construct new semantic connections between the new language input and their previous schemata.

This was a mango cake recipe activity and there was a reading paragraph. There was not a visual of mango. Before the reading passage, I showed some mango pictures and asked them what fruit is similar to mango. Some of them said it looks like a peach, some said it is like a persimmon and some others said its skin looks like a pomegranate. One of the students said that "I imagined a totally different shape, I thought it is green and long; however, it is orange and round." Then, they tasted a piece of mango. So, they get familiarized with the unfamiliar cultural item. After they tasted it, some of them said that it is very different, but some said it is similar to apricot. We continued with reading the paragraph.

(Teacher memo- December 2019)

Based on the retrieved data, it was seen that since the adapted activities include local culture elements, students could relate the new language input to their own lives. It was stated that as students made a connection between their lives and course subject, they were more willing to learn the subject.

...I asked what they liked or did not like about the activities. When I asked students about what was good in the lesson, which activity they liked today, they gave different answers. Most of them said that they liked worksheet activity. When I asked the reasons of it, they said that some of the pictures were related to their lives in the village such as working in fields, collecting cotton, swimming in a river, playing with wheelbarrow etc. and they also added that it was very good to learn some vocabulary related to village life.

(Class discussion reflections- November 2019)

After they complete the worksheet, they said that "the children in the activity do the same things with us, they play game as we do, they go to fields and collect cottons, they play with rocks like we do in our village". They were very willing to learn the new vocabulary items since the activity was reflecting local culture elements. The activity made them very happy and excited when they saw some elements related to their own lives.

(Teacher memo- November 2019)

Students were also able to recall the vocabulary learnt in the previous weeks easily. The memos reflect the teacher researcher's notes about how she noticed students seemed to remember and try to use the target vocabulary which made her happy as this was not common earlier.

The word pudding was mentioned in the materials that I adapted in the previous lesson, and the students got familiarized for the first time. In this lesson, after reading the mango cake recipe, some of the students said, "My teacher, is there such a thing as mango pudding?" they asked. This is a very important question because the students had seen the pudding for the first time in the previous lesson, and in this lesson, it was the first time they saw the mango. They worked on the concepts they had just learned, remembered and commented on them, and I was very happy.

(Teacher memo- December 2019)

After listening to different music types such as heavy metal and rock, most of the students remembered the vocabulary taught in the previous lesson adapted activities. They formed a sentence using the words such as "concert, concert ticket and concert stage". These vocabularies had been covered in the previous

adapted lesson. That is why, it is very important that students recalled the unfamiliar concepts at first.

(Teacher memo- November 2019)

Provided meaningful learning: This theme indicates that the adapted activities helped students learn the unfamiliar concepts meaningfully instead of rote memorization. Meaningful learning was achieved through increasing enthusiasm, increasing engagement, raising curiosity, and authentic learning. First of all, it was stated that the activities increased students' enthusiasm towards the course. The analysis revealed that they became enthusiastic to do the activities when the material is meaningful to the students.

In the original activity, going to an amusement park was given as a free time activity which can be done with friends. To familiarize the students with amusement parks, I showed the video of Vialand (an amusement park in İstanbul). They expressed that they had a lot of fun even watching this video and could not imagine the reality. The language input became meaningful to them otherwise they wouldn't be enthusiastic if they did not understand that the activity is talking about and they only memorized the Turkish meaning of the word "amusement park".

(Teacher memo- November 2019)

Most of the students stated that "music videos were very exciting because we felt like we are in a music program". Some students expressed that they haven't seen any program in a large screen, and they said that they felt like that are in the music program called "O Ses Türkiye" (The Voice). I think that students could understand what the activity means by saying "music band, rock concert, culture and convention center". I realized that the concepts were more meaningful after the students learnt about them and get excited.

(Class discussion reflection, December 2019)

The adapted activities were prepared in such a way that they include some sociocultural background knowledge which would be necessary to understand the activity. If students do not know a concept given in the activity, they cannot do the activity such as a speaking or writing activity. After the adapted materials, it was seen that students could participated more because they had the necessary input to share their feelings, make comments or arise interest to the subject. After students could gather the necessary background knowledge, the teacher

researcher noted that students' participation and engagement with the course had increased.

However, in the adapted version they created a smartphone application in groups for a specific purpose such as learning a foreign language, preparing a workout program etc. Students could actively participate to the activity because before the activity I introduced them a smart phone application for learning a foreign language. They worked in groups of three or four. All of them discussed on a smartphone application. It was impossible to do the original activity because it would not be meaningful. However, with this adapted version of the activity, all the students could participate willingly because it only required students' imagination. I gave them 10 minutes to do the activity and the groups presented their work to the class. I think the activity was much more communicative.

(Teacher Memo- February 2020)

After I showed an example of a theater play which was unfamiliar to the students, I asked the differences between a theater play and a movie. Their participation was very good after they had an idea about a theater play. They could explain some differences. This is significant because they could learn the unfamiliar items, they processed and explained the differences between a movie and a theater.

(Teacher memo- November 2019)

After students watch the prepared videos, we went on with reading the passage. I observed that students could participate and make comments on these concepts. After the students learned about the concepts, their participation in the lesson increased. Students carefully watched the videos, and they were willing to participate.

(Teacher memo- December 2019)

The data revealed that students wanted to learn more about new language input, and they were willing to express their own ideas using the new language structure. In other words, the adapted activities raised students' curiosity towards foreign language usage.

The students asked the English meanings of other words that came to their mind about music. In this way, their vocabulary also increases. They kept saying, "What does a note mean in English?" "My teacher, how can I say my voice is beautiful in English?". The students had a biased attitude towards learning English before. For example, they were rejecting to learn some vocabulary to use in their social life. However, after adapting the activities, their desire to learn some vocabulary has increased.

(Class discussion reflection- December 2019)

After the activity was done, some of the students asked questions about using the new concepts in the sentences. These questions are of their interest in using the language to express their ideas. For example, they asked “how can I say that I can’t go to the gym every day” or some of them even asked “teacher, how can that I say there is no gym in my village?” I believe that these questions were very important because my students are not interested in learning more than given by the book.

(Class discussion reflections- December 2019)

According to the data from teacher memos and class discussion reflections, the adapted materials were seen to contribute to authentic learning. Authentic learning was achieved through using authentic materials (e.g. concert ticket, mango fruit, play dough, Duolingo), student-led group works, reflection of the real-world contexts (inclusion of local culture elements), and creation of a product (producing a smart phone application).

The retrieved data showed that the adapted activities included some realia and authentic materials which helped students to be familiar with the unfamiliar concepts in a concrete way as much as possible.

Moreover, the activities were redesigned as a group activity which supports the authentic learning by increasing the cooperation among students. The excerpt below reflects that the teacher-researcher believed that students’ working cooperatively provided a way to reflect their ideas in the learning process.

Since the original activity requires students to know some concepts such as sandwich, pizza and hamburger, I wanted to give some background information related to these concepts. First of all, I have showed some pictures of these concepts. Then, I divided the students into groups of three or four and distributed some play dough so as to create a food given in the coursebook activity. After the students created a food mentioned in the activity, the groups presented their works to the whole class and explained what the food is, and what ingredients the food contains?

(Teacher memo- December 2019)

Reflection of real-world contexts appeared as another way to achieve authentic learning. The adapted activities were prepared as part of the real world outside

the school. The data below shows that how the teacher-researcher inserted local culture elements while adapting the activities to make the course context more authentic.

The activity was about some free time activities which are done with friends. The free time activities given in the book were not reflecting the activities that rural students do with their friends. The original activities include some concepts such as throwing a slumber party; however, I added some rural activities such as riding a donkey and swimming in the river so as to make the content more authentic.

(Teacher memo- November 2019)

4.2.2. The Perceptions of Students

Based on the open-ended questionnaire analysis, students were content with the adapted activities in general. Majority of them stated that “*everything was good (her şey güzeldi)*”. When they were specifically asked about what they learnt in the activities, the learners wrote that they familiarized with some new concepts and vocabulary. The students also expressed what was new to them in the covered lesson. Regarding this, students stated that “*I learnt what a concert ticket looks like (ben konser biletinin nasıl bir şey olduğunu öğrendim)...how a concert can be (bir konser nasıl olur...) ...I learned to name an egg as omelet (yumurtaya omlet demesini öğrendim)*”. In a different unit, students expressed that “*I learnt what a gym and a swimming pool can look like (ben spor salonu ve yüzme havuzunun nasıl olduğunu öğrendim)*”. Moreover, they stated that they liked the visuals used in the adapted activities. Some of them wrote that “*the pictures in the worksheet were good (çalışma kağıdındaki resimler güzeldi)...I liked the theater scene that we watched (izlediğimiz tiyatroyu beğendim)...I liked the amusement park video (lunapark videosunu sevdim)*”. Another positive perception of the adapted materials was the use of realia. Many students stated that they liked the realia used in the activity. For example, students indicated that “*I liked that the teacher brought a real mango (öğretmenin mango getirmesini sevdim)...I liked making different foods using play dough (oyun hamuruyla farklı yemekler yapmayı sevdim)*”. Furthermore, the students reported that they liked the cultural relevance. For example, they stated that “*I liked the people working*

in the fields... (işte çalışan insanları sevdim)” Some of the students stated that they liked the activities because they were enjoyable “*the activity was very enjoyable, I liked that (aktivite çok eğlenceliydi, ben sevdim)*”.

The students also expressed that they were not content with the allocated time for the tasks and some stated that “*we had to play with the play dough for a short time (oyun hamuruyla az oynayabildik)*”. Similarly, some expressed that “*it would be better if we could play more (daha çok oynasaydık daha güzel olurdu)*”. In a different unit, students expressed insufficient time of the activity by stating “*it would be better if the concert activity would take longer (konser aktivitesi daha uzun süreseydi daha güzel olurdu)*”. Some of them stated that the activity would be better if there were not technical problems. When there were some technical problems with the speakers, the volume of the videos became low, and students expressed their dissatisfaction related to the technical problem and stated that “*the volume was not sufficient (ses yeterli değildi)...it would be better if the volume was high (ses yüksek olsaydı daha iyi olurdu)*”. Some of the students expressed that they did not like the reading passage and stated that “*I did not like reading (okumayı sevmemedim)*”. Only, few of the students did not like the activities and found them boring. They mentioned that “*the activity was boring (aktivite sıkıcıydı)*”.

The students also suggested some suggestions to improve the activities. Although some students liked the cultural relevance in the activities, few of them stated that they would like to see more cultural relevance. These students mentioned that “*it would be better if the music was şevko (a traditional dance music) (müzik şevko olsaydı daha güzel olurdu) ...I would like to listen to şevko (şevko dinlemek isterdim)*”. Another improvement area mentioned by the students was about visual number. Although some students stated that they liked the visuals, some others needed more visuals to better understand the input. They indicated that “*it would be better if we could watch different types of theater (farklı tiyatrolar izleseydik daha güzel olurdu)... it would be better if we could see more videos related to amusement parks (lunaparklarla ilgili daha çok video*

izleseydik daha güzel olurdu)”. Lastly, few students mentioned that they prefer the activities to be implemented in Turkish. They stated that “*it would be better if the activities were in Turkish (Türkçe olsaydı daha güzel olurdu).*”

4.3. Summary of the Results

The current study aimed to investigate the perceptions of the students and teachers in socioeconomically deprived rural area about the English language coursebook in terms of their social and cultural background and design and implement adapted materials to respond their needs. The data which were collected through semi-structured interviews, student surveys, whole class discussion teacher reflection memos and teacher memos were analyzed in accordance with the research questions.

First research question was about the how teachers and students perceive the English language course book and the education in the area. The data acquired from teachers’ interviews were represented under the themes of regional challenges, the impact of sociocultural incongruity and professional demands. As for student interviews, the themes were defined as course-content related perceptions and cultural perceptions.

The teachers highlighted the difficulties of the rural area as the region is deprived of some sociocultural and socioeconomic opportunities. They stated that the students in the village could not access various cultural activities unlike the students studying in a city center. Teachers express the effects of incongruity with different aspects under this theme. They explained that this cultural mismatch makes English learning difficult because students have difficulty in understanding the unfamiliar concepts which remain abstract in their minds. They emphasized that when students do not understand a cultural concept due to sociocultural deprivations, they have to provide extra information to narrow the mismatch and this requires more time and more responsibilities. As for students’

perceptions, it was revealed that they find some cultural concepts unfamiliar and their learning motivation is negatively affected as a result of unfamiliarity.

For the last research question, after the implementation process, the data revealed that the adapted materials helped student to internalize the new language input. Internalization was seemed to be achieved through promoting familiarity, providing relatedness and retention. Moreover, the adapted activities helped students learn the unfamiliar concepts meaningfully instead of rote memorization. Meaningful learning was achieved through increasing enthusiasm, increasing engagement, raising curiosity, and authentic learning. As for students' perception, they were generally content with all the activities. They also stated that the activities helped them to be familiar with some unfamiliar concepts which they do not have a chance to see or experience do to in the rural area and they enjoyed the lessons and wanted to have more time doing that type of activities.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents the discussion of the results, conclusions arisen from the results and some implications which the study may have for the further research and practice.

5.1. Discussion

The current action research study aimed to narrow the mismatch between students' sociocultural background and cultural content of the English coursebook activities by adapting the materials and contribute to English learning of rural students. To achieve the goal, an action research intervention was conducted, and data were analyzed for the determination of the research question. Adapted activities had been implemented over a seven-week of intervention in a rural secondary school. The analysis of the retrieved data revealed teachers' and students' perceptions regarding the sociocultural elements given in the coursebook activities and the adapted materials. The detailed discussion and conclusions are presented below.

5.1.1. Perceptions Related to Sociocultural Elements in Coursebook Activities

One of the aims of the current study was to understand how teachers and students in a rural school perceive and understand the sociocultural elements given in the coursebook activities. The analysis was represented under two categories as (1) teachers' perceptions and (2) students' perceptions.

One of the most important findings of this study was about the limiting effect of the several factors of rural areas, such as sociocultural / socioeconomic deprivations, low readiness level of the students and technological limitations which is in line with the related literature (Aksoy, 2008; Çakıroğlu & Çakıroğlu, 2003; Çiftçi & Cin, 2017; Kızılaslan, 2012). Teachers mentioned that the regional context creates socio economic disadvantages for the students. Village schools in Turkey have limited social and economic opportunities unlike urban schools, and therefore these schools have some unique needs (Çakıroğlu & Çakıroğlu, 2003). These limited opportunities in village schools adversely affect quality education and students' academic success (Aksoy, 2008). According to the teachers, these limitations are worsened with the students' low readiness level for English language course. Students' data also support this as they expressed that they were having difficulties with vocabulary and grammar which were supposed to be appropriated for their level. As they were lacking prerequisite knowledge, they found vocabulary and grammar activities more difficult than their own level; however, the units cover the vocabulary items and grammar structures which belong to the previous years. The literature also points out that rural students have lower readiness level in contrast to their peers in urban schools (Çiftçi & Cin, 2017; Kızılaslan, 2012). For example, Güvendir (2017) reveals a similar finding in his study stating that one of the prominent reasons of rural students' having difficulty in English is about students' low readiness level and lacking necessary prerequisite knowledge required by their grade. The study also reports that 93.3% of 30 teacher participants, working in the rural areas of the East and Southeast regions in Turkey and having similar conditions with the case of the current study, stated that there were a lot of illiterate students in their classes. Such rural challenges were emphasized in other studies which revealed that factors such as environmental conditions, the lifestyle of the families, and the physical condition of the houses have negative effects on rural students' education and readiness level, and students generally have to be content with what they learn at school because they do not have other opportunities to access education such as private tutoring (Başer, 2012; Gürler, Demir, Özmutlu & Arslan, 2015). Based on the data analysis and literature

review, the results suggested that students' working in different jobs such as seasonal workers and therefore their frequent absenteeism might have caused their low readiness. This result is of paramount importance for teachers working with these students as it underlines the necessity of material adaptation, using extra materials which are specially designed for the students' needs.

One of the points that teachers mentioned is lack of technological opportunities at their school. They expressed that they cannot integrate technology in the lessons because of frequent power cuts, lack of the internet, inadequate projector and speakers. This result is commonly mentioned in national and international studies about the education in the rural area (Applegate, 2008; Bakı, & Bütüner, 2009; Gökçe, Kaya, Aktaş & Kantar, 2017; Güvendir, 2017; Huang, 2011; Taneri & Engin-Demir, 2011). Literature reveals that one of the reasons why the success of rural schools is lower than that of urban schools is the fact that technological facilities are very limited (Güvendir, 2017). Based on the analysis and relevant literature, it can be referred from the results that if students of the present study could reach some varied technological devices as an information source, they might have been more familiar with many sociocultural elements which are not seen in the rural area. In other words, technological opportunities can help a student, who cannot leave the village often, to see and get familiarize with some cultural concepts and activities and they could make teachers job a lot easier in terms of supporting their student development with technology enhanced applications. In that sense, using smart boards or computer labs could be an easy way to provide a source to familiarize the students with unfamiliar activities.

One might expect that under these circumstances it would be difficult for students to develop positive attitudes towards learning English language and teachers stated this as another problem originating from the region. This result is commonly reported in studies conducted in similar regional conditions in Turkey. For instance, in Güvendir's (2017) study, more than half of 30 teacher participants (53.3%), working in the rural schools of East and Southeast part of

Turkey, expressed that students had negative attitude towards English learning. In line with the results of the present study and the literature, it can be maintained that one reason for this attitude can be because of living in a remote and isolated area. They have not been to big cities for visiting tourist attractions, and even if they go to different cities, they only work in the fields. Since students do not attend some cultural activities in the village such as festivals, concerts or exhibitions to expose to a foreign language, and as they do not foresee a future requiring them to speak English for either career or personal purposes, they do not consider learning a foreign language as necessary to learn at least basic level. Similarly, Kahyaoğlu and Yangın (2007) also reported as result of their study conducted in the East part of Turkey (Siirt) that students' perception about English is not positive because they do not think of learning English for personal growth and career goals. As a result, students' thinking English is not important for their future career may be another reason why they develop a negative attitude.

Teachers lastly mentioned the indifference of parents in the school of subject as one of the regional challenges. They stated that parental involvement is not highly seen in the education of the students and the parents are not interested in students' after school studies. This might be because of the fact that parents in rural schools do not have the adequate background to get involved in the education of their children. For example, in the study by Senemoğlu and Kozikoğlu (2018), the participants in provinces with low socioeconomic development stated that the parents were not involved in the education process and they did not have sufficient background for this. Also, in the study of Gürler et al. (2015), it is stated that although parents have good intentions, they are inadequate in the education of their children because of both their own educational status and financial issues. The comments of the teachers indicated that students' education is limited to the school area and does not continue at home. This case can be a reason of students' illiteracy or low readiness level because if students do not read during the holidays, the parents do not encourage them to practice reading and writing. In addition, if students do not do their

homework, parents do not ask them to do their homework because they do not care about their homework either. Especially in the context of this study, parental support is necessary as students work as seasonal workers, they miss a lot of school time and have very little opportunity to compensate for this at school.

Teachers also believe that there are some sociocultural discrepancies between students' sociocultural background and the content of the book activities caused by regional conditions. They explained that there appear some elements which does not match with the students' background due to sociocultural and socioeconomic deprivations of the rural area. As a result of that, new language input may not make sense to the students unlike the students studying in urban areas. Namely, rural students were unfamiliar with some regular concepts such as smart phone application, swimming pool, gym, museum, café etc. Students' data analysis results were compatible with the teachers' in that student participants expressed that they are socioculturally deprived of some opportunities and they do not have access to experience some activities in the rural area such as visiting a museum, going to the shopping malls, going to a café etc. As a result, they reported that they feel disadvantaged when they compared their lifestyles to other lifestyles reflected in the book. Rural students hardly travel outside their town, they lack some opportunities to develop themselves socio culturally; therefore, there might exist a sociocultural mismatch between their lives and the coursebook content (Aslan, 2013; Babacan, 2006) as sometimes centralized education systems may ignore different lifestyles and sociocultural backgrounds which alter depending on geographical characteristics of a country (Kızılaslan, 2012). Under these circumstances it is not possible for students to make sense of the new language input if their sociocultural background is not sufficient to understand them (Kıroğlu, 2008; Öztürk, 2015). Literature highlights this mismatch as possible explanation for school failure (National Academies of Sciences, Engineering, and Medicine, 2018). It can be concluded that it is important to adapt the course materials to be meaningful for the students in accordance with different sociocultural needs and features.

As mentioned above, students' data revealed that sometimes they may feel themselves as disadvantaged because they would like to attend or try the activities given in the book such as meeting friends in a café; however, they do not have an opportunity to do these in the rural area. According to the analysis of teachers and student interviews this leads to low motivation as well. Teachers stated that students' motivation decreases as they see some cultural activities which they cannot experience in the rural area. Literature also emphasizes the importance of using familiar content in the instruction process to increase student motivations and academic success (Gardner, 1985). Inclusion of local culture elements can increase engagement and motivation in the class (Alptekin, 1993/2006; McKay, 2002)

When some elements are not familiar to the students, teachers feel confused about their teaching methods too. Teachers had to put some extra effort to overcome the negative effects of these sociocultural mismatches and other regional challenges such as technological deficiencies. They explained that they have to provide extra information and put more effort to narrow the mismatch so that the content would be meaningful to the students. In that sense, teaching in rural area may be more demanding as it requires extra work to compensate for limited opportunities of rural area. Literature also emphasized the necessity of rural teachers' excessive effort for the quality education in rural schools. Various studies show that quality education and instruction mostly depend on teachers' effort in rural schools (Güvendir, 2017; Merter, Şekerci & Bozkurt, 2014; Özdeş, 2012; Yılmaz & Izgar, 2009). There are some extra requirements of rural schools and the excessive efforts of rural teachers are needed to adapt the content in accordance with students' needs and local culture (Çakır, 2010).

5.1.2. Opportunities for Meaningful Learning Provided by Adapted Materials

Last question of the study was about the effectiveness of the adapted activities on meaningful learning. For determination of the question, the data were

collected from the teacher's whole class discussion reflections memos, teacher memos, and open-ended questionnaire from students. According to the data retrieved from whole class discussion teacher reflections and teacher memos, it was showed that the adapted materials helped students internalize the language input by promoting familiarity towards the unfamiliar elements, providing relatedness and retention. First of all, students were able to be familiar with some sociocultural items that they cannot see or experience in the village region. This result was revealed in students' open-ended questionnaire such that many students stated that they have learnt new concepts and vocabulary. When they clarified what they have learnt, they stated the concepts they were familiarized with the adapted activities. In that sense, students' and teacher's data present parallel results. The result is supported by various studies seeking the contributions of adapting materials for cultural convenience. In the study of Duarte and Escobar (2008), it was maintained that "students showed preference towards the local adapted material and felt more familiar with it" since the materials were adapted considering students' proficiency level, socio-cultural background and interests (p. 71). Also, Alptekin (2006) stated that students' comprehension and internalization increase as they expose to familiar content in the course subject. Furthermore, in another study, it was revealed that when familiar contexts were used in the adaptation process, students could internalize the language input by promoting collaboration, applying new input to the real world, recalling for longer time in the next classes (Huang, Shadiey, Sun, Hwang & Liu, 2017). It can be concluded that this familiarization in the current study aided comprehensible input as well because as mentioned earlier, if the language input is familiar to students' schemata, comprehensible input can be achieved. Internalization was also seemed to be achieved by providing relatedness. Since some local culture habits and visuals such as a picture of people working in fields were used in the activities, students were able to relate course subject to their own lives. Students' data were parallel with the result in that one of the points that they liked about adapted activities was cultural relevance. The importance of culturally relevant pedagogy was emphasized in both national and international literature. For example, in the study of Roe (2008) it was revealed

that it has been beneficial for students to include the texts that contain items about their own culture in the curriculum in terms of their self-confidence and motivation. Similarly, in the study of Çiftci and Cin (2018), the necessity of culturally relevant materials was emphasized by stating that “curriculum does not value rural children’s cultural and social heritage and does not offer valuable skills and knowledge for their lives as rural settlers engaged with agriculture or herding” (p. 695). Based on the results and literature, it can be conferred that cultural relevance was an important outcome for students’ language success. The last outcome to help internalization of the new language input was retention. According to the results, the adapted materials helped students to recall the new language input and use later in a different context. Literature suggests that word recognition is directly related to internalization in that how much a student remembers the input they have learned in the following lessons indicates how much they internalize (Bangou, Fleming & Goff-Kfourri, 2011). As a result, it can be concluded that adaptation is necessary especially for rural context because, central material can be inadequate to achieve successful learning.

The data retrieved from whole class discussion teacher reflection memos and teacher memos also showed that the adapted materials contributed to meaningful learning by increasing enthusiasm among students, increasing engagement towards the school subject, raising curiosity for further learning, and providing authentic learning. First of all, it was revealed that adapted activities increased students’ enthusiasm for course subject. Literature explains the role of enthusiasm in meaningful learning by showing that as long as students find the context taught meaningful, they can develop an enthusiasm for learning (Sullo, 2009). The data also revealed that activities were also appeared to increase engagement in the class. Since the adapted materials include sociocultural background knowledge, local culture elements and group works, they increased students’ engagements with the course subject and each other as meaningful learning and learners’ cognitive engagement is closely related (Phu, 2019). Moreover, another study also revealed that it is necessary for a teacher to implement activities which can relate the new input to learners’ previous

knowledge so as to ensure cognitive engagement in language teaching (Corno & Mandinach, 1983). Another result of the current study which contributed to meaningful learning was that the adapted materials helped to create an authentic learning situation. Authentic learning situation is defined as “where the real world becomes a part of the educational experience and necessitates the use of an authentic language by the learners” (Nikitina, 2011, p. 33). In the design process, the teacher adapted the activities with promoting real life experiences, local culture relevance, using real and concrete materials, and increasing collaboration with group works. Authentic learning environment was attractive for the students as well. Their data indicated that many students expressed their satisfaction with realia, cultural relevance and variety of materials used in the adaptation such as play dough, and concert videos. Literature has presented some elements that point to authenticity of a learning context. Some of these elements are real world relevance, opportunity to collaborate, and opportunity to reflect student lives (Herrington, Oliver & Reeves, 2003). However, a learning environment does not have to provide all predetermined elements to provide authentic learning because the criteria for authenticity are determined by the context, student profile and needs, and it is not reasonable to pre-list authenticity requirements (Petraglia, 1998). In the case of the study, since the teacher has been working in the area for three years, she had the chance to know the profile of the students and define their needs by making detailed observations in the field. Moreover, as the opinions of other English teachers working in the region were taken during the material preparation process, it was tried to meet the needs of the student profile in the rural area to the maximum. Therefore, the extra materials were carefully chosen to be most beneficial to the students.

5.2. Implications for Practice

Based on the results of the study some implications for practice are stated below.

Firstly, it is very important for a teacher to know the characteristics of the working region and parents, local culture, the expectations of students and

parents, educational perspectives of the people in the working area, and needs of the students to prepare effective lessons. Knowing these features, both teachers and students can experience less difficulty in the teaching and learning process.

It can also be recommended that it is important for teachers to adapt the course materials by taking into consider the sociocultural background of their students in fulfilling predetermined aims and objectives especially in education systems where a state-endorsed central curriculum is implemented. It is especially important to design the course by including some local culture elements that rural students are familiar and make a relation with their real lives. Although in language classes target language culture can be more preferable to focus on, making the content more comprehensible was important in the study to meet rural students' needs. As a result of that, both students' and teachers' satisfaction with the course procedure may increase.

Furthermore, adapting the activities may require hard work and time-commitment, but teachers should not refrain from evaluating the coursebook and define the points to require adaptation in the book in the beginning of the semester. Especially, it can be even more difficult for rural teachers to adapt the activities due to variety of challenges. However, they should remember that adapting materials promotes more meaningful lessons, better learning experience and mutual satisfaction. Similarly, McDonough, Shaw and Masuhara (2013) also state that “it is the teacher who is in the ‘front line’ – attempting to promote learning and fulfil the stated goals” (p. 9).

It can also be concluded that the role of district directorate of national education is crucial in the sense that the authorities may inform the new teachers in the district and inform them about the features of the region. In-service teachers should also be prepared for adapting some materials to teach more meaningfully. If the directorates arrange a special unit for material development and adaptation to inservice teachers, then course curriculum can be more effective.

It is also important to train pre-service teachers about material adaptation in accordance with some local conditions. In that sense, pre-service teachers can be given sample regional conditions with different student profiles to develop specific materials. Therefore, the scope of material adaptation classes can be extended.

Although the ministry of national education emphasizes the flexibility of curricula, they may prepare sample locally adapted materials to raise an awareness and guide the teachers. By doing this, teachers can have less difficulty in meeting different needs of students and regional deprivations.

Moreover, teachers should always be prepared in case the time devoted to the activities may have to be longer. When authentic materials and games are used to make the lesson more fun and meaningful, students may would prefer to play with the materials themselves than focus on the content of the lesson. In such cases, teachers' classroom management skills are important to follow the lesson plan with little distraction.

5.3. Implications for Further Research

Based on the results of the study, some implications for further research can be maintained regarding the perceptions of students and teacher researcher.

First of all, in this study, students' and the practitioner's perceptions were taken as a base to evaluate the efficiency of adapted materials. The study could be supported by quantitative data such as exam results and quantitative data collection tools can be employed. Data can be collected from variety of schools and provinces to reach more teachers' and students' perceptions which can create different dimensions for the study.

It was revealed to be necessary that teachers should do needs analysis in the beginning of the research so that the materials can be re-designed accordingly.

After determining the necessary features, the activities can be more meaningful to the students.

Since some technical problems may occur in rural areas, more back-up plans should be prepared before implementing any lesson plans. Moreover, researchers can ask for technical support from provincial directorates of national education.

Moreover, the design of the study could be changed into a quasi-experimental group and a control group may be defined. Although rural schools are generally small and there is only one section in each grade, some rural schools especially the ones which implement bussed education are more crowded schools.

Lastly, the intervention could be applied as school wide since the teachers stated that they were having the same problem in different grades. If adapted lesson plans were prepared for 5th, 6th and 7th grades as well, more perspectives and perceptions can be added to the study and this increases the scale of it. Then, other rural teachers can benefit more from future studies.

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APPENDICES

APPENDIX A: METU HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER	 ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY
DUMLUPINAR BULVARI 06800 ÇANKAYA, ANKARA/TURKEY T: +90 312 210 22 91 F: +90 312 210 79 59 ueam@metu.edu.tr www.ueam.metu.edu.tr	
Sayı: 28620816 /	29 OCAK 2021
Konu : Değerlendirme Sonucu	
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)	
İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu	
Sayın Dr.Öğretim Üyesi Nur AKKUŞ ÇAKIR	
Danışmanlığını yaptığınız Ayşe KIRMIZI'nın "İngilizce Ders Kitabı Etkinliklerinin Sosyokültürel Kuram Temelinde Uyarlanması: Bir Eylem Araştırması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 183-ODTU-2019 protokol numarası ile onaylanmıştır.	
Saygılarımızla bilgilerinize sunarız.	
 Prof. Dr. Mine MISIRLISOY İAEK Başkanı	

APPENDIX B: PARENTAL APPROVAL FORM

Sayın Veli,

Ben öğrencinizin İngilizce öğretmeni, Ayşe Kırmızı. Orta Doğu Teknik Üniversitesi, Eğitim Programı ve Öğretim alanında hazırladığım “Öğrencilerin Metin Yoluyla Anlam Oluşturma Becerileri: İngilizce Dersi Materyallerinin Sosyokültürel Teori Yoluyla Analiz, Yeniden Düzenleme ve Değerlendirilmesi Üzerine Bir Eylem Araştırması” başlıklı yüksek lisans tezim kapsamında öğrencilerin İngilizce ders kitaplarındaki kültürel öğelerden anlam çıkarma becerilerini araştırdığım bir çalışma yapacağım. Çalışma öğrencinin okuduğu sınıfta gerçekleştirilecektir. Çalışma kapsamında öğrenciye bedensel veya psikolojik zarar verecek herhangi bir madde kullanılmayacak ve öğrencilerin isimleri gizli tutulacaktır. Çocuğunuzun çalışmaya katılımına destek veriyorsanız aşağıdaki beyannameyi imzalayınız.

Çocuğumun katılımına izin veriyorum.

Ad/Soyad:

İmza:

Tarih:

APPENDIX C: TEACHER CONSENT FORM

Sayın meslektaşım,

Ben Ayşe Kırmızı. Orta Doğu Teknik Üniversitesi, Eğitim Programı ve Öğretim alanında yüksek lisans öğrencisiyim. Bu doğrultuda “Öğrencilerin Metin Yoluyla Anlam Oluşturma Becerileri: İngilizce Dersi Materyallerinin Sosyokültürel Teori Yoluyla Analiz, Yeniden Düzenleme ve Değerlendirilmesi Üzerine Bir Eylem Araştırması” başlıklı yüksek lisans tezim kapsamında öğrencilerin İngilizce ders kitaplarındaki kültürel öğelerden anlam çıkarma becerilerini araştırdığım bir çalışma yapacağım. Bu süreçte sizin bu konudaki tecrübelerinizi ve fikirlerinizi paylaşmanızın çalışmama katkısı büyük olacaktır. Çalışma gönüllülük esasına dayalıdır. Eğer görüşme sorularıma cevap vererek çalışmama katılmayı kabul ediyorsanız aşağıdaki beyannameyi imzalayabilirsiniz.

Çalışmaya gönüllü olmayı kabul ediyorum.

Ad, Soyad:

İmza:

Tarih:

APPENDIX D: LESSON PLANS

ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A1
Students' Age:	13-14
Class Size:	33
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	Friendship (Lesson 2)
Lesson Focus (Teaching Point):	Reading – listening and speaking integrated
Materials Used:	Course book Worksheet Video Visuals
Intelligences Addressed:	Visual- Spatial intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	<ul style="list-style-type: none"> • Vocabulary items on the page 11 (honest, jealous, understanding, tactful, sneaky, generous, self-centered, caring, fair, loyal, bad-tempered, mean, aggressive, adventurous, arrogant, helpful, unreliable, stubborn, amusing, determined)

	<ul style="list-style-type: none"> • To be present simple form (am, is, are) • Present simple tense
Goal(s):	<ul style="list-style-type: none"> • Understand the specific information in short conversation on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. • Interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. • Understand short and simple texts about friendship. • Understand short and simple invitation letters, cards and e-mails.
Objectives:	<p>At the end of the class, the students</p> <ul style="list-style-type: none"> • Understand offers and invitations. • Accept and refuse invitations. • Understand texts about friendship. • Write a letter apologizing for not attending an event/activity. • Exchange ideas and information with my friends.

III. PROCEDURE

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks personal traits of a good and a bad friend according to the students. The teacher writes the answers on the board.	Students greet the teacher as well. Students revise the vocabulary items that they covered in the previous lesson. (Lesson 1)	T $>$ Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned vocabulary items (honest, jealous, understanding, tactful, sneaky, generous, self-centered, caring, fair, loyal, bad-tempered, mean, aggressive, adventurous, arrogant, helpful, unreliable, stubborn, amusing, determined)

Pre-reading	15'	<p>Before looking at the activity (page 12, activity 1), the teacher focuses on the cultural elements which are not familiar for the students. These elements are <i>slumber party</i>, <i>going to the theater</i>, <i>amusement parks</i> and <i>concert</i>. The teacher shows some visuals and videos to inform the students about these cultural concepts.</p>	Students pay attention to the unfamiliar concepts for them.	T><Ss	The teacher wants to familiarize the students about cultural concepts to increase their understanding and motivation.
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While-reading	10'	<p>The teacher introduces the matching activity (page 12, activity 1) The students read the sentences and match the pictures about the concepts covered in pre-reading stage.</p>	<p>After students gained the background information about the activity, then they match the pictures and sentences.</p>	T>Ss	<p>The students learned the prerequisite knowledge to do the activity. The teacher wants to familiarize the students about the activity so that students do not feel incapable just because they are not familiar with the cultural activities in the book.</p>
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<p>Post-Reading</p>	<p>10'</p>	<p>After doing the matching activity, the teacher asks students about what they do with their friends. Then she translates and writes them on the board. Then, she writes a sample sentence about students' activities. After that she distributes a worksheet including both the cultural concepts in the book and student activities in the village.</p>	<p>Students shares what activities they do with their friends in their village.</p>	<p>T>Ss</p>	<p>By doing that, the teacher wants to include students' own lives in the curriculum. She tries to make a connection with their lifestyles so that they embrace more.</p>
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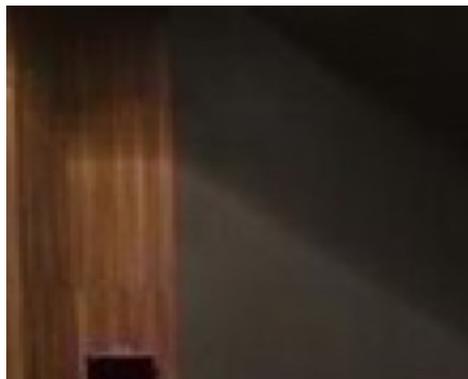
(Page 12, Activity 1) Original Activity

1 Match the sentences with the photos.

- 2 We sometimes have slumber parties with the girls. We chat about many things all night.
- I love going to the theater with my friends. I really like the atmosphere there.
- We celebrate our friends' birthdays at a nice place every year.
- I like having a picnic with my family. It's very relaxing.
- Amusement parks! My friends and I love spending time there. It's so exciting.
- We have great fun at the concerts. We listen to music and dance for hours.



Adapted Activity
Visuals and Videos



Vialand İstanbul

<https://www.youtube.com/watch?v=IVUDDQWSd0M>

Theater

<https://www.youtube.com/watch?v=IXMrsWX3fFs>

Adapted Activity

Activity: Write what you do with your friends under the related pictures. Use the words given in the box.



1



2.....



3.....



4.....



5.....



6



7.....

Go to amusement parks Ride a donkey Play football Swim in the river Hang out Swim in the pool Work in the field

ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A2
Students' Age:	13-14
Class Size:	33
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	Friendship (Lesson 4)
Lesson Focus (Teaching Point):	Reading – listening and speaking integrated
Materials Used:	Course book Videos Visuals Concert Tickets Projector Computer Speakers
Intelligences Addressed:	Visual- Spatial intelligence Musical intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	<ul style="list-style-type: none"> • Vocabulary items on the page 11 (honest, jealous, understanding, tactful, sneaky, generous, self-centered, caring, fair, loyal, bad-tempered, mean, aggressive, adventurous, arrogant, helpful, unreliable, stubborn, amusing,

	<p>determined)</p> <ul style="list-style-type: none"> • To be present simple form (am, is, are) • Present simple tense
Goal(s):	<ul style="list-style-type: none"> • Understand the specific information in short conversation on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. • Interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. • Understand short and simple texts about friendship. • Understand short and simple invitation letters, cards and e-mails.
Objectives:	<p>At the end of the class, the students</p> <ul style="list-style-type: none"> • Understand offers and invitations. • Accept and refuse invitations. • Understand texts about friendship. • Write a letter apologizing for not attending an event/activity. • Exchange ideas and information with my friends.

III. PROCEDURE

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks what they studied in the previous session and wants students to give some sentences.	Students greet the teacher as well. Students revise the patterns of invitation, accepting and refusing that they covered in the previous lesson. (Lesson 3)	T><Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned structure <i>would you like to.....?</i>
Pre-reading	15'	Before looking at the activity (page 15, activity 3), the teacher focuses on the cultural elements which are not familiar for the students. These elements are <i>rock concert, music band, cultural center and tram station.</i>	Students pay attention to the unfamiliar concepts for them. They listen watch the concert video.	T><Ss	The teacher wants to familiarize the students about cultural concepts to increase their understanding and motivation. She

While-reading	10'	<p>The teacher shows some visuals and videos to inform the students about these cultural concepts. Then she distributes a concert ticket to the students and opens a concert video. She uses a projector to reflect the video. They create a concert hall environment.</p>		T><Ss	<p>creates a concert environment because the dialogue is about a concert event and the teacher wants to make them feel like in the concert.</p>
Post-Reading	10'	<p>The teacher introduces the listening activity (page 15, activity 3) The students listen to the dialogue and fill in the blanks.</p> <p>After doing the listening activity, the teacher asks students to</p>	<p>After students gained the background information about the activity, then they listen and complete the dialogue.</p> <p>Students write one invitation and ask each other in their groups.</p>	Ss><Ss T><Ss	<p>The students learned the prerequisite knowledge to do the activity. The teacher wants to familiarize the students about the activity so that students do not feel incapable just</p>

		<p>invite their friends to a concert. The students choose a singer they want. They work in pairs, ask and answer the questions. They either accept or refuse the invitations.</p>	<p>They give accepting or refusing answers.</p>		<p>because they are not familiar with the cultural activities in the book. Students use the structure to express their opinions.</p>
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Page 15, Activity 3- Original Activity

3



Listen and complete the blanks.

Jessy : Listen, Kim. Are you busy (1)?

Kim : No, not at all. Why?

Jessy : I have two tickets for a (2) tonight. Would you like to go with me?

Kim : I'd love to, but whose concert is it?

Jessy : It's a local music band, but they are very good.

Kim : It sounds (3) Where's it?

Jessy : It's at the cultural (4) on Main Street. You know the place, right?

Kim : I'm sorry, but I don't know.

Jessy : Don't worry. We can go together. Shall we meet at (5) o'clock at the tram station?

Kim : OK, see you at 7 o'clock at the tram station.



Videos and Visuals - Adapted Activities

Rock Concert

<https://www.youtube.com/watch?v=i30weB-wTb4>

Music Band Center



Culture and Convention Center



Tarkan Concert Video

<https://www.youtube.com/watch?v=zlhQ0q80jqc>

Concert Ticket

#738639739



Tram Station



ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A2
Students' Age:	13-14
Class Size:	20
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	Teen Life (Lesson 1)
Lesson Focus (Teaching Point):	Reading – listening and speaking integrated
Materials and Texts Used:	Pictures Textbook page 23 activity 3
Intelligences Addressed:	Visual- Spatial intelligence Musical intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	<ul style="list-style-type: none"> • Vocabulary items on the page 22 (listen to music, go to school, get up, read a newspaper, wash my face and hands, follow after-school activities, get dressed, take classes at school, spend time with my family, chat with my friends online, arrive home from school, have dinner, surf the internet, watch TV programs, have lunch, have breakfast, go to bed, do my homework) • To be present simple form (am, is, are) • Present simple tense

<p>Goal(s):</p>	<ul style="list-style-type: none"> • Understand phrases and expressions about regular activities of teenagers. • Talk about regular activities of teenagers • Express what they prefer, like, dislike • Give a short description of daily activities in a simple way • Understand short and simple texts about regular activities of teenagers • Write a short and simple paragraph about regular activities of teenagers
<p>Objectives:</p>	<p>At the end of the class, the students</p> <ul style="list-style-type: none"> • Listen and understand sentences about what people like, dislike or prefer • Listen and understand sentences about daily routines • Ask and answer about likes, dislikes and preferences • Express likes, dislikes and preferences • Read and understand texts about daily routines, likes and dislikes • Write about daily routines and activities

III. PROCEDURE

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks what they studied in the previous session and wants students to give some sentences.	Students greet the teacher as well. Students revise the daily routine activities.	T<>Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned vocabulary items.
Pre-reading	10'	Before reading the passage, the teacher asks students' daily routines and write on the board. They write down what they do in their free time. The teacher translates students' daily routines and write down on the board. Then, she shows some visuals and videos related to the cultural concepts which are <i>skating, rap music, heavy metal.</i>	Students express their daily routines and underline the ones written in the passage.	T<>Ss Ss<>Ss	The teacher wants to teach additional concepts from the students' lives so that students do not feel a total stranger. Namely, students can learn a language that they can use to speak about their lifestyles. The students also obtain cultural background with the help of videos.

While-reading	10'	The students read the passage silently. After they read the text, the teacher translates it into Turkish with students' participation.	The students read the passage silently and try to translate it into Turkish.	T><Ss Ss><Ss	The students learned the prerequisite knowledge to do the activity. The teacher wants to familiarize the students about the activity so that students do not feel incapable just because they are not familiar with the cultural activities in the book. The teacher translates the passage especially because the level of the book is far beyond their levels.
Post-Reading	15'	The teacher introduces the true-false activity (page 23, activity 3). Then they answer the questions with the whole class.	Students do the true-false activity and explain their own daily routine. The words to explain their routine is not given	T><Ss Ss><Ss	True-false activity assesses students' understanding of the passage. They learn extra words such as <i>milking or grazing the</i>

		<p>After that she asks students to explain their daily routines with the words covered in the beginning of the lesson.</p>	<p>in the book. The teacher provides them apart from the curriculum.</p>	

sheep. She wants to reflect some elements of the student lives and wants to teach a language which is more meaningful for them.

Videos - Adapted Activity

Skating

https://www.youtube.com/watch?v=cBffbgSb_UU

Rap Music (English)

<https://www.youtube.com/watch?v=8CdcCD5V-d8>

Rap Music (Turkish)

<https://www.youtube.com/watch?v=mY--4-vzY6E>

Heavy Metal (English)

https://www.youtube.com/watch?v=sOOebk_dKFo

Heavy Metal (Turkish)

<https://www.youtube.com/watch?v=vkKgyTdNSUE>

Page 23, Activity 3- Original Activity

3 Read the text. Check (✓) the correct boxes. Correct the false statements.

Hello. My name's Jessica, but everybody calls me Jess. I get up very early in the morning. I wash my face and hands. After I have breakfast, I skate to school. I love skating. I have two very close friends. Their names are Peter and Nicole.

Nicole likes music a lot. She loves rap, but she doesn't listen to pop. She can't stand it. She's very good at school subjects. She joins in many after-school activities every day, and she always reads books. She doesn't watch TV a lot, but she surfs the Internet.

Peter has two great hobbies; basketball and music. He listens to heavy metal, but I think it is unbearable. He's on the school basketball team. He has training from 4:00 to 6:00 on weekdays. I think it is difficult.



	True	False	
1. Jessica gets up early in the morning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Jessica walks to school.	<input type="checkbox"/>	<input type="checkbox"/>
3. Nicole listens to pop music.	<input type="checkbox"/>	<input type="checkbox"/>
4. Nicole surfs the Internet.	<input type="checkbox"/>	<input type="checkbox"/>
5. Peter thinks heavy metal is unbearable.	<input type="checkbox"/>	<input type="checkbox"/>
6. Peter has training on weekends.	<input type="checkbox"/>	<input type="checkbox"/>

ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A2
Students' Age:	13-14
Class Size:	33
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	Teen Life (Lesson 3)
Lesson Focus (Teaching Point):	Reading – listening and speaking integrated
Materials Used:	Corse book Videos Visuals
Intelligences Addressed:	Visual- Spatial intelligence Musical intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	Wh questions Simple Present Tense Names of the activities (playing tennis, skydiving, swimming, playing computer games)
Goal(s):	<ul style="list-style-type: none"> • Understand phrases and expressions about regular activities of teenagers. • Talk about regular activities of teenagers • Express what they prefer, like,

	<p>dislike</p> <ul style="list-style-type: none"> • Give a short description of daily activities in a simple way • Understand short and simple texts about regular activities of teenagers • Write a short and simple paragraph about regular activities of teenagers
Objectives:	<p>At the end of the class, the students</p> <ul style="list-style-type: none"> • Listen and understand sentences about what people like, dislike or prefer • Listen and understand sentences about daily routines • Ask and answer about likes, dislikes and preferences • Express likes, dislikes and preferences • Read and understand texts about daily routines, likes and dislikes • Write about daily routines and activities

III. PROCEDURE

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Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks what they studied in the previous session and wants students to give some examples.	Students greet the teacher as well. Students revise daily routines.	T >< Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned vocabulary items.
Pre-listening	10'	Before reading the passage, the teacher asks some questions about sports. "Do you like PE class? Which sports do you learn in PE class? What does it mean to be fit? What can you do to be fit? Do you know how to swim? Where do you swim?". Assuming that they	Students try to answer the questions.	T >< Ss	The teacher wants to learn what students know about the topic of the dialogue. In that case, she modifies the pre-listening questions in the book because the questions do not assess whether the students understand the cultural concepts (such as gym) or not. The book

While-listening	10'	do not know the concepts of <i>being fit, gym and swimming pool</i> , the teacher shows some videos about these concepts. The teacher introduces the listening activity and wants them to listen and fill in the blanks. (page 25, activity 2)	Students do the true-false activity and explain their own daily routine. The words to explain their routine is not given in the book. The teacher provides them apart from the curriculum.	T><Ss Ss><Ss	accepts as they already have an idea. The students are given the input about cultural concepts and this input increases the way they understand the language and the activity. By doing this, the teacher tries to ease the challenge students face with. Namely, the students have to deal with the foreign language and unfamiliar cultural concepts. In that activity, students are expected to use the newly
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Post- Listening	15'	<p>After listening to the dialogue, the teacher wants students to write about the activities they do regularly using the frequency of adverbs. At that point, the teacher guides the students when they need.</p>	<p>The students write about the activities they do regularly and use the frequency of adverbs.</p>	T><Ss	<p>learned language. This activity provides the students a way to explain their regular activities even if these are different from the activities in the book. When considered the area they live and their lifestyles, they do not do the activities such as surfing the internet or joining a basketball team. However, many students do chores and go to work after school. When they learn how to express their daily activities, target language would be more meaningful and realistic for them.</p>
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Adapted Activity

Warm Up Questions

- Do you like PE class?
- Which sports do you learn in PE class?
- What does it mean to be fit?
- What can you do to be fit?
- Do you know how to swim?
- Where do you swim?

Original Activity

Warm Up Questions

Lesson 3

1 Pair Work: Talk about your friend's opinions about sports. You may use the questions below to help you.

What sports do you do regularly?

When do you do it?

What sports do you like watching?

Why do you do it?

Where do you do it?

What sports would you like to try?

Adapted Activity
Videos and Visuals

Gym

<https://www.youtube.com/watch?v=3yuwX8oqaX8>



Page 25, Activity 2- Original Activity

2



Listen and complete the conversation with the words in the box.

always usually often sometimes rarely never

- Alex : You look really fit, Claire. Do you (1) exercise?
- Claire : Yes, I do. I (2) get up early and I run for an hour.
- Alex : Wow! That's good.
- Claire : By the way, I (3) swim at the pool, too.
- Alex : Really? How often do you swim?
- Claire : Well, I swim once or twice a week.
- Alex : Do you ever go to the gym?
- Clair : Yes, I do. But I (4) go there. Three or four times a month. What about you, Alex? How often do you exercise?
- Alex : Well, I (5) exercise, but I (6) play computer games. I think I am too lazy.



ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A2
Students' Age:	13-14
Class Size:	33
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	In the Kitchen (Lesson 3-4)
Lesson Focus (Teaching Point):	Reading and Writing
Materials Used:	Play dough Dried mango Picture Course book
Intelligences Addressed:	Visual- Spatial intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	Simple present tense Frequency of adverbs Vocabulary items learned in last two lessons (<i>cup, tablespoon, baking powder, sugar, flour, put, mix, dice, stir, spread, pour, bake</i>)
Goal(s):	<ul style="list-style-type: none"> • Get the gist of short, clear and simple descriptions of a process. • Ask and answer questions, and exchange ideas and information

	<p>on a topic related to how something is processed.</p> <ul style="list-style-type: none"> • Give a simple description of a process • Guess the meaning of unknown words in a text. • Write a series of simple phrases and sentences by using linkers to describe a process.
Objectives:	<p>At the end of the class, the students</p> <ul style="list-style-type: none"> • Understand description of how to make a dish. • Ask and answer questions about how to make a dish. • Give a description of a process. • Understand texts about cooking. • Write about how to make a dish. • Guess the meanings of unknown words in a text.

III. PROCEDURE

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks what they studied in the previous session and wants students to give some examples.	Students greet the teacher as well. Students revise daily routines.	T>Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned vocabulary items.
Pre-writing	15'	The teacher asks students what they can cook. Write students' answers on the board in English. Then, she introduces the first activity in the book (page 38, activity 1). In this activity, there are some foods such as <i>popcorn, pizza, sandwich, toast, pasta, hamburger, cake, ice cream,</i>	They explain what they can do at home as much as they can say in English. Then they get familiar with the cultural concepts of the activity with the help of PPT. They also work in groups and try to make one food with using play	T<>Ss	The students are given the input about cultural concepts and this input increases the way they understand the language and the activity. By doing this, the teacher tries to ease the challenge students face with. Namely, the students have to deal with the foreign language

		<p><i>omelet, pudding</i>. Then she shows pictures of these words in PPT. The reason to show all the words is to avoid L1 usage. If they do not know some of these foods, she gives a short explanation for them. After that, she gives play dough to the students and wants them to make one of these foods in groups of 3 or 4. Although, this activity was designed as a pre-reading activity in the book, the teacher designs the whole hour around the activity because unlike what is written in the <u>curriculum</u> she gives input about the cultural concepts.</p>	<p>dough. For example, one group makes pizza.</p>	<p>and unfamiliar cultural concepts.</p>
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While-writing	10'	In that stage of the lesson, the groups write a 45-60 words paragraph to introduce what they have done using the play dough. The teacher writes a sample paragraph on the board to guide students. For example, <i>this is pizza. There is dough and there are olives, cheese, tomato on it.</i>	The students write a short paragraph to explain what they have done with the play dough.	T><Ss Ss><Ss	This activity makes students produce a writing to use the newly learned vocabulary items. Since some cultural concepts are new to the students and they have to deal with cultural input in addition to the new vocabulary items, this activity gives an opportunity to use these new concepts in a context.
Post-writing	15'	Voluntary groups take their food made from play dough and writings then come to the board and make a short presentation. The teacher listens to each presentation and gives feedback.	The students make a short presentation explaining what their food is and read out their writings.	T><Ss Ss><Ss	At that stage of the activity, the teacher gives both oral and written feedback. She takes notes on the board while they are reading. This gives a change to address all the students since using the

						white board provides a written correction.
Second hour	10'	In the second hour, the teacher goes on with the same page (Page, 38, activity 2). However, the reading passage of this lesson was determined as while reading activity in the book. She asks students if they like cake and <i>what kind of cake is your favorite? Do you know how to make a cake? Have you ever heard about mango? Have you seen one?</i>	The students try to answer the questions.	T><Ss	The teacher tries to understand students' cultural backgrounds about the subject matter. Since she has been working there for two years and know about their lifestyles and the village they live in, she assumes that students do not know what mango is. That is why, she prepares some pictures and authentic material (dried mango).	

Pre-reading	10'	The teacher introduces mango fruit picture and distributes dried mango to each student. After eating dried mango, she asks whether they like it or not and what its taste is like?	The students get familiar with the cultural concept.	T><Ss	Since the reading is about a mango cake recipe, it is essential to know what mango is. Before reading the passage, it is important to teach unfamiliar cultural concepts to decrease and concerns towards the course and increase interest and understanding.
While-reading	10'	After talking about what mango is, the teacher introduces the reading passage. Before reading the passage, she wants students to underline the bold words (<i>first, second, next, then, after that, finally</i>). Then they read it silently.	Students read the recipe silently and pay attention to the bold words.	T><Ss I	After learning about the cultural concept, which is a tropical fruit, the teacher thinks that students get ready to read the passage. Students read the passage and pay attention to the bold words. These words are ordering words.

Post – reading	10'	After reading the passage, teacher asks what they understand from the passage and she translates the passage with the children. She gives some tips to lead them to the meanings.	The students explain what they understand from the reading passage and try to understand the ordering words.	T>Ss	She wants the students to deduce the meanings from the text. In this activity, students are not given the meanings directly, but they deduce from the context. In that case, unlike giving the meaning directly, students learn more meaningfully. The teacher avoids from rote memorization.
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Page 38, Activity 1- Original Activity

Lesson 3

1 Tick (✓) the things you can make or cook. What else can you make/cook? Share with the class.

<input type="checkbox"/> popcorn	<input type="checkbox"/> sandwich	<input type="checkbox"/> pasta	<input type="checkbox"/> cake	<input type="checkbox"/> omelet
<input type="checkbox"/> pizza	<input type="checkbox"/> toast	<input type="checkbox"/> hamburger	<input type="checkbox"/> ice cream	<input type="checkbox"/> pudding

Adapted Activity



Popcorn



Pizza



Sandwich



Toast



Ice-cream



Pasta



Hamburger



Cake



Pudding



Omelet



Playdoug

Page 38, Activity 2 - Adapted Activity

Mango Fruit



Page 38, Activity 2- Original Activity

- 2** Look at the ingredients list below. Which ones are not probably ingredients needed for a mango cake recipe? Tick (✓) the related ones and cross (✗) the unrelated ones. Then read the text below and check your answers.

Ingredients:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> 1 cup of oil | <input type="checkbox"/> 1 cup of sugar | <input type="checkbox"/> 3 pieces of pepper |
| <input checked="" type="checkbox"/> 1 cucumber | <input type="checkbox"/> 2 cups of flour | <input type="checkbox"/> 250 gr meat |
| <input type="checkbox"/> 1 tablespoon of baking powder | <input type="checkbox"/> 3 eggs | <input type="checkbox"/> 2 mangos |

1. **First**, put the eggs, sugar, baking powder and oil into a bowl and mix them.
2. **Second**, add flour and mix again.
3. **Next**, dice mango, add the mango pieces into the mixture and stir the mixture.
4. **Then** spread some oil into the cake pan and pour the mixture into it.
5. **After that**, bake it for about 45-50 minutes.
6. **Finally**, turn the cake upside down after 10 minutes, slice it and serve warm. Enjoy your cake.

ELT LESSON PLAN

I.	
Students' Level of Proficiency:	A2
Students' Age:	13-14
Class Size:	33
Duration of Lesson:	40'

II.	
Lesson Topic/Theme:	On the Phone (Lesson 3)
Lesson Focus (Teaching Point):	Writing - speaking integrated
Materials and Texts Used:	Textbook page 48 activity 1
Intelligences Addressed:	Visual- Spatial intelligence Interpersonal intelligence Linguistic intelligence
Pre-requisite Knowledge:	<ul style="list-style-type: none"> • Vocabulary items of the unit 4 (smartphone, application, improve, online/offline, order) • To be present simple form (am, is, are) • Present simple tense
Goal(s):	<ul style="list-style-type: none"> • Understand phrases and relevant vocabulary items. • Make a simple phone call asking and responding to questions. • Express their decisions taken at the moment of conversation. • Understand short simple texts with related vocabulary.

Objectives:	<p>At the end of the class, the students will be able to</p> <ul style="list-style-type: none">• Explain what an application is and why it is used for• Understand the vocabulary items relevant to the unit• use relevant grammar structures to explain themselves.
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III. PROCEDURE

Step	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Warm up	5'	The teacher greets the students and asks their well-beings. The teacher asks what they studied in the previous session and wants students to give some sentences.	Students greet the teacher as well. Students revise the daily routine activities.	T>Ss	The teacher creates a warm, positive environment before beginning the lesson. The students remember the previously learned vocabulary items.
Pre-writing	10'	Before starting the pre-writing activity, the teacher asks students what a smartphone application is. Then, she shows some examples such as Duolingo on the computer and give information about how these applications work and	Students express their opinions about smartphone applications and if they have an idea about applications, they share with the class.	T>Ss Ss><Ss	The teacher wants to teach additional concepts from the students' lives so that students do not feel a total stranger. Namely, students can learn a language that they can use to speak about their lifestyles. The students also obtain cultural

While-reading	10'	<p>how/why they can be used.</p> <p>The teacher makes groups of three and two according to the total number of the students in the class. She wants them to create an interface of an application. She wants them to come up with an imaginary application that they create and find a name for the application, draw an emblem and write a 50-75 five words small paragraph in their groups.</p>	<p>The students create an application and find a name and emblem for it. They need to write what kind of an application it is, why and how people use it.</p>	<p>T><Ss Ss><Ss</p>	<p>background with the help of videos.</p> <p>The students use their creativity to do the activity after they obtain the necessary background information. By doing that, unfamiliar background of the rural kids does not hinder the activity.</p>
Post-Reading	15'	<p>After the writing activity, students create a poster</p>	<p>Students prepare a poster showing their applications</p>	<p>T><Ss Ss><Ss</p>	<p>Students work in groups so that the interaction among</p>

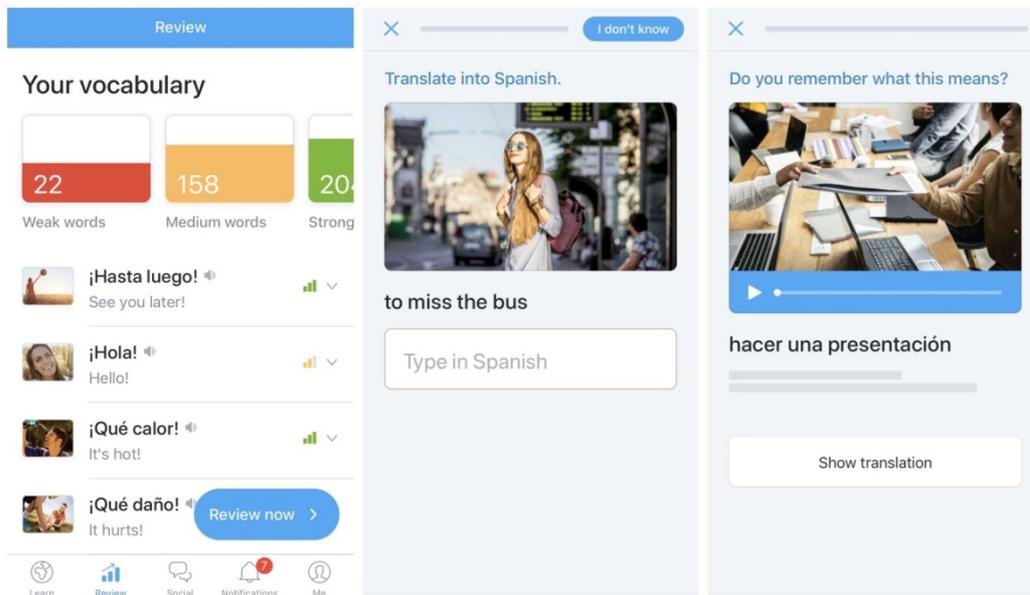
		<p>presentation with crayons and colorful papers. The teacher distributes those materials to each group. She monitors the groups during the activity. They draw the interface of their application and write the names and emblem of it as well. After each group completes their posters the teacher collects them and hang on the notice board.</p>	<p>that they have designed within groups.</p>	<p>them increases and they create a social globe to exchange their opinions. They create a background knowledge to base the activity on it.</p>
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Adapted Activity

Duolingo (A smartphone application for learning new languages)



Busuu (A smartphone application for learning new languages)



Instruction (The instruction of the adapted activity)

Now, form group of two or three and create a smartphone application yourselves. Explain what it is for and how people can use it. Find a name for your application and create an emblem. You have 10 minutes 😊

Original Activity

Lesson 3

1 Write your favorite smartphone applications for the things below.

A good application to ...

- 1. improve a foreign language:
- 2. find my way in the traffic:
- 3. share my ideas and opinions:
- 4. play an educative game:
- 5. solve puzzles:
- 6. make a video:
- 7. learn the lyrics of a song:
- 8. translate a sentence:
- 9. practice my lessons:
- 10. buy something online:
- 11. learn how to cook something:
- 12. give tips about a foreign country:
- 13. order something to eat:
- 14. help the people in need:



APPENDIX E: EXPLANATION OF ADAPTATIONS

The Activity	The Rationale for Adaptation	How is that Adapted	Adapted Version
<p>Unit: Friendship Page: 12 Activity: 1</p>	<p>This activity includes such concepts as <i>slumber party</i>, <i>going to the theater</i>, <i>amusement park</i> and <i>concert</i>. These concepts are given as some examples of activities done with friends. However, when considered about rural students and their village, they are unfamiliar with these concepts. Therefore, regarding their lifestyles in the village, these are not such activities done with their friends. Hence, students have to deal with the concepts itself apart from the target language.</p>	<p>This activity was <i>extended</i> by adding. Adding is an adaptation technique and can be done with expanding and extending. Expanding refers to qualitative change in the material while extending refers to a quantitative change in the activity (Tomlinson, 2014). For this activity, there were some pictures related to certain cultural concepts; however, the researcher found the visuals inadequate in terms of enabling students to develop a cultural understanding, therefore more pictures and videos were added to the activity to teach the concepts. According to Lantolf (2006) human cognition amplifiers better with <i>activities</i>, <i>artifacts</i>, and <i>concepts</i>. These three cultural factors were tried to be included in the adaptation process such that concepts like swimming pool, amusement park were taught with the artifact worksheet. According to Tomlinson (2011) "learners feel more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien" (p. 9).</p>	<p>With the adapted version of the activity, students have more input about what an amusement park, theater and slumber party are. Moreover, they also learn some other vocabulary items to explain what activities they do with their friends such as <i>swimming in the river</i> and <i>ride a donkey</i>. The aim of the adaptation was to both preventing negative experiences students might have due to a lack of a schema related to the cultural knowledge and also expand their cultural schema to enable them function more efficiently in language classrooms and develop themselves. When the gap between students' culture and target language culture is too much, the representations of cultural things in classroom can double difficulty for students. The adaptation aimed to fill in the culture gap and expand students' foreign language skills and cultural understanding.</p>

The Activity	The Rationale for Adaptation	How is that Adapted	Adapted Version
Unit: Friendship Page:15 Activity: 3	<p>This is a listening activity including some cultural activities such as <i>rock concert, music band, culture and convention center, and tram station</i>. Students are expected to complete the dialogue; however, in the village they live, they do not see a concert atmosphere or a tram station. They need more cultural background information to comprehend the dialogue.</p> <p>Meaningful learning takes place as students make sense of their experiences and when meaningful learning happens, students actively involve in the process of meaning construction (Mayer, 2002). Therefore, the adaptation aimed to design learning experiences where student can engage more with the content and culture.</p>	<p>This activity was adapted by extending (Tomlinson, 2014) as the researcher made a quantitative change by adding related pictures and videos. The concepts in the activity were supported with the artifact concert video. According to Lantolf (2006) "included among symbolic tools are numbers and arithmetic systems, music, art, and above all language." This symbolic tools <i>artifacts</i> help students create a comfort zone As with physical tools, humans use symbolic artifacts to establish an indirect, or <i>mediated</i>, relationship between ourselves and the world.</p> <p>The researcher showed a concert video of a famous singer in Turkey, Tarkan, as the students know the singer very well and prepared Tarkan concert tickets to help them visualize what it looks like. Some pictures of a concert hall and tram station were made available as students might not know what they are.</p>	<p>Students have an idea about tram station, music band, culture and convention center since there is not any conference halls in the neighborhood and it is not common for people to go to concert halls. Even if they cannot experience how a concert atmosphere can be, they can at least visualize it through the adapted materials.</p>

The Activity	The Rationale for Choosing the Activity	How is that Adapted	Adapted Version
Unit: Teen Life Page: 25 Activity: 2	<p>The activity is a dialogue between two friends talking about sport habits. In the conversation, there are some concepts as <i>gym</i>, <i>swimming pool</i> and <i>being fit</i>. Students in this study live in a rural part of the city, there is not a a swimming pool in their village and they also do not have any idea about what a gym is. That is why, these concepts may hinder students' linguistics comprehension.</p> <p>Cultural content is considered to be one of the reasons for adapting materials when it does not fit with the reality of the students, cultural references needs to be worked on as the students need support to comprehend (Cunnigsworth, 1995).</p>	<p>The adaptation technique used was extending (Tomlinson, 2014). Student are provided with more pictures about what it means to be fit, and a swimming pool, and they also watched a video about gym. She made a qualitative change such that since the visual given in the book does not provide necessary input, the teacher provides more culture related pictures and a video.</p>	<p>Students learn about the cultural concepts which are unfamiliar to them. After obtaining the necessary input, they listen to the recording and fill in the gaps.</p>

The Activity	The Rationale for Choosing the Activity	How is that Adapted	Adapted Version
<p>Unit: In the Kitchen Page: 38 Activity: 1</p>	<p>This is a pre-reading activity which asks students to tick the foods they can make or cook. Some foods such as <i>sandwich</i>, <i>omelet</i> and <i>pizza</i> are unfamiliar to the students; therefore, the activity would not be effective for them. They need additional information to talk about if they can cook or not. This activity accepts students as they have already known these foods. However, rural kids do not see these words in their lives.</p>	<p>In this activity, the teacher researcher used the <i>replacing material</i> technique. Tomlinson (2014) states that an activity can be replaced with a completely different activity or the teacher might decide to replace an illustration for one that students could identify easily than those presented in the published material. He also adds that this is usually the case in culturally specific or time-specific activities. In the activity, the teacher researcher changes the implementation of the activity and makes it a writing and speaking activity. The activity was supported by realia which is play dough. According to Smith (1997) realia provides multi-sensory impressions and helps addressing more than one channels in the learners.</p>	<p>Students are given the visuals of the foods then they are expected to choose one of them and make it with using play dough. They work in groups and explain their food by writing a short paragraph. Thereby, the activity would not be a pre-reading activity, but it becomes a writing and speaking activity. Students also produce a concrete material and have an experience in the learning context.</p>

The Activity	The Rationale for Choosing the Activity	How is that Adapted	Adapted Version
<p>Unit: In the Kitchen Page: 38 Activity: 2</p>	<p>This is a reading activity which is about a <i>mango cake recipe</i>. The fruit <i>mango</i> is an unfamiliar concept for the rural students. The teacher researcher provides background information for the students to increase their reading comprehension. Tomlinson 2014 states that “what is being taught should be perceived by learners as relevant and useful” (p. 11). Hence the teacher modifies the activity to make students feel at ease and happen meaningful learning.</p>	<p>According to Harmer (2007) using realia, especially with young learners, is helpful for teaching vocabulary and stimulates learner motivation and creation. The teacher researcher asks some questions about mango fruit and shows some visuals to introduce the fruit. Moreover, she also distributes students a piece of dried fruit and students taste it. The teacher uses <i>extending</i> and <i>expanding</i> technique to adapt the material. She uses extending technique by making a quantitative change by adding extra visuals and using realia. According to McDonough, Shaw & Masuhara (2013) adding by extension is for supplying “more of the same” and this is applied within the original methodological framework of the activity. Namely, the model itself does not change. On the other hand, she makes a qualitative change by adding pre-reading questions related to mango fruit. According to Mc Donough, Shaw and Masuhara (2013) expanding adds to the methodology by putting a new quality. In this case of the study, the teacher adds a different component in the activity.</p>	<p>Students answer the warm-up questions as the following:</p> <p><i>What kind of cake is your favorite? Do you know how to make a cake? Have you ever heard about mango? Have you seen one?</i></p> <p>Then students see the visuals of mango fruit and taste a piece of dried mango. After that, they read the passage and translate it in Turkish with the teacher.</p>

The Activity	The Rationale for Adaptation	How is that Adapted	Adapted Version
<p>Unit: On the Phone Page: 48 Activity:1</p>	<p>In this activity, linguistic structure is simple present tense and students are expected to give some real smartphone applications for different reasons for example to improve language, to learn the lyrics of a song, to buy something online. However, when rural children in the context of this study are considered, it is safe to say that they do not have a smartphone, and they do not have relevant background information to complete the activity which requires them to write/talk about their favorite smart phone apps.</p>	<p>This activity was adapted by <i>restructuring technique</i> (McDonough, Shaw, Masuhara, 2013). Namely, the activity was originally designed as a short answer writing activity individual; however, it was adapted as a short paragraph group activity. Sociocultural theory asserts that human mental functioning is organized by cultural artifacts, activities and concepts (Lantolf & Thorne, 2006). Cultural artifacts increase learners' perception of the input. In this case, the teacher provided background information for the concepts in the adapted activity. Therefore, the materials used in class guide language learning should be appropriate to the students' background. The main aim of the teachers is to encourage second language learning by making sure that students are able to understand the input (Krashen, 1982). Hence, the use of media in this activity and providing explanation about the context (smart apps in this case) would create a learning environment which contains 'structures that are "a little beyond" them' (Krashen, 1982, p. 66)</p>	<p>Students form groups of two. They create an application and they find a name and an emblem for their imaginary application. Then they prepare a poster and draw an interface of it adding the emblem and the name of the application. At the end of the class, the teacher collects and puts all the poster on the noticeboard.</p>

APPENDIX F: SEMI-STRUCTURED TEACHER INTERVIEWS

1. Kullandığınız ders kitaplarını nasıl buluyorsunuz?
2. Ders kitaplarınızı kullanırken uygulamada herhangi bir zorlukla karşılaşıyor musunuz?
3. Çalıştığınız yerdeki öğrencilerin İngilizce öğrenmeye karşı tutumlarını ve amaçlarını nasıl değerlendirirsiniz?
4. Çalıştığınız yerdeki öğrencilerin İngilizce dersindeki başarılarını nasıl değerlendirirsiniz?
5. Başarıyı/başarısızlığı etkileyen faktörler nelerdir?
6. Bu faktörler üzerinde yerel kültürün ne etkisini nasıl değerlendirirsiniz?
7. Genel olarak düşündüğünüzde böyle bir köy okulunda İngilizce öğretmek ile ilgili ne düşünüyorsunuz?

APPENDIX G: SEMI-STRUCTURED STUDENT INTERVIEWS

1. İngilizce dersleri nasıl geçiyor sence? İşlediğiniz konuları seviyor musun?
2. İngilizce ders kitabını seviyor musun? Neden?
3. Kitapta anlamadığın yerler oluyor mu? Varsa o kısımları anlamak neden zor sence?
4. Kitapta bazı aktiviteler oluyor mesela arkadaşlarla kafede oturmak, yüzme havuzunda yüzmek vs, senin böyle aktivitelerde dersi anlamadığın oluyor mu?

APPENDIX H: OPEN-ENDED STUDENT QUESTIONNAIRE

1. Bu etkinlik ile ilgili sevdiğim şeyler nelerdir?

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2. Bu etkinlikten neler öğrendim?

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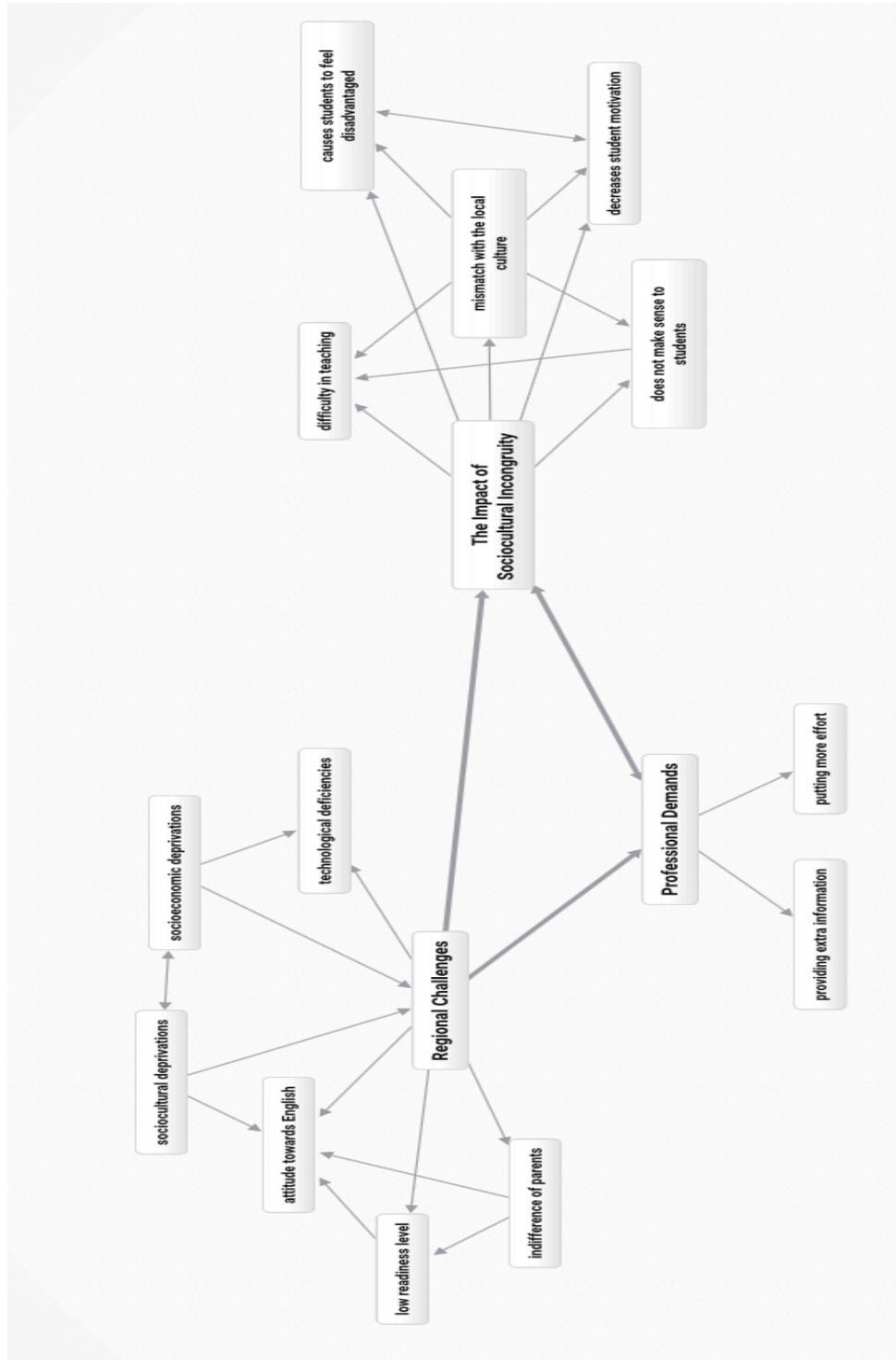
3. Bu etkinlik ile ilgili sevmediğim şeyler?

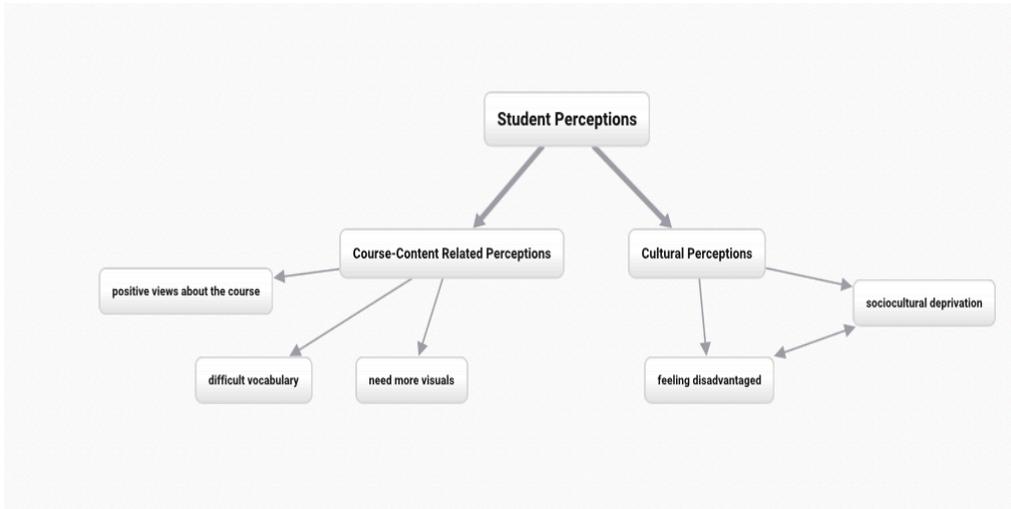
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4. Bu etkinliğin daha iyi olması için ne gerekir?

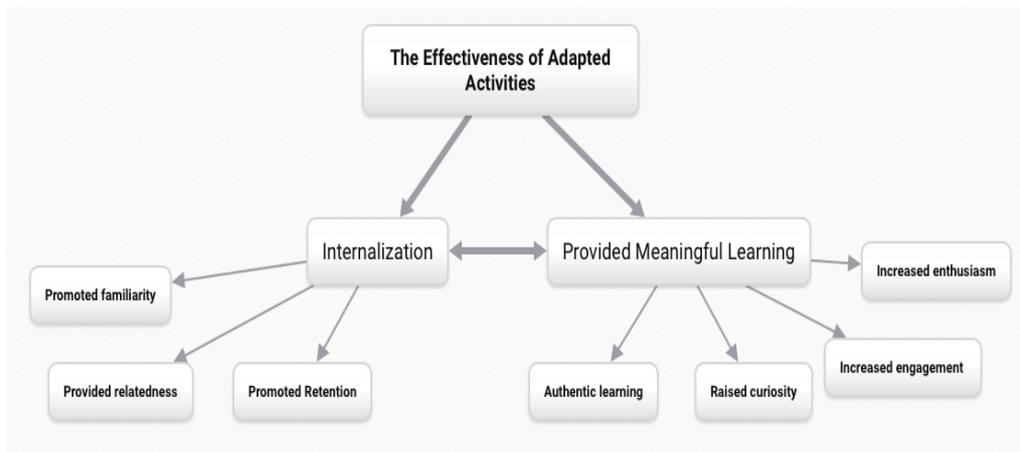
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APPENDIX I: THEMES AND SUB-THEMES OF THE DATA ANALYSIS





Major Themes and Sub-themes of the Perceptions of Students Related to Cultural Content of The Coursebook Activities



The major themes and sub-themes related to the effectiveness of the adapted materials

APPENDIX J: EXPLANATION OF CODES

THE CODES EMERGED FROM SEMI-STRUCTURED INTERVIEWS, TEACHER MEMOS AND CLASS DISCUSSION REFLECTIONS

ALL THE CODES	DESCRIPTION	EXAMPLE
Socioeconomic deprivation	Students' having to work in different places either in the rural area or in fields	<p>“Açıkçası, ııı...ya buradaki öğrencilerin dersane, hafta sonu kursu gibi imkanları da yok. Mesela mevsimlik işçilikten geliyorlar ama yine de havalar tam soğuyana kadar yine de yakınlardaki tarlalara gidiyorlar. Eeee...sonra veliler de onları çalışmaya zorluyor çoğu yani, hepsi değil de”</p> <p>“well...actually, the students here do not have facilities such as a private course. For example, they come from seasonal working but still go to the nearby fields until the weather gets cold. So, the parents force them to work too most of them, not all of them”</p>
Sociocultural deprivation	Students' being deprived of some cultural activities which are common in urban areas	<p>“Çocuk inekten, koyundan, taştan, dağdan başka bir şey görmüyor ki. Böylece bir vizyon da geliştiremiyor”</p> <p>“The child can't see anything apart from a cow, a sheep, a stone, a mountain. Thus, he cannot develop a vision.”</p>
Technological deficiencies	Inadequacy of technical devices and materials in the rural school	<p>“Mesela illa her gün 2-3 saat elektrik gidiyor...Sonrasında da gidip geliyor zaten. Bilgisayarımı getirdiğimde illa bir aksaklık oluyor. Şarjı çok uzun sürmediği için...eee...mecburen derste fişe takmam gerekiyor”</p> <p>“For example, there happens 2-3 hours of power cuts every day... It goes back and come afterwards. There is always a glitch when I bring my computer. Since charging doesn't take too long... er... I have to plug it in during class.”</p>
Attitude towards English	Negative attitudes of some students' towards learning English	<p>“Çok çok az öğrenci İngilizce dersine karşı önyargılı değil. Bize yeni bir kültür öğretiyorsunuz diyen vs. var. Ama çoğu bize ne, günah, diyorlar. Mesela yabancı bir bilim insanı görünce “hocam günah değil mi biz bunları öğreniyoruz” falan da diyorlar.”</p> <p>“Very few students are not biased towards English lessons. There are some saying that ‘you're teaching us a new culture etc’. But many call it as a sin. For example, when they see a foreign scientist, they say, "Isn't it a sin, we learn these things”</p>

Low readiness level	Students' being illiterate or having lower readiness level than their grade level requires	<p>"İçerik açısından bizim öğrencileri düşününce biraz zor geliyor onlara ama bu onların altyapılarının yetersiz olduğuyla alakalı. İn...8. Sınıfa gelip okuma yazma bile bilmeyen öğrencilerimiz bile olduğu için malum..."</p> <p>"Content is a bit difficult for them when we consider our students, but this is related to their insufficient background ... Because we even have students who come to class and cannot even read and write at 8th grades... "</p>
Indifference of parents	Parents' being careless for students' after school assignments	<p>"yani eve gittiğinde çocuklar derslerini çalışmış mı bugün ödevi var mı diye veliler pek sormuyor o yüzden çocuğun eğitim işi sadece okul içerisinde oluyor."</p> <p>"In other words, when they go home, parents do not ask whether the children have studied their lessons or have any homework today, so the education of the child is only within the school."</p>
Difficulty in teaching	Teachers' confusion about the teaching method to use in the rural area	<p>"Aslında köy öğretmenlerinin işi zor... Onlar öğrenciye nasıl yaklaşacağını bilmek zorunda hatta köyün de kültürünü bilmek zorunda bence. Zaten bu yüzden bazen zorlanıyorum ben de ki benim burada 4. Yılım. Yani bazen derste anlatıyorum bakıyorum yine olmamış, bir duraksıyorum. Toparlamaya çalışıyorum. Ama işte sanki bambaşka bir ülkede gibi hissediyorum bazen."</p> <p>"Actually, village teachers have a difficult job... They have to know how to approach the student and even know the culture of the village. That's why I have a hard time sometimes although it's my 4th year here. I mean, sometimes I explain in the lesson, I see that they don't understand, I hesitate. I'm trying to wrap it up. But sometimes I feel like in a completely different country."</p>
Causes students to feel disadvantaged	Students' feeling of disadvantaged when they come across with some cultural opportunities	<p>"Sonra da üzülüyorlar buralarda öyle şeyler hiç yok, biz hiçbir şey görmüyoruz bu köyde diyorlar. Buna ben de üzülüyorum. Valla haklılar çünkü...zaten...ıııı...o yüzden daha motive etmeye çalışıyorum..."</p> <p>"Then they get upset by saying that "there are no such things here, we do not see anything in this village". I feel sorry for this, too. Because they are right so I'm trying to motivate them more..."</p>
Mismatch with the local culture	The discrepancy between students' sociocultural background and the content of the coursebook	<p>"İşte dediğim gibi... Köydeki sosyal ortamlar kitapta bahsedildiği ve örnek verildiği gibi olmadığından çocuğun mesela günlük rutini ya da hafta sonu rutini burada bizim anlattığımız gibi</p>

	activities	değil.” “Since the social environments in the village are not as mentioned in the book or given in an example, the child's daily routine or weekend routine is not like we described here.”
Does not make sense to students	Students’ finding some concepts meaningless when they are not familiar with	“Hatta mesela...öğrencilerimize az önce de dediğim gibi anlamsız geliyor. Çocuğa derste başka bir alem anlatıyorum ben. Pankekler, böğürtlenler, okul sonrası etkinlikler...İşte çocuk yalnızca dinliyor. Hiç kendi hayatıyla ilişki kuramıyor.” “For example, it seems meaningless to our students as I just said. I am talking about another world in the lesson... Pancakes, blackberries, after-school activities... The child is just listening. He can never relate to his own life. ”
Decreases student motivation	Students’ motivation level decreases as they come across with some activities that they cannot have a chance to do in the rural area	“Aslında burada da anlıyorum ki böyle motivasyonları düşüyor. Yani şey gibi...bana göre değil bunlar...der gibi...yani bunu özellikle zeki öğrencilerimiz için söylüyorum, zaten diğerleri her hâlükârda takmıyor” “Actually, I understand that their motivation is decreasing. I mean, they think that they are not for me... this is valid especially for our clever students, others don't mind anyway ”
Providing extra information	Teachers have to provide extra information to make up for the cultural mismatch	“Az önce de dediğim gibi burada sadece İngilizce öğretmekle de kalmıyoruz maalesef, çocukların bilmediği farklı aktiviteler, yiyecekler, yerler olunca onları da öğretiyoruz. E bu da İngilizce öğretmenin yanında farklı bir sorumluluk” “As I said before, we do not only teach English here, unfortunately, we also teach different activities, foods and places that children do not know about. This is a different responsibility besides teaching English.”
Putting more effort	Teachers have to put extra effort to teach unlike urban teachers	“Açıkçası, böyle bir köyde olunca bu zorlukları telafi etmek için öğretmenin çok çalışması gerekiyor. Daha farklı materyaller kullanmayı düşünüyorum hep acaba ne kullansam daha iyi öğrenirler bu çocuklar diye. Öyle yani...” “Obviously, the teacher has to work hard to make up for these difficulties in such a village. I always think of using different materials so that these kids will learn better”

Positive views about the course	Some students are aware of the importance of learning English for their future career	<p>“İngilizce dersleri nasıl geçiyor sence? X eeee...hocam güzel geçiyor. Bence İngilizce dersleri çok önemli Xx neden öyle olduğunu düşünüyorsun? X siz demiştiniz doktor olunca da işinize yarar diye...sınavda çıkıyormuş.”</p> <p>“How do you think English lessons go? X eeee... my teacher, it is going well. I think English lessons are very important Xx why do you think so? You said that when you become a doctor, it will be useful to you... it will come out in the exam.”</p>
Difficult vocabulary	Students have difficulty in understanding vocabulary item	<p>“Hocam biraz karışık geliyor hocam çünkü anlamları ayrı okunuyor, yazılışları ayrı okunuyor.”</p> <p>“Teacher, English is a bit complicated because the meanings and spellings are read separately”.</p>
Need more visuals	Students need more visuals to understand the concepts if they are unfamiliar with	<p>“Hocam bazı yerleri anlamıyorum ben görmeyince, resim olsa daha güzel olur.”</p> <p>“Teacher, I don't understand some places when I don't see it, it would be better to see a picture.”</p>
Feeling disadvantaged	Students feel themselves as disadvantaged due to limited sociocultural and socioeconomic opportunities	<p>“Hocam onların hayatları lüks bence...onlar biz gibi geri kalmış değil ki her şeyin en iyisi orada var.”</p> <p>“Teacher, I think their lives are luxurious... they are not underdeveloped like us so there is the best of everything there.”</p>
Sociocultural deprivation	Students are aware of the fact that they cannot do the social activities in the rural area.	<p>Burada öyle güzel şeyler yok ki...valla hocam tiyatro da ben hiç görmedim yani sinema da.</p> <p>“There are not such beautiful things here... Well, teacher, I have never seen a theater or a cinema.”</p>
Providing sociocultural support	The adapted activities should provide sociocultural background information	<p>Öğrenciler önceden de demiştim...kültürel olarak birçok olanaktan yoksun...o yüzden kitapta günlük hayat diye anlatılan bazı eylemler bile onlara farklı gelebiliyor. Bu yüzden, adapte edilen aktivitelerin kültürel altyapı içermesi önemli</p> <p>“As I said before ... the students culturally lack many possibilities... so even some actions described as daily life in the book may seem different to them. Therefore, it is important that the adapted activities include cultural background...”</p>

Using realia and authentic materials	The adapted activities include using realia and authentic materials for better understanding	Mesela mango keki tarifi konusunda öğrencilerin gerçek mango yemiş olması onları derse daha çok çeker. Yani öğrencinin mangoyu bilmeden önce ilgisi daha az olabilir ama sonrasında artacaktır böylece. “For example, the fact that students eat a real mango fruit draws their attention to the course more. In other words, students’ attention can be lower before knowing about mango; however, it will increase.”
Culturally relevant pedagogy	The adapted activities should include local culture references so that students can make a relation	Mesela derste konuyu işlerken kendi hayatı nispeten kitaplarda gösterilen hayattan çok daha farklıysa bir öğrencinin, öğretmen derste pamuk toplayan çocukları işte köyde el arabasıyla oynayan çocukları gösterince çocuğun direkt ilgisi derse döner “For example, if a student’s life is relatively different from the life shown in the book and when the teacher shows some children who are picking cotton in the lesson and the children playing with the wheelbarrow in the village like himself/herself, his/her interest turns to the lesson...”
Considering regional limitations	Regional challenges should be considered while preparing the activities	Elektrik kesintisi dersi aksatabilir video izletirken veya müzik falan açarken. Yani birden elektrik gidince aksıyor maalesef ders. O yüzden teknoloji kullanmak burada riskli...istediğin gibi olmayabiliyor. “Power cuts can disrupt the lesson while watching the videos, playing music or something. Unfortunately, the lesson can be disrupted when the electricity goes out. So, using technology is risky here... it may not be as what you want.”
The need for cultural relevance	Students need for relevant local culture elements in the coursebook activities	Mesela hiç bizim köyle alakalı hiç fotoğraflar olmadığı için kitaplarda falan olsaydı çok güzel olurdu, tarlalarımız, kuyularımız falan “For example, since there are no photographs about our village, it would be nice if there were our fields, our wells, etc. in the books.”
Promoted familiarity	The adapted activities helped students promote familiarity towards unfamiliar concepts	They added that they found concert environment fantastic, full of lights, and so bright. The adapted activities made students familiar with the concepts such as concert, concert ticket, and concert stage.
Provided relatedness	The adapted activities provided relevant	Most of them said that they liked worksheet activity. When I asked the reasons of it, they said that some of the

	examples with local culture	pictures were related to their lives in the village such as working in fields, collecting cotton, swimming in a river, playing with wheelbarrow etc. and they also added that it was very good to learn some vocabulary related to village life.
Promoted retention	The activities contributed students to recall the language input for a longer time	“The word pudding was mentioned in the materials that I adapted in the previous lesson, and the students got familiarized for the first time. In this lesson, after reading the mango cake recipe, some of the students said, "My teacher, is there such a thing as mango pudding?" they asked. This is a very important question because the students had seen the pudding for the first time in the previous lesson, and in this lesson, it was the first time they saw the mango. They worked on the concepts they had just learned, remembered and commented on them”
Authentic learning	The activities promoted authentic learning	The original activities include some concepts such as going to the cinema/amusement parks, throwing a slumber party; however, I added some rural activities such as riding a donkey and swimming in the river so as to make the content more authentic.
Raised curiosity	The adapted activities triggered students’ curiosity towards learning foreign language	For example, they asked “how can I say that I can’t go to the gym every day” or some of them even asked “teacher, how can that I say there is no gym in my village?” I believe that these questions were very important because my students are not interested in learning more than given by the book.
Increased engagement	The adapted activities helped the engagement increase in the class	All of them discussed on a smartphone application. It was impossible to do the original activity because it would not be meaningful. However, with this adapted version of the activity, all the students could participate willingly because it only required students’ imagination. I gave them 10 minutes to do the activity and the groups presented their work to the class. I think the activity was much more communicative.
Increased enthusiasm	The adapted activities increased students’ enthusiasm towards learning a foreign language	They expressed that they had a lot of fun even watching this video and could not imagine the reality. The language input became meaningful to them otherwise they wouldn’t be enthusiastic if they did not understand that the activity is talking about.

THE CODES EMERGED FROM OPEN-ENDED STUDENT
QUESTIONNAIRES

Categories	Codes	Frequencies	Example
Positive Perceptions of the Adapted Materials	Everything was good	314	<i>“everything was good (her şey güzeldi)”</i>
	Learnt vocabulary/concepts	263	<i>“I learnt what a concert ticket looks like (ben konser biletinin nasıl bir şey olduğunu öğrendim)”</i>
	Liked the visuals	126	<i>“I liked the amusement park video (lunapark videosunu sevdim)”</i>
	Liked the realia	103	<i>“I liked making different foods using play dough (oyun hamuruyla farklı yemekler yapmayı sevdim)”</i>
	Liked the cultural relevance	8	<i>“I liked the people working in the fields... (işte çalışan insanları sevdim)”</i>
	The activities were enjoyable	5	<i>“the activity was very enjoyable, I liked that (aktivite çok eğlenceliydi, ben sevdim)”</i>
Negative Aspects of Adapted Materials	insufficient time for the activity	65	<i>“it would be better if we could play more (daha çok oynasaydık daha güzel olurdu)”</i>
	technical problems	40	<i>“the volume was not sufficient (ses yeterli değildi)”</i>
	did not like reading	29	<i>“I did not like reading (okumayı sevmedim)”</i>
	the activities were boring	7	<i>“the activity was boring (aktivite sıkıcıydı)”</i>
Improvement Areas	need for more cultural relevance	26	<i>“it would be better if the music was şevko (a traditional dance music)”</i>
	wanted more visuals	16	<i>“it would be better if we could watch different types of theater (farklı tiyatrolar izleseydik daha güzel olurdu)...”</i>
	would be better in Turkish	5	<i>“it would be better if the activities were in Turkish (Türkçe olsaydı daha güzel olurdu).”</i>

APPENDIX K: TURKISH SUMMARY/TÜRKÇE ÖZET

Çalışmanın Amacı ve Önemi

Bu eylem araştırması çalışması, kırsal bir devlet okulunda 8.sınıflarda kullanılan İngilizce ders kitabını hedefler, öğrenciler ve kültürel içerik açısından değerlendirmeyi, gerekli materyalleri benimsemeyi ve/veya uyarlamayı ve son olarak öğrencilerin ve öğretmenlerin yeniden tasarlanan materyallere ilişkin algılarını sunmayı amaçlamıştır. Bu amaçla, çalışmanın araştırma soruları aşağıda belirtildiği gibi tanımlanmıştır:

- 1) Sosyoekonomik olarak yoksun bir kırsal alandaki öğrenciler ve İngilizce öğretmenleri, İngilizce ders kitaplarının içeriğini ve faaliyetlerini sosyal ve kültürel geçmişleri açısından nasıl algılar ve yorumlar?
- 2) Uyarlanan materyaller anlamlı öğrenme için ne ölçüde fırsatlar sağladı?

Bu araştırma, kırsal kesimde bir okulda eylem araştırması olarak gerçekleştirilerek diğer materyal uyarlama çalışmalarına katkıda bulunması açısından önemlidir. Miller'a (1988) göre, kırsal alanların sosyal ve ekonomik kaynaklarının sınırlı olduğu ve kentsel alanlardan farklı geçmişlere sahip çocukların yerel çevrenin bazı özelliklerini sınıflarına aktarabileceği inkâr edilemez bir gerçektir. Bu farklı sosyokültürel geçmişlerin sınıfta dikkate alınması ve kültürel çeşitlilik ile ele alınması gerekir (Fuller, 1982; Güvendir, 2017; Johnson & Strange, 2007; Marlowe, 2006). Bu durumda, öğretmenlerin çocuk için "çare" sağlaması beklenmektedir (Avermaet, Colpin, Van Gorp, Bogaert & Branden, 2006, s. 8). Shamah ve Mactavish'e (2009) göre, kırsal yaşamdaki unsurları öğretime dahil etmek önemlidir; aksi takdirde, o bölgelerdeki çocuklar okul konusunun alakasız olduğunu ve öğrenmeye değmeyeceğini düşünerek okuldan ayrılabilir. Öğrenciler, farklı kültürleri ve farklı yerleri anlamaya çalışarak sınıflarında öğretilen yabancı bir kültürü yakalarken kaybolabilirler (Arnold, Newman, Gaddy, Dean, 2005; Çakır, 2006;

Çiftçi & Cin, 2017). Ayrıca, konu kırsal öğrencilerin tipik müfredat ve ders kitaplarını anlamak için ekstra çaba göstermelerine neden oluyor gibi görünüyor. Öğrencilerin derse katılımı yüksek olduğunda, eğitimin kalitesi ve dersin etkinliği artar (Çakır, 2006). Çalışma, kırsal kesimdeki öğrencilerin ders kitabındaki kültürel unsurlardan anlam çıkarırken yaşadıkları bazı zorlukları çözmeye, öğrenme süreçlerini kolaylaştırmaya ve derse katılımlarını artırmaya çalışmaktadır. Öğrencilerin kavrayışları kültürel olarak tanıdık materyallere maruz kaldıklarında, bilmedikleri kavramlara maruz kaldıkları durumdan daha fazladır (Arıkan, 2008; Çakır, 2006; Marlowe, 2006). Bu nedenle, uyarlanmış materyaller ve etkinlikler, ders kitabı içeriğinin yanı sıra öğrencilerin içinde yaşadığı kırsal kültürün yerel unsurlarını da içermeyi, konuyu içselleştirmelerini ve ezberleme yerine anlamlı öğrenmeyi teşvik etmelerini sağlamalıdır (Marlowe, 2006).

Kırsal kesimdeki okullarda çalışan öğretmenler, öğrencilerin kültürel unsurları anlayamadıkları zamanlarda ders kitabı içeriğini öğretmede de zorluk çekebilirler (Çakıroğlu & Çakıroğlu, 2003; Yeşil, Preston & Janmaat 2006). Bu gibi durumlarda, öğretmenlerin kitapta olmayan kavramları nasıl öğreteceği ve ders kitabının önceden belirlenmiş hedeflerine nasıl ayak uyduracakları gibi konularda kafaları karışabilir. İlgili çalışmalar, kırsal kesimlerdeki öğrencilerin akademik başarılarının öğretmenlerin ekstra çabalarına bağlı olduğundan, kafa karıştırıcı durumlar yaşanmasının öğretmenler için daha stresli olabileceğini göstermektedir (Choudry, 2010; Lemke, 1994). Öğretmenler bu uyumsuzlukların ve daha zorlu sorumlulukların üstesinden gelerek kendilerine yüklenebilirler (Huysman, 2008). Uyarlanmış materyaller ve süreçle ilgili bilgiler, benzer zorluklar yaşayan diğer öğretmenler için bir örnek olabilir.

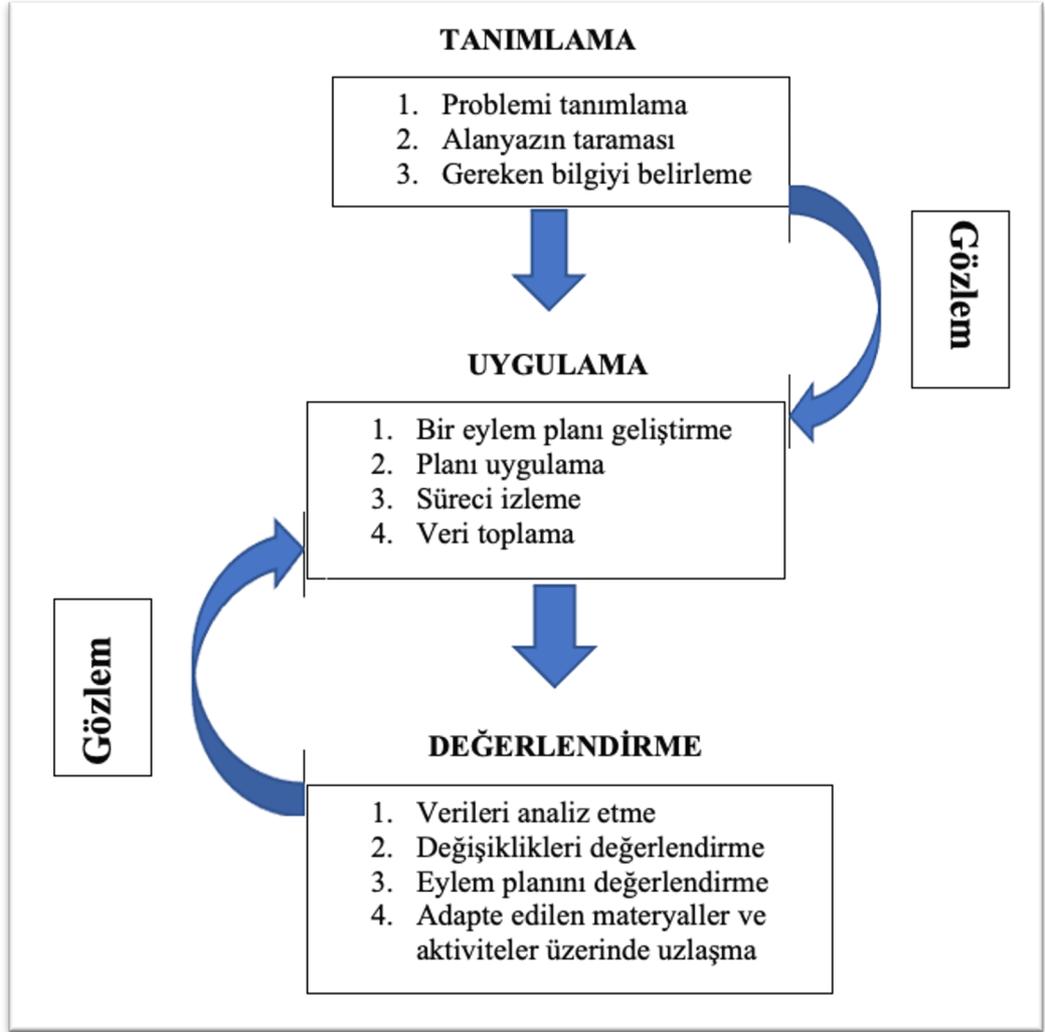
Bu çalışma aynı zamanda öğretmenlerin merkezi eğitim sistemlerinde öğrencilerin ihtiyaçlarına göre materyal uyarlamasına yönelik farkındalığına da katkıda bulunmaktadır. Türkiye'de standart ders kitaplarının kullanılması zorunlu olduğu için, öğretmenin ders kitabı kullanımındaki rolü kritik öneme sahiptir (Şimşek, 2017). Bu anlamda, öğretmenlerin “statik bir nesne olarak ya da

dinamik bir araç olarak ders kitabı” arasındaki farkın farkındalığı, öğretimin kalitesini belirler (Savova, 2009; Şimşek, 2017). Ayrıca, öğretmenler materyaller ve öğrencilerin anlayışı arasında bir köprü görevi görür; bu nedenle, uyarlama sayesinde materyaller "öğrenciler için hayata geçirebilir" (Garton & Graves, 2014, s. 7; Liu, 2016; Şimşek, 2017).

Çalışmanın Yöntemi

Çalışma, Şanlıurfa'da kırsal bölgede bulunan bir okulda yedi haftalık bir süre boyunca gerçekleştirildi. Çalışmaya üç farklı bölümden 67 sekizinci sınıf öğrencisi ve o okulda çalışan iki İngilizce öğretmeni katıldı.

Eylem araştırması, eğitimciler tarafından uygulamalarını ve öğrencilerin öğrenmelerini geliştirmek için yapılabilir (Efron & Ravid, 2013). Öğretmenlerin sınıflarıyla ilgili belirli sorunları ve sorunları anlamalarına yardımcı olduğu için, yansıtıcı uygulamalarını destekler ve çalışmalarının sorumluluğunu üstlenmeye teşvik eder. Bu nedenle, bu çalışma, eylem araştırma tasarımını kullanan öğretmen tarafından tanımlanan bir problemi çözmeye çalışarak öğretim pratiğini ve öğrenci öğrenimini geliştirmeyi amaçlamaktadır (Hensen, 1996). Şekil (1), mevcut eylem araştırmasının modelini tasvir eder.



Şekil 1. Eylem araştırmasının genel tasarımı

Şekil 1, araştırmacı tarafından alanyazında bulunan bazı eylem araştırma tasarımlarına dayanarak çalışma bağlamına uygun olarak tasarlanmıştır (Lewin, 1946; Altrichter & Posch, 2007; Somekh, 2009; Yıldırım & Şimşek, 2016).

Eylem araştırması herhangi bir yaklaşımla sınırlı değildir. Nitel, nicel ve karma yöntem desenleri kullanılabilir. Bununla birlikte, nitel araştırma yöntemleri, belirli bir durumu çeşitli açılardan tanımlamak ve eylem araştırması belirli bir bölge ile sınırlı olduğundan daha derin veriler elde etmek için daha uygun olabilir (Craig, 2009). Mevcut çalışma belirli bir okulla sınırlı olduğundan,

arařtırmacı arařtırma ortamını geniř bir perspektiften tanımlar, alıřma alanına katılır ve doęal olarak meydana gelen olayları, insan etkileřimlerini ve iliřkilerini gözlemlene řansına sahiptir. Bu yüzden eylem arařtırma deseninin uygun olduęu dūřünūlmüřtür. Bu noktalara dayanarak, bu alıřma için nitel veriler toplanmıřtır.

alıřmanın Baęlamı

Bu alıřma, Türkiye'nin Güneydoęu bölgesinde bir řehir olan řanlıurfa'da bir köy okulunda yürütölmektedir. Okul řehir merkezine 145 kilometre uzaklıktadır ve sadece beřinci, altıncı, yedinci ve sekizinci sınıf öęrencileri olan bir ortaokuldur. Okulda 560 öęrenci, 21 öęretmen ve 14 derslik bulunmaktadır. Sınıflar sabah 08.10'da bařlar ve öęleden sonra 14.50'de sona erer. Her gün yedi saat ders vardır. Beřinci ve altıncı sınıflarda dört, yedinci ve sekizinci sınıflarda üç řube vardır. Beřinci ve altıncı sınıf seviyelerinde haftada üç saat yedinci ve sekizinci sınıflarda ise haftada dört saat İngilizce dersi vardır. Arařtırmacı hâlihazırda okulda İngilizce öęretmeni olarak üç yıldır görev yapmaktadır. Sadece yedinci ve sekizinci sınıf öęrencilerine ders vermektedir. Veriler üç sekizinci sınıf řubesinde (8/A, 8/B, 8/C) toplanmıřtır.

Okul bir devlet okuludur ve Millî Eęitim Bakanlıęı'nın İngilizce öęretim müfredatını takip etmektedir. Sınıfların nüfusu, beřinci ve altıncı sınıflarda, yedinci ve sekizinci sınıflardan daha kalabalık olacak řekilde farklılık gösterir. Beřinci ve altıncı sınıflarda ortalama 50 öęrenci bulunmaktadır. Bununla birlikte, yedinci sınıflarda yaklaşık 40 öęrenci ve sekizinci sınıflarda yaklaşık 35 öęrenci bulunmaktadır. Okul teknik olarak donanımlı deęildir. Sınıflarda ayrı bilgisayarlar, projektörler ve hoparlörler yoktur. Okulda 30 sıra, beyaz tahta ve projektör içeren ok amaçlı bir oda bulunmaktadır. Tüm öęretmenler projektöre ihtiya duyduklarında bu odayı kullanabilirler. Bir projektör olmasına raęmen, bilgisayar ve hoparlör yoktur. Öęretmenler orada kendi bilgisayarlarını ve hoparlörlerini kullanmaktadır.

Bütün öğrencilerin kalabalık bir ailesi vardır. En az beş erkek ve kız kardeşi var ve bazıları büyükanne ve büyükbabalar, amcalar, teyzeler, kuzenler vb. gibi akrabalarıyla birlikte yaşıyor. Bazı öğrenciler babalarının diğer karısı (kuma) ile birlikte yaşarlar. Hemen hemen tüm öğrenciler mevsimlik işçi olarak çalışırlar, en fazla iki odalı evlerde yaşarlar. Öğrencilerin hiçbirinin evlerinde çalışmak için kendi odaları yoktur. Türkiye'de akademik yıl genellikle Eylül ayında başlayıp Haziran ayında sona erse de, farklı şehirlere gitmek ve tarlalarda çalışmak için Ekim ayı sonuna doğru okula gelmek ve Nisan ayı sonuna kadar ayrılmak zorundalardır. Nadiren şehir merkezine giderler ve bazıları şu ana kadar Şanlıurfa şehir merkezine gitmemiştir. Öğrencilerin yaklaşık dörtte biri okulun bulunduğu köyde yaşamakta ve geri kalanı farklı köylerden gelmektedir. Okulda taşınmalı eğitim uygulanmaktadır. Bu nedenle, bölgedeki 14 farklı köyden gelen öğrenciler, İlçe Milli Eğitim Müdürlüğü tarafından sağlanan okul taşıtlarıyla okula gelmektedir. Öğrencilerin sahip olduğu tek İngilizce materyal, Millî Eğitim Bakanlığı tarafından ücretsiz olarak dağıtılan İngilizce ders kitabıdır.

Örneklem

Çalışma bir köy okulunda uygulanmaktadır. Bu doğrultuda, katılımcılar sekizinci sınıf öğrencileri ve okuldaki diğer İngilizce öğretmenleridir. Okulda sekizinci sınıflarda üç şube bulunmaktadır (8/A-B-C). Bununla birlikte iki tane daha İngilizce öğretmeni bulunmaktadır. İngilizce öğretmenlerinin tecrübeleri değişkenlik göstermektedir. Bir İngilizce öğretmeni dört yıldır o okulda çalışıyor ve okulun lojmanında kalıyorken, diğer İngilizce öğretmeni iki yıldır o okulda çalışmaktadır.

Veri Kaynakları

Bu eylem araştırması çalışması belirli bir bölgeye özgü olduğundan ve bu bölgeyi çalışmanın bir parçası olarak tanımladığından, farklı veri toplama araçları daha geniş bir bakış açısına katkıda bulunacaktır; bu nedenle, araştırmacı fenomeni daha iyi anlayabilir (Golafshani, 2003). Yani, bu nitel çalışmanın

bağlamına genel bakış, çeşitli veri kaynakları ile zenginleştirilebilir. Nitel veri kaynaklarına gelince, öğretmen araştırmacısı, uyarlanmış materyallerin ve etkinliklerin etkililiğini ortaya çıkarmak için öğrenci açık uçlu anketleri, tüm sınıf tartışması yansımalarını, yarı yapılandırılmış öğrenci görüşmeleri, yarı yapılandırılmış öğretmen görüşmeleri, öğretmen notlarını kullanmıştır.

Nirengi, farklı veri kaynaklarının toplanmasıyla elde edilen, araştırma sürecini farklı bakış açılarından değerlendirmek için önemli bir eylemdir (Somekh, 2005). Bu çalışmada nirengiyi sağlamak için çeşitli veri kaynakları kullanılmıştır.

Çalışmanın Süreci

Araştırmacının karşılaştığı bir duruma çözüm bulmak ve bu durum için olumlu bir değişiklik yapmak için sorun belirlenmiştir. Bu doğrultuda araştırmaya hazırlanmak için alanyazın gözden geçirilmiştir. Alanyazın taramasından sonra, doğru bilgiyi elde etmek için kullanılacak yöntem, veri kaynakları ve veri toplama araçları için gerekli bilgiler belirlenmiştir.

ODTÜ Etik Kurulu ve Şanlıurfa İl Milli Eğitim Müdürlüğü'nden gerekli onayları aldıktan sonra, araştırmacı ve okuldaki diğer İngilizce öğretmenleri, öğrencilerin köyde görmedikleri için bilmedikleri 8.sınıf İngilizce ders kitabı etkinliklerinde verilen kavramları ayrı ayrı tanımladılar. Tüm öğretmenler kitaptaki tüm üniteleri inceledikten ve kavramları belirledikten sonra, bir toplantı düzenleyerek belirlenen kavramlar üzerinde uzlaşa sağladılar. Araştırmacı, öğrencilerin sosyokültürel geçmişleri ve ders kitabı içeriği ile ilgili bazı uyumsuzlukları tespit ettikten ve tasarladıktan sonra, ders kitabı etkinlikleri uyarlandı ve yeniden düzenlendi.

Veri toplama süreci bir eylem araştırması çerçevesinde gerçekleşti. Araştırmacı sorunu belirledi, bu sorunu çözmek için gereken bilgilere karar verdi ve bu yönde bir eylem planı hazırladı. Araştırma soruları ile ilgili olarak araştırmacı,

farklı bakış açılarından fikir sahibi olmak, sorunu ayrıntılı olarak tanımlamak, meslektaşlarının deneyimleri ve öğrenci algıları göz önünde bulundurularak soruna çözüm sağlamak için görüşmeler gerçekleştirdi. Öğretmenlerin ve öğrencilerin ders kitabındaki kültürel unsurlar hakkındaki algıları, yarı yapılandırılmış görüşmeler uygulanarak alınmıştır. Kitap içeriğindeki öğrenci ve öğretmenlerin sosyokültürel algıları hakkında veri toplandıktan sonra, uyarlanmış etkinlikler içeren ders planları hazırlandı. Araştırmacı öğretmen uyarılma sürecinde materyallerde neyin önemli olacağı ve yeni materyallerin uygunluğu ve uygulanabilirliği konusunda bazı noktaları belirledi. Araştırmacı öğretmen, uyarlanmış materyallerin uygulanmasından sonra açık uçlu öğrenci anketlerinden yararlandı. Ayrıca, öğrenciler anketleri tamamladıktan sonra, anketlerden gelen verileri desteklemek için tüm sınıf tartışmaları yapıldı. Öğretmen ayrıca, çalışmanın her aşamasında, çalışma için önemli olabilecek herhangi bir ayrıntıyı kaybetmemek için notlar kullanmıştır.

Analiz sürecinde, önce veriler kodlanmış ve daha sonra özetlemek için kategorize edilmiştir. Braun ve Clarke'a (2014) göre kodlama, “endüktif veya aşağıdan yukarıya” ve “tümdengelimli veya yukarıdan aşağıya” olmak üzere iki şekilde kullanılabilir. Endüktif kodlama, takip edilecek önceden belirlenmiş bir model yoksa ve fikirler veri kümesini analiz ederken üretilirse kullanılabilir. Bununla birlikte, tümdengelim yaklaşımında, araştırmacı önceden belirlenmiş adımlar atar ve kuramdan belirli kodlara geçer. Tümdengelim yaklaşımı kuram odaklı olsa da endüktif yaklaşım veri odaklıdır. Bu çalışmada, tüm veriler endüktif bir yaklaşım kullanılarak kodlanmıştır. Kodlama süreci, Braun ve Clarke (2006) tarafından tanımlanan altı aşamalı çerçeveyi izlemiştir.

İlk adım, verilere aşına olmakla başlamıştır. Bu aşamada, tüm veri kümeleri daha ileri gitmeden önce okunmuş ve yeniden okunmuştur. Kodlama süreci, ilk kodların üretilmesi olarak adlandırılan ikinci aşama ile devam etmiştir. Bu aşamada, her bir satır önceden belirlenmiş kodlara sahip olmadan kodlanmış, ancak kodlar süreç boyunca geliştirilmiştir. Üçüncü aşamada, araştırmacı konuları araştırmıştır. Kodlar, araştırma soruları hakkında bir şeyler

söyleyebilecek daha geniş temalar halinde düzenlenmiştir. Dördüncü aşama, temaların gözden geçirilmesiyle ilgilidir; bu nedenle, verilerin daha iyi temsil edilmesi için kodlar gözden geçirilmiş, değiştirilmiş ve geliştirilmiştir. Bir sonraki aşama, araştırmacının her temanın ne hakkında, hangisinin ana temalar veya alt temalar olabileceği ve temaların birbirleriyle nasıl etkileşime girdiği tanımlanmaktadır. Bu aşamada, ilgili sorular için tematik haritalar geliştirilmiştir. Son olarak, altıncı aşamada, analiz rapor edilmiş ve yazılmıştır.

Çalışmanın Sınırlılıkları

Bu çalışmanın çeşitli sınırlamaları vardır. Öğrenciler mevsimlik işçi olarak çalışırlar ve bu nedenle Kasım ayına kadar okula gelemesler ve Nisan ayı sonunda okuldan ayrılırlar. Müfredata göre dönem başına beş ünite kapsanacak olsa da araştırmacı dönem başında üç üniteyi işleyebileceğinden toplamda uyarlanmak üzere sadece beş ünite seçilmiştir. Bu nedenle, araştırmacı uyarlanmış ders planlarını ve materyallerini olması gerekenden iki ay sonra uygulamaya başlamak zorunda kalmıştır.

Diğer sınırlama teknoloji kullanımı ile ilgilidir. Hemen hemen tüm ders planları, görseller ve videolar için projektörün kullanılmasını gerektirir. Köyde elektrik kesintisi sıklıkla meydana gelir ve projektör her kullanılamaz. O zamanlar öğretmen, bilgisayar ekranına öğrencileri toplayarak videoları veya görselleri göstermek zorunda kalmıştır. Bu da öğrencilerin görüş açısını azaltmıştır.

Diğer bir sınırlama, veri toplayıcı önyargısı ile ilgilidir. Öğretmen ders planlarını kendisi geliştirdiğinden ve öğrenci görüşmelerini kullandığından, veri toplama sürecinde önyargı olabilir. Fraenkel, Wallen ve Hyun'a (2012) göre veri toplama yanlılığı, araştırmacının "istemsizce verileri çarpıtması" ile ilgilidir (s. 170). Etkiyi en aza indirmek için, öğrencilere herhangi bir bonus puan kazanmayacakları veya cevapları için cezalandırılmayacakları hatırlatılmıştır.

Başka bir sınırlama KOVID-19 salgını ile alakalıdır. İlk koronavirüs vakası 11 Mart 2020'de görüldükten sonra, okullar 13 Mart'ta yüz yüze eğitime kapatılmış ve o dönemde uzaktan eğitim ile devam etmiştir. Bu süre zarfında, okullar kapalı olduğu için hazırlanan on bir ders planından sadece yedisini uygulanabilmiştir. Öğrencilerin kırsal koşullarda akıllı telefonlara, tabletlere ve internete erişimi olmadığı için uzaktan eğitim sürecinde ders planlarını tamamlamak mümkün olmamıştır.

Son olarak, bu çalışmanın kısıtlamalarından biri, eylem araştırma tasarımının doğasının bir sonucu olarak ortaya çıkmaktadır. Bulgular daha büyük popülasyonlara genelleştirilemez. Yıldırım ve Şimşek'e (2016) göre, niceliksel desenlerin aksine, nitel araştırma desenleri genelleştirilebilirlikten yoksundur, ancak belirli bir durumun derinlemesine bir tanımını sağlar. Çalışma durumunda, örneklem büyüklüğü kırsal bir okulda sekiz sınıf öğrencisinin sadece üç bölümünü oluşturmuştur. Bu nedenle, araştırma belirli bir ortamda karşılaşılan bir sorunun üstesinden gelmek için bir okul ve öğrencilerle sınırlıydı.

Bulgular

Bu çalışma, sosyoekonomik olarak yoksun kırsal kesimdeki öğrenci ve öğretmenlerin İngilizce ders kitabı hakkındaki algılarını sosyal ve kültürel geçmişleri açısından incelemeyi ve ihtiyaçlarına cevap vermek için uyarlanmış materyaller tasarlamayı ve uygulamayı amaçlamıştır. Yarı yapılandırılmış görüşmeler, öğrenci anketleri, tüm sınıf tartışması öğretmen yansıma notları ve öğretmen notları ile toplanan veriler araştırma sorularına uygun olarak analiz edilmiştir.

Öğretmenler, kitabın kültürel içeriği ile algılarını ifade ederken kırsal alanın zorluklarından bahsetti. Öğretmenlere göre, bölge bazı sosyokültürel ve sosyoekonomik fırsatlardan yoksundur. Köydeki öğrencilerin şehir merkezinde okuyan öğrencilerin aksine çeşitli kültürel etkinliklere erişemediklerini de ayrıca belirttiler. Görüşmeler sırasında öğretmenler, ders kitabı içeriği ile öğrenciler

arasındaki sosyokültürel uyumsuzluğun temelini bölgesel koşullardan kaynaklandığını da belirtmiştir. Öğretmenler bu tema altında farklı yönleriyle uyumsuzluğun etkilerini ifade ettiler. Bu kültürel uyumsuzluğun İngilizce öğrenmeyi zorlaştırdığını, çünkü öğrencilerin zihinlerinde soyut kalan yabancı kavramları anlamada zorluk çektiğini belirttiler. Öğrenciler, sosyokültürel yoksunluklar nedeniyle kültürel bir kavramı anlamadıklarında, uyumsuzluğun etkisini en aza indirmek için ekstra bilgi sağlamak zorunda olduklarını ve bunun daha fazla zaman ve daha fazla sorumluluk gerektirdiğini vurguladılar. Öğrencilerin algılarına gelince, bazı kültürel kavramları yabancı buldukları ve öğrenme motivasyonlarının yabancılığın bir sonucu olarak olumsuz etkilendiği ortaya çıktı.

Uygulama sürecinden sonra, veriler uyarlanmış materyallerin öğrencinin yeni dil girdisini içselleştirmesine yardımcı olduğunu ortaya koymuştur. İçselleştirme, aşinalık kazandırma, ilgililik sağlama ve hatırlama yoluyla elde edilmiştir. Ayrıca, uyarlanmış aktiviteler, öğrencilerin ezberlemek yerine bilmedikleri kavramları anlamlı bir şekilde öğrenmelerine yardımcı olmuştur. Anlamlı öğrenme, artan heyecan, artan katılım, artan merak ve özgün öğrenme yoluyla elde edilmiştir. Öğrencilerin algısına gelince, genellikle tüm etkinliklerden memnun kaldılar. Ayrıca, bu aktivitelerin kırsal alanda görme veya deneyimleme şansına sahip olmadıkları bazı yabancı kavramlara aşına olmalarına yardımcı olduğunu belirttiler.

Tartışma ve Sonuç

Bu çalışmanın en önemli bulgularından biri, sosyokültürel/ sosyoekonomik yoksunluklar, öğrencilerin düşük hazırlık düzeyi ve ilgili alanyazın ile uyumlu teknolojik sınırlamalar gibi kırsal alanların çeşitli faktörlerinin sınırlayıcı etkisi üzerinedir (Aksoy, 2008; Çakıroğlu ve Çakıroğlu, 2003; Çiftçi ve Cin, 2017; Kızılaslan, 2012). Öğretmenler, bölgesel bağlamın öğrenciler için sosyoekonomik dezavantajlar yarattığını belirtmiştir. Türkiye'deki köy okulları, şehir okullarının aksine sınırlı sosyal ve ekonomik fırsatlara sahiptir ve bu

nedenle bu okulların bazı benzersiz ihtiyaları vardır (akırođlu ve akırođlu, 2003). Ky okullarındaki bu sınırlı fırsatlar, kaliteli eđitimi ve đrencilerin akademik başarısını olumsuz ynde etkilemektedir (Aksoy, 2008). đretmenlere gre, bu sınırlamalar đrencilerin İngilizce dersindeki dřk hazırlık seviyesiyle daha da ktleřmektedir. đrencilerin verileri, seviyelerine gre đretilmesi gereken kelime bilgisi ve dilbilgisi ile ilgili zorluklar yařadıklarını ifade ettikleri iin bunu da desteklemektedir. nkořul bilgisine sahip olmadıkları iin, kelime ve dilbilgisi etkinliklerini kendi seviyelerinden daha zor bulmuřlardır; ancak, niteler nceki yıllara ait kelime đeleri ve dilbilgisi yapılarını kapsamaktadır.

Uyarlanmış aktivitelerin etkililiđine iliřkin sonular da alanyazın ile desteklenmiřtir. rneđin, Duarte ve Escobar (2008) alıřmasında, materyallerin đrencilerin yeterlilik seviyesi, sosyokltrel gemiři ve ilgi alanları gz nnde bulundurulurken uyarlandıđı iin “đrencilerin yerel uyarlanmış materyali tercih ettiklerini ve daha ařına hissettiklerini” ifade etmiřtir (s. 71). Ayrıca, Alptekin (2006), đrencilerin ders konusundaki tanıdık ieriđe maruz kaldıka anlama ve işelleřtirmenin arttıđını belirtmiřtir. Roe (2008) ise alıřmasında, đrencilerin kendi kltrleriyle ilgili đeleri ieren metinleri mfredata zgven ve motivasyon aısından dahil etmelerinin yararlı olduđu ortaya ıkmıřtır. Benzer řekilde, ifti ve Cin (2018) alıřmasında, “mfredatın kırsal ocukların kltrel ve sosyal mirasına deđer vermediđi, tarım veya obanlıkla uđrařan kırsal yerleřimciler olarak yařamları iin deđerli beceri ve bilgi sunmadıđı” belirtilerek kltrel olarak ilgili materyallerin gerekliliđini vurgulanmıřtır (s. 695). Sonu olarak ders materyallerinin đrenci profili ve blge řartlarına uymaması gibi durumlarda materyal uyarlaması yapmak hem bu alıřmada hem de alanyazın alıřmalarında gzlemlenmiř bir durumdur.

neriler

ncelikle, đretmenin alıřtıđı yerin zelliklerini tanınması, yerel kltr đrenmesi, veli ve đrenci beklentilerini ve ihtiyalarını bilmesi ok nemlidir. Bu dođrultuda daha etkili ders hazırlayabilir ve hem kendisi hem de đrenciler đretim srecinde daha az zorluk ekebilir. Milli eđitim mdrlkleri greve

yeni başlayan öğretmenleri bölgenin özel ihtiyaçları, öğrenci profili ve beklentileri gibi konularda sene başında bilgilendirebilir ve onlara ders materyallerini bölge şartlarına göre uyarlamaları konusunda fikir verebilir. Benzer şekilde milli eğitim bakanlığı da yerel bazda uyarlanmış örnek materyaller hazırlayarak öğretmenlere materyal uyarlama konusunda rehberlik edebilir. Öğretmenlerin ders materyali hazırlarken veya adapte ederken öğrencilerin sosyokültürel ve sosyoekonomik birikimlerine uygun seçimler yapması ise diğer önemli husustur. Materyal uyarlaması dersi etkili hale getiren bir uygulamadır. Her ne kadar fazla zaman ve gayret gerektirse de öğretmenler bundan kaçınmamalıdır. Öğretmenlerin dikkat edebileceği diğer bir konu ise dersin akışını bozmamak için aktivitelere ayrılan zamanı iyi belirlemek ve bu zamanın çok aksamamasını sağlamaktır. Gelecek çalışmalar ise sürece nitel verinin yanı sıra nicel veriler de ekleyebilir Daha fazla sayıda okuldaki öğrencilerden ve öğretmenlerden veri toplanarak çalışmanın kapsamı artırılabilir. Ayrıca çalışma okuldaki tüm şubelere uygulanarak daha fazla bakış açısı edinilebilir. Çalışmanın sınırlılıklarından biri olan teknik aksaklıkla ilgili problemler ise il milli eğitim müdürlükleri tarafından destek sağlanarak azaltılabilir.

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YAZARIN / AUTHOR

Soyadı / Surname : KIRMIZI AYYILDIZ
Adı / Name : AYŞE
Bölümü / Department : Eğitim Bilimleri, Eğitim Programları ve Öğretim /
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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): ADAPTATION OF ENGLISH COURSEBOOK MATERIALS BASED ON SOCIOCULTURAL THEORY: AN ACTION RESEARCH

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans / Master** **Doktora / PhD**

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