

**The Influence of Textbook Type
on the Oral Communication Development
in Young L2 English Learners**

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Abstract

The selection of materials for second language teaching plays a crucial role in teaching a foreign language. School textbooks are considered to be the most appropriate materials and an integral tool for the teacher as they function as a guide. This research study aims to compare the language patterns of young L2 English learners who were taught with a textbook or with self-prepared materials based on the communicative language teaching (CLT) approach. 13 young Beginner level English learners aged 8-9 years old participated in this experimental research. The task for pre- and post-test was to name the objects in a picture which was chosen according to the topic covered. Students were examined with pre-test and were divided into control (n=7) and experimental (n=6) groups. The control group continued to have standard lessons with the textbook, and the experimental group had four lessons taught by a researcher with CLT-prepared materials based on the textbook curriculum.

After the intervention of research teaching based on CLT materials, both participants groups took a post-test. Pre- and post-tests were audio-recorded, then we transcribed and translated into English, as necessary. A qualitative method, namely the Grounded Theory method, was applied to analyze data. Transcribed recordings were read in detail and reviewed for themes as well as general and specific categories. Each participant's pre-test and post-test were compared to trace the progress. Pre- and post-test were compared among themselves to observe language patterns. Pedagogical implications were constructed based on language patterns, categories and themes within the data.

Keywords: English language teaching, teaching materials, CLT approach, communicative methods, young learners, textbook type.

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1. Introduction

For this Capstone project, I chose to study instructional materials for teaching English as a second language. It is a short-term case study which examines the difference between two types of instructional materials. Instructional materials play a pivotal role in foreign language learning at school. Textbooks may become *de facto* curriculum and serve as a guide for both teachers and learners. Most trainee teachers heavily rely on textbooks. Nowadays, English textbooks are designed in accordance with the Communicative Language Teaching (hereafter, CLT) approach, which focuses on communicative competence of the learner (Savignon, 1987). This approach emphasizes interaction between people and helps them to learn to accomplish tasks in a foreign language. In Kazakhstan, there has been a paradigm shift from structural method, which focuses mainly on grammar and structure of the language, to communicative methods. A new textbook incorporating CLT was published in 2017, and the educational system was changed. The new textbook makes learning more exciting and engaging by incorporating cultural features of Kazakhstan. However, grammar activities in the textbook still involve structural approach. The latter requires the teacher's professionalism to modify the task in a communicative and creative way.

This study aims to compare the oral communication development of pupils who are taught whether with new program textbook or CLT based self-prepared materials. Moreover, as the communicative approach teaches students to use language in real life, authentic materials are an integral part of language learning. *Authentic materials* include songs, videos, advertisements aimed at native speakers. Such materials are helpful because they raise motivation since students realize the ability to understand native speech (reference that mentions this). The usefulness and applicability of authentic materials for high-level learners

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has been studied, and it has showed a positive correlation between authentic materials usage and learners' progress (Gilmore, 2007).

In this study, CLT based materials include authentic materials, and the role of authentic materials for young, low-level students is investigated. In this study, one group of young L2 English Beginner learners were taught with a standardized textbook and another group was taught with authentic materials and researcher-instructor-designed instructional materials based on CLT. Students were given a pre- and post-test to assess oral communication progress. The tests were recorded, transcribed, and coded for patterns. Analysis of transcriptions was based on Grounded theory. This research project suggests that CLT instructional materials help to develop children's L2 oral communication more. Moreover, it posits that authentic materials are applicable for young Beginner level learners. The findings have pedagogical implications for the fields of second language acquisition and pedagogy.

2. Literature Review

2.1 Communicative Language Teaching (CLT)

CLT is a recent approach for teaching a foreign language. According to one of the founders of CLT, Hymes (1971), CLT emphasizes *communicative competence*, which can be described as having social knowledge of the language and “the ability of language learners to interact with other speakers”, besides knowledge of grammar and vocabulary (Savignon, 1991, p. 264). Noam Chomsky was the first to mention the term competence, and he criticized B.F. Skinner’s behaviourist approach, *audio-lingual method*, which refers to drilling everyday language and acquisition of patterns. However, Chomsky’s competence term was limited to the sentence-level grammar of an ideal speaker (Savignon, 1987). CLT is supported by SLA research findings and features of cognitive psychology. The emergence of CLT explains why structure-based learning is inefficient and instead encourages task-based instruction. Task-based learning implies that the use of target language facilitates learning (Prabhu, 1987). It focuses on performing a task, and grammar is considered as a helpful supplementary part. Whereas, the structure-based syllabus centers around the grammar and structure of language, and not long ago, structure-based learning was a traditional standardized method of teaching. This way of teaching does not consider learner’s age and individual differences (White, 1988 as cited in Mahmoudi & Amirkhiz, 2011). The study conducted by Mahmoudi and Amirkhiz (2011) demonstrates considerable improvement of a task-based group of students in listening comprehension tests in comparison with the structure-based group students. The shift of paradigm in language teaching approach changes textbook content towards more task-based activities.

2.2 Textbooks

Textbooks play a crucial role in standardized foreign language teaching in schools. They help novice teachers, guide classroom dynamics and activity design (Wen-Cheng, 2010).

Furthermore, textbooks can become de facto curriculum. As mentioned before, novice, less qualified teachers strongly rely on textbooks; therefore, appropriately chosen or designed textbooks play a pivotal role in standardized teaching (Nur, 2003; Williams, 1983).

Textbooks are being improved with the emergence of new teaching methods. Nowadays, most of them are focused on communicative skills and involve task-based learning.

Textbooks are renewed according to new teaching approaches. Ko (2014) investigated how the CLT approach is implemented in elementary school English textbooks in Hong Kong and Malaysia. The research showed that CLT is not fully represented in the grammar activities of textbooks. Grammar activities still remain in structural form. Ko recommended three communicative methods for teachers to integrate them in grammar teaching. Furthermore, he emphasized the importance of teacher's professional competence for effective CLT integration.

2.3 Situation in Kazakhstan

Kazakhstan considers English as a language of science and technology. English gives access to most scientific works, literature, economy and business. Kazakhstan is on the stage of introducing trilingualism language policy. According to the policy, Kazakhstani citizens will each learn three languages because some subjects at school are taught in Kazakh, some in Russian and some in English. The changes began with the management of the educational process. English language teaching is in the process of shifting from the structural audiolingual method to communicative language teaching. Student-centered learning is being implemented instead of teacher-centered learning to increase student's responsibility and improve ability for self-study. Research on L2 speaking anxiety in Kazakhstan in 2013 showed that second-year high school students had extremely negative experiences. According to the author, the Kazakhstani foreign language education system was not developed to teach communicative competence (Suleimenova). In 2016, English was introduced as L3 starting

from Grade 1. Zhetspisbayeva, Shelestova and Abidlina (2016) examined teachers' view on the implementation of English as L3 starting from Grade 1 and revealed the problems of such change in State Educational system. The analysis of interviews revealed that English teachers had been mostly using 'traditional' activities because 'creative' ones were time-consuming and difficult to assess. Furthermore, the learners' zone of proximal development was not considered in teaching as well as objectives of lessons were not planned. According to the authors, the change in the education system needs teachers' re-education with new textbooks; otherwise, teachers will implement previous approaches of teaching. In other words, textbooks are only the tools and teacher should know how to use them (Razmjoo, 2007). Moreover, the authors emphasized the importance of designing the new materials and textbook with cultural context because there were no satisfactory local textbooks integrating Kazakhstani cultural content. In 2017, the textbook "Smiles", designed particularly for Kazakhstani primary school students, was published. This textbook is the adjusted version of the original international book integrating Kazakhstani culture with the help of co-author N. Mukhamedjanova. The description of the redesigned textbook states that it provides with knowledge of grammar and spelling, and with sufficient practice of four basic skills in a creative manner. Moreover, it incorporates communicative skills. Smiles for Grade 3 includes Pupil's book, Activity book and Teacher's book.

2.4 Authentic materials

Authentic materials in foreign language teaching is a subject of debate: what role they play and what authentic materials are. The emergence of Communicative Language Teaching approach reintroduced the concept of authentic texts into language teaching because they communicate ideas. Moreover, CLT focuses on preparing learners for real-life situations. Gilmore (2007) listed eight possible definitions of what authenticity is. Authenticity can be defined in terms of culture, social situation, participants and purposes of texts. He chose the

definition of Morrow (as cited in Gilmore, 2007, p. 4) which states that an authentic text is a “real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” Restaurant menus, cartoons, radio news, newspapers are examples of authentic materials. Using authentic texts bridges the gap between textbook language and real language and presents authentic information about the culture of the target language. Keshmirshekan (2019) conducted a study which examines the effectiveness of authentic materials for the communicative competence of the learners. The participants of his research were 106 male Iranian undergraduate students learning English. The level of L2 was upper-intermediate, and the duration of the study was 20 sessions. Control group had regular classes with communicative method from textbooks, whereas, the experimental group was taught communicative competence through authentic materials. Findings show that participants of the experimental group had better results on the posttest. Moreover, according to interviews, authentic materials increased motivation and created a healthy atmosphere in class. Authentic materials motivate learners because it shows how language can be used in real life with real people (Nuttall as cited in Al Azri & Al-Rashdi, 2014). Also, learners’ realization that they can cope with authentic text can be motivating. However, the need for background knowledge of culture to understand authentic texts and lack of vocabulary may de-motivate learners. Therefore, it is important to mention that authentic materials should be appropriately selected to meet students’ needs. The level of L2 learner at which authentic materials are useful is also a controversial subject. For instance, Kim’s (2000) study showed that intermediate level students did not fully comprehend authentic materials. Martinez emphasized that low-level learner may face difficulties with mixed structure interpretation of real language (as cited in Bahrani, 2012, p. 62). Whereas, Miller (2005) suggests that Beginner level learner can also use authentic materials.

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The present study will examine the influence of textbook type on oral communication development in young L2 English learner. The following questions will also be addressed:

- How does learners' L2 oral communication develop with CLT based materials?
- Are authentic materials applicable to young Beginner L2 learners?

I expect that CLT materials-based lessons will facilitate oral communication development better than the textbook based lessons since lesson plans will incorporate more interactive activities and authentic materials. Appropriately (considering the level of learners) chosen authentic materials are more applicable for Beginner learners. The findings of this research will contribute to the pedagogy. If hypotheses are confirmed, it may encourage teachers to develop more their own materials and use the textbook as a supplementary element. It may help materials and curriculum developers in designing and preparing authentic materials. If hypotheses are rejected, the study will suggest that authentic materials are not suitable, whether for young learners or Beginner learners.

3. Rationale and Research Questions

This study will contribute to the field of second language acquisition, namely, to teaching English as a foreign language (hereafter, EFL) to young learners. The most effective way of learning a language is still sought after in Kazakhstan. For example, the paradigm is shifting from the audio-lingual method of teaching to communicative language teaching. CLT method prioritizes using language in interaction rather than mechanically learning a new vocabulary and grammar. Vocabulary and grammar function as a supplementary help for language in practice in real life. Nowadays, most textbooks are designed according to this method. However, some of grammar explanations may still contain an audio-lingual approach, and such situations require the teacher to be able to employ different methods and refer to communication practice. For effective EFL teaching in Kazakhstan, teachers are being re-educated. According to a study conducted in Kazakhstan (Zhetpisbayeva & Shelestova, 2017), new teachers heavily rely on textbooks and do not prepare extra material.

Many studies have been conducted proving the effectiveness of authentic materials among adult learners of intermediate and advanced levels. There is a research gap in studying the influence of authentic materials with children.

In this research study, I investigate whether there is a difference in oral communication of young learners who were taught by a program heavily relying on a standardized textbook or with specially prepared materials based on the CLT approach. I namely analyze the use of authentic materials with CLT approach in teaching young beginner learners in order to address the following research questions:

- How does learners' L2 oral communication develop with a standard EFL textbook?
- How does learners' L2 oral communication develop with CLT based materials?
- Are authentic materials applicable to young Beginner L2 learners?

Hypotheses

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- I expect that CLT materials-based lessons will facilitate oral communication development better than the textbook-based lessons because lesson plans will incorporate more interactive activities and authentic materials.
- Appropriately (considering the level of learners) chosen authentic materials are more applicable for Beginner learners.

4. Methodology

4.1 Participants

I was granted permission to teach in this particular school. This research is focused on young learners. Participants for the study were selected through convenience sampling. Participants are 13 young L3 English learners. The participants are 8-9 years old 2nd-grade primary school students. There are participants, both male and female. Students' L1 and L2 are Russian and Kazakh. Students' language of education of other main subjects is Russian. The 2nd-grade curriculum includes L3 English classes two times a week. Their level of L3 is Beginner. For foreign language lessons, the class is divided into two groups so that each student can get more of the teacher's attention. Half of the class (n=13), participated in this research. This half was divided into control and experimental groups. The control group (n=7; three males, four females) had regular lessons based on the textbook; and the experimental group (n=6; two males, four females) was taught using self-prepared CLT based materials.

4.2 Instruments

The primary instruments are oral communication development assessment pre-test and post-test. The formats of pre-test and post-test are the same - describing pictures. Each picture was chosen based on the class curriculum and first-week class observation. A classroom observation was held to identify the topic students were studying. Since the previous chapter "My school" was about school supplies, a picture of the classroom was chosen for the pre-test. Instructions for tests and guided questions were in Russian. According to the next chapter "The World Around US" the post-test picture of the house was designed and drawn by me. This was done to include most of the learned material in one picture. Students were required to describe the picture by naming the objects in English or by constructing complete sentences.

The next important instruments are CLT based lesson plans for four sessions. The lesson plans were designed with the guidance of Brandl's "Communicative Language Teaching in Action: Putting principles to work." Topics of lessons were decided by curriculum and the standardized textbook "Smiles 2." Appropriately selected authentic materials such as videos and advertisements were integrated into the lesson plans. In other words, the vocabulary used in authentic texts, the level of language and its compatibility with the interests of young learners were taken into consideration (See appendices). The textbook chapter during the experimental period was "The World Around Us". It included vocabulary about the house, things in the room and pets.

The lesson plans included additional materials such as worksheets from the international community "Internet Second Language Collective", apartment ads, toys, videos, and dialogue audios. To give an example, toys and boxes were used in the first lesson on prepositions "on, in, under". The bird toy was put on, in and under the box at the same time position prepositions were drilled. This helped to reduce the amount of L1 during the explanation. Then, students were divided into two groups, and the toys were distributed. The task was to arrange the toys in a different position for the second group to describe it. Students were engaged and practiced learned material. Selected worksheets, aside from having a grammatical purpose, included creative task elements such as drawing and coloring. For example, sentences in the worksheet described the position of an animal in respect to the object using new learnt prepositions such as 'on, in, at' (see Appendices). Students were required to draw the animal in the right place.

In the end, students of the experimental group were interviewed about their impressions. An interview was held in Russian. Students shared their feelings and the most memorable tasks. Interview questions were:

- How do you feel about the lessons taught by me?

- What did you like the most: studying with the textbook or the videos and papers distributed?
- What was your all-time most memorable exercise?

4.3 Data Collection Procedure

The period of data collection was four weeks. During the first week, lessons were observed. I was introduced to the students as a teacher so that they could get used to me. Class observations were done in order to design a pre-test and to prepare questions for a guided response. The picture of the classroom was chosen as a pre-test. Students were examined one by one; their responses were audio recorded. After conducting the pre-test, students were divided into control and experimental groups evenly with the help of their teacher according to students' English class academic performance. The control group (n=7) continued having regular classes based on "Smiles: for Kazakhstan Grade 2" textbook. The experimental group (n=6) was taught with CLT based materials, including authentic texts. CLT based materials were prepared in accordance with the topics from the textbook. The experimental teaching included only four lessons out of six planned. The reason is that one day of the classes coincided with a national holiday and the last class was dedicated to their end-term exam. After the experimental teaching, both control and experimental groups were assessed by the post-test. At the end of the experiment, the interview was conducted with students of the experimental group about their opinion on lessons. Students shared their impressions, feelings about the lessons, materials and teacher.

Students of 2nd grade were given the task to name the objects on the picture as a pre-test before experimental teaching and as post-test after four lessons. Those tests were recorded. The data, recordings of the tests, are transcribed and translated into English.

4.4 Analysis

Qualitative research method namely case study was applied. The recordings of the tests were transcribed and was translated into English. The constant comparative method, in other words, grounded theory, will be used to analyze the data. The main idea of this analysis is to construct a new theory based on the existing data. The study began with the question of how differently materials based on communicative language teaching and teaching based on a standardized textbook affect oral communication development. Based on close transcription reading, repeated ideas, concepts and elements were found. Observation of conceptual ideas will function as a basis for a new hypothesis. This analysis will help to close the gap between theory and experiment. The concepts will be described in detail. The grounded theory analysis method is distinguished because the truthfulness of the theory is not the criterion. The newly constructed theory can be judged by four criteria: fit, relevance, workability and modifiability.

5. Results

First, I will present the results from pre- and post- tests codes, then I will demonstrate the data on number of vocabulary words produced. Each result section concludes with a summary of the results.

Basically, the experimental part implied examination of two groups. The first one is presented by the students that were chosen to study with the CLT-based materials. The second group included the rest of the class and continued the education under the class supervisor. The performance of both groups was examined in the beginning and in the end of the experimental teaching.

5.1 Analysis of codes

In the beginning, the students of both groups were asked to name the words depicted in the picture in English. The colorful picture of classroom was downloaded from the Internet and presented to the students individually. The furniture, stationary, school supplies were depicted in the picture. According to close reading of the transcriptions, patterns were observed. For example, some students were responding “I don’t know” or “I don’t remember”, whereas, some other students were waiting for teacher’s help with the translation. Six codes were identified to help to make comparisons between groups and between tests. Those are shown in color-coding scheme.

code 1	Teacher helps with the translation
code 2	Student says, "I don't know", "I don't remember"
code 3	Student responds in English
code 4	Student responds in Russian
code 5	Teacher speaks
code 6	Student speaks

The number of each code was counted, and the tables were constructed. For this part of the result, I compared the number of yellow (code 3) and purple (code 6) color codes: students’

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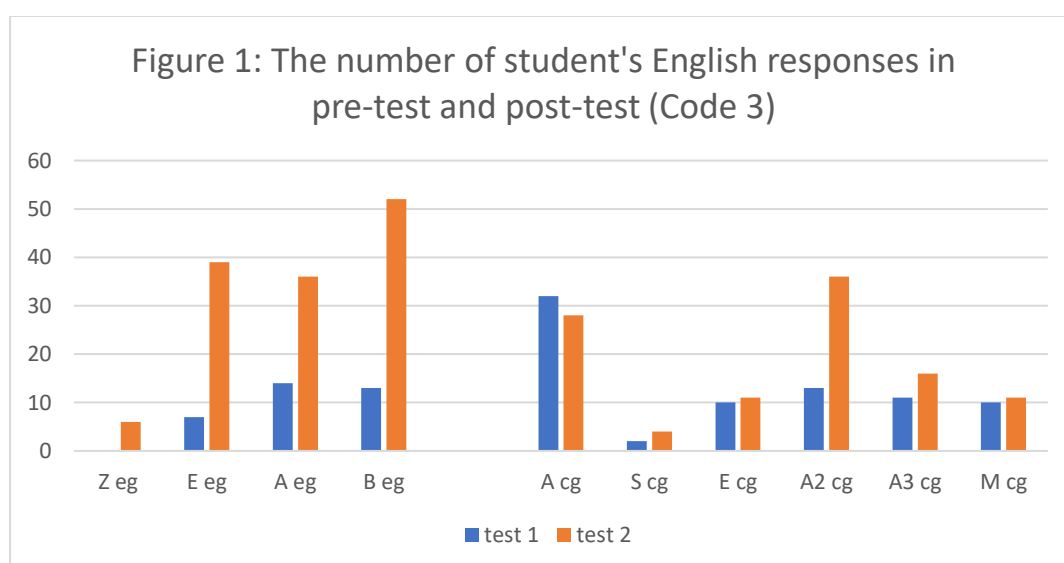
responses in English and students' any utterances. They show student's interaction and ability to communicate. Some of the students were absent during pre-test or post-test. Therefore, present students only were included into this part of the results. In the following tables and charts, students will be represented by the letter and "eg" (experimental group) or "cg" (control group) depending on the group.

Experimental group	Pre-test						
	Z eg	5			8	10	9
	Z2 eg						
	E eg	1		7	2	10	9
	A eg	2		14	5	17	17
	K eg	1	2	16	5	25	19
	B eg			13	1	19	14
	R eg						

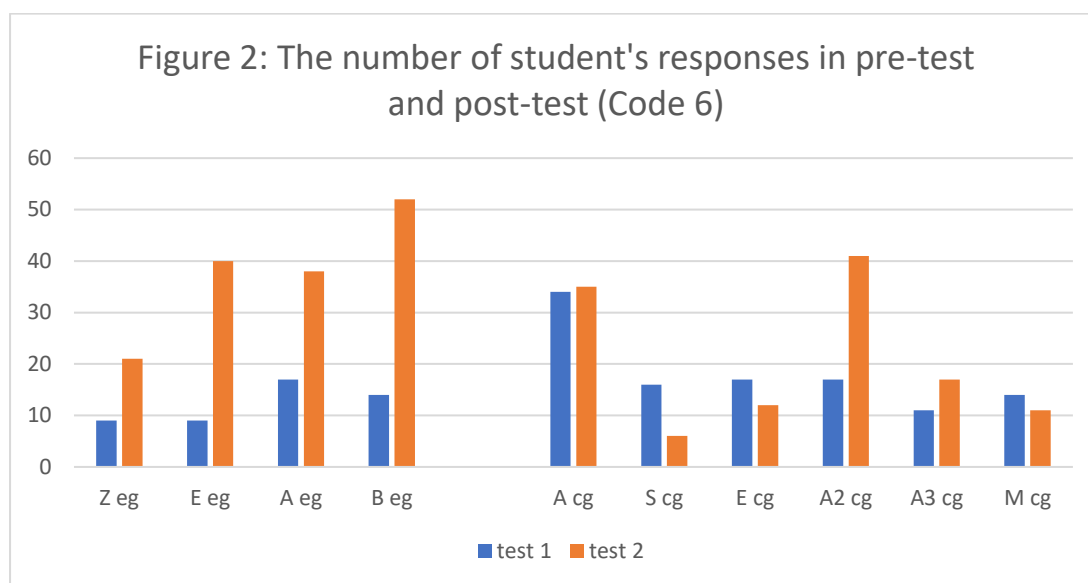
Control group	A cg	1		32	4	37	34
	S cg	4	4	2	12	18	16
	E cg	1	2	10	9	15	17
	A2 cg		1	13	4	18	17
	A3 cg	2		11	1	12	11
	M cg	4		10	15	18	14
	A4 cg						

Post-test							
Z eg			6	16	14	21	
Z2 eg			23	2	37	24	
E eg	4		39	4	50	40	
A eg	5		36	2	53	38	
K eg							
B eg	3		52		64	52	
R eg	5	1	28	13	49	39	

Post-test							
A cg	7		28	11	45	35	
S cg		2	4	4	6	6	
E cg			11	1	16	12	
A2 cg	3	1	36	5	69	41	
A3 cg			16	1	26	17	
M cg	2		11	1	24	11	
A4 cg			7	2	12	7	



To demonstrate the difference, two charts were created. In the following charts, the blue bar represents pre-test, orange bar – post-test. The blue bar shows that results of the pre-test were similar for control and experimental groups. According to figure 1, only A from control group stood out from the rest. Comparison of blue and orange bars (post-test results), three students of experimental group and one student of control group showed considerable progress. Similar results can be seen from the figure 2 which shows student's interactions.



5.2 Analysis of the number of unique vocabulary words produced on pre-test

There were some students' who were able to produce complete sentences. Compared to those who produced each vocabulary word separately, the number of their utterances was lower. Therefore, with the aim to fairly assess students, the number of student's unique words produced in English was counted.

The results of the pre-test of experimental are given in Figure 3. It shows the rate of successful answers for each word provided in the picture. The results of the same test given to the control group is shown in Figure 4. It was observed that the students selected for the experiment were slightly more successful in task accomplishment. In addition, both groups

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were confident in naming the staff related to the school supplies by having the experimental group's percentage rates higher than the control group's ones. The former was also outperforming the control group in terms of naming the quantities. Conversely, the control group gave more correct answers when naming the colors and pronouns.

Figure 3. Pre-test Experimental Group

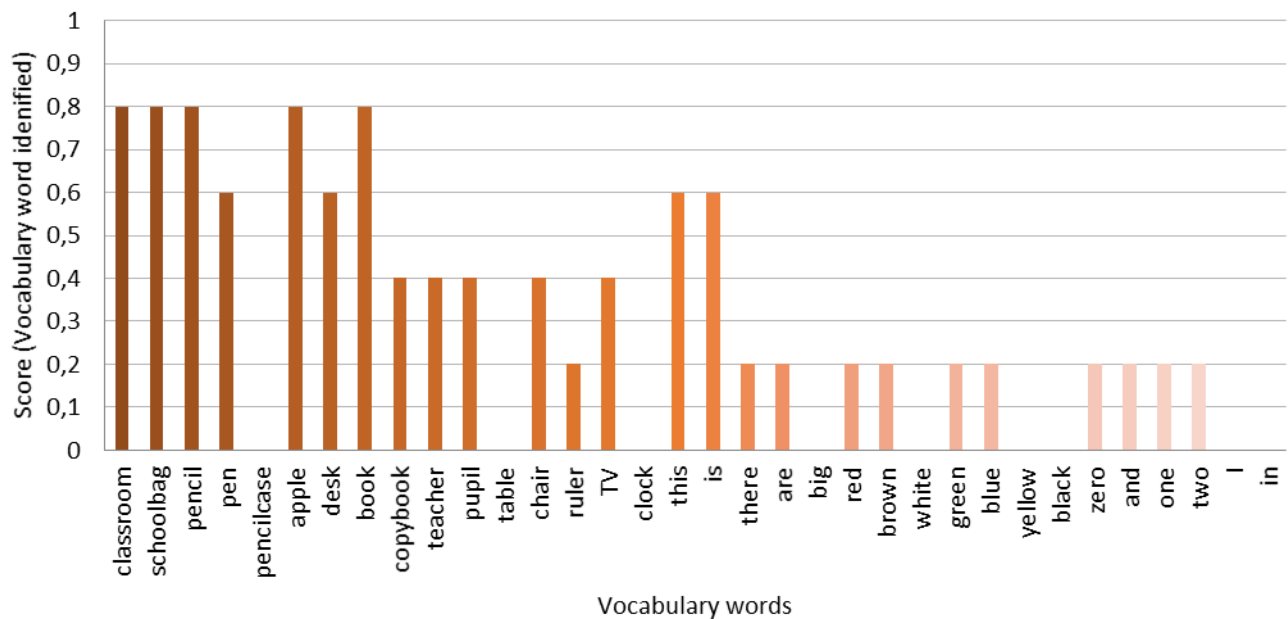
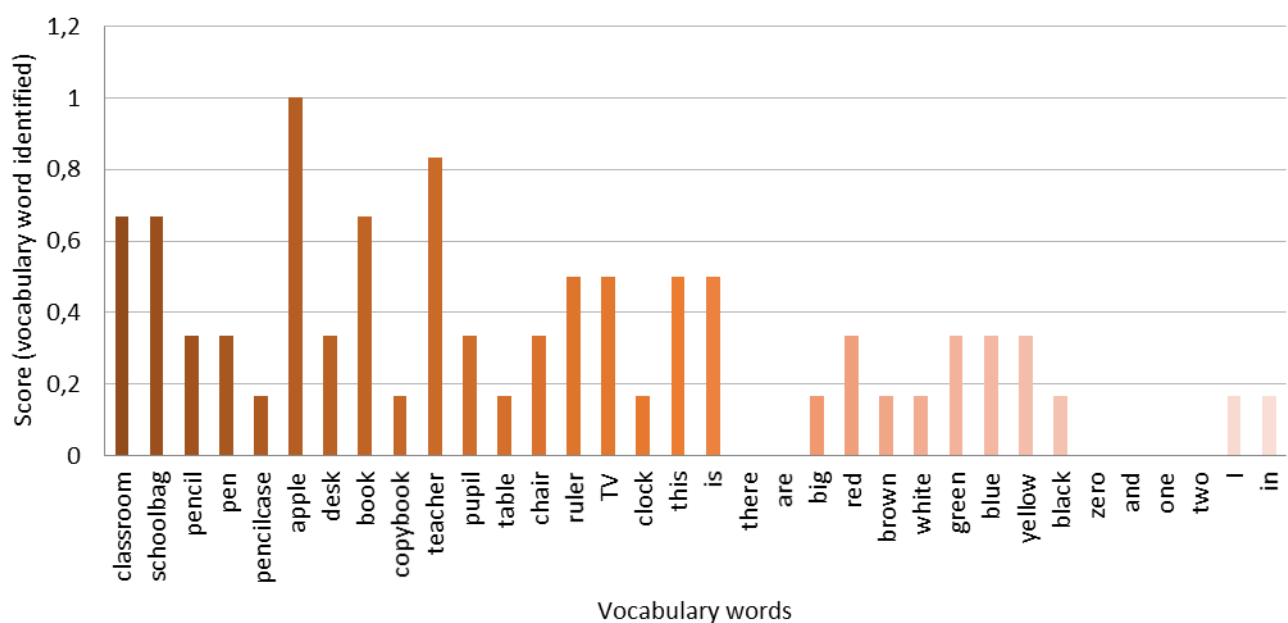
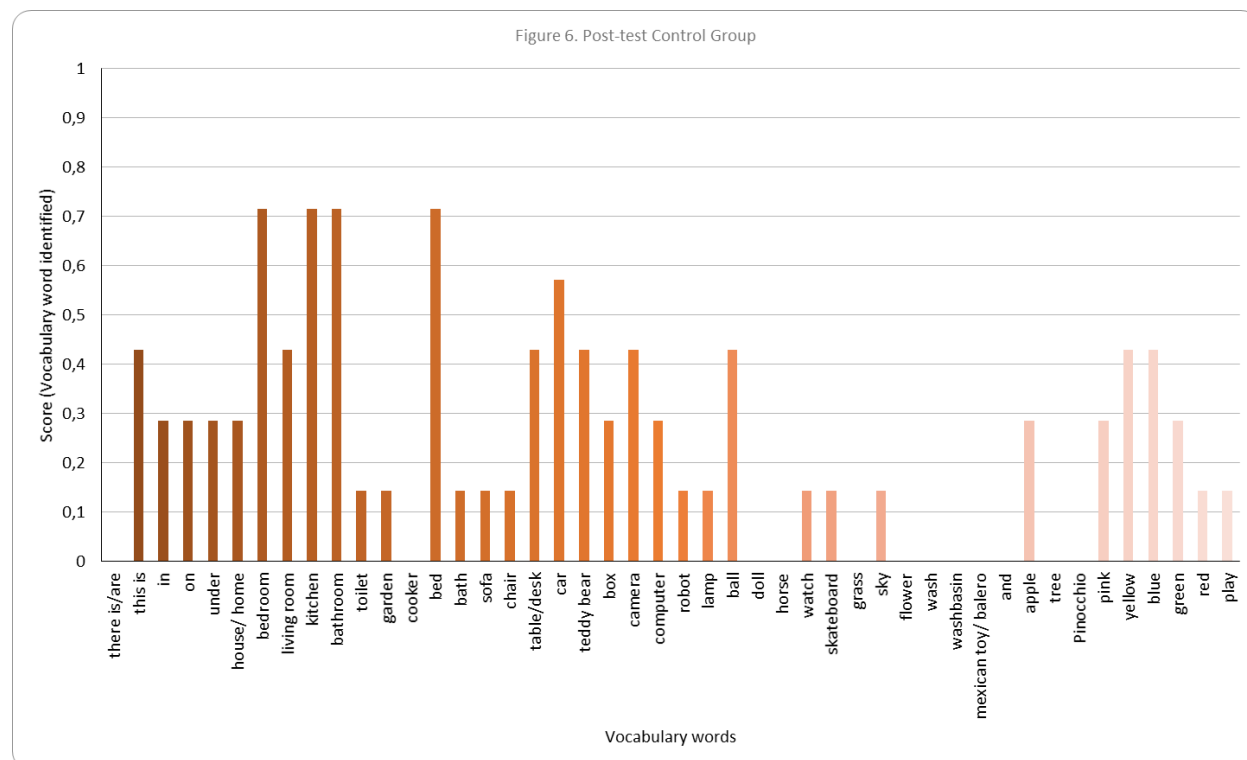
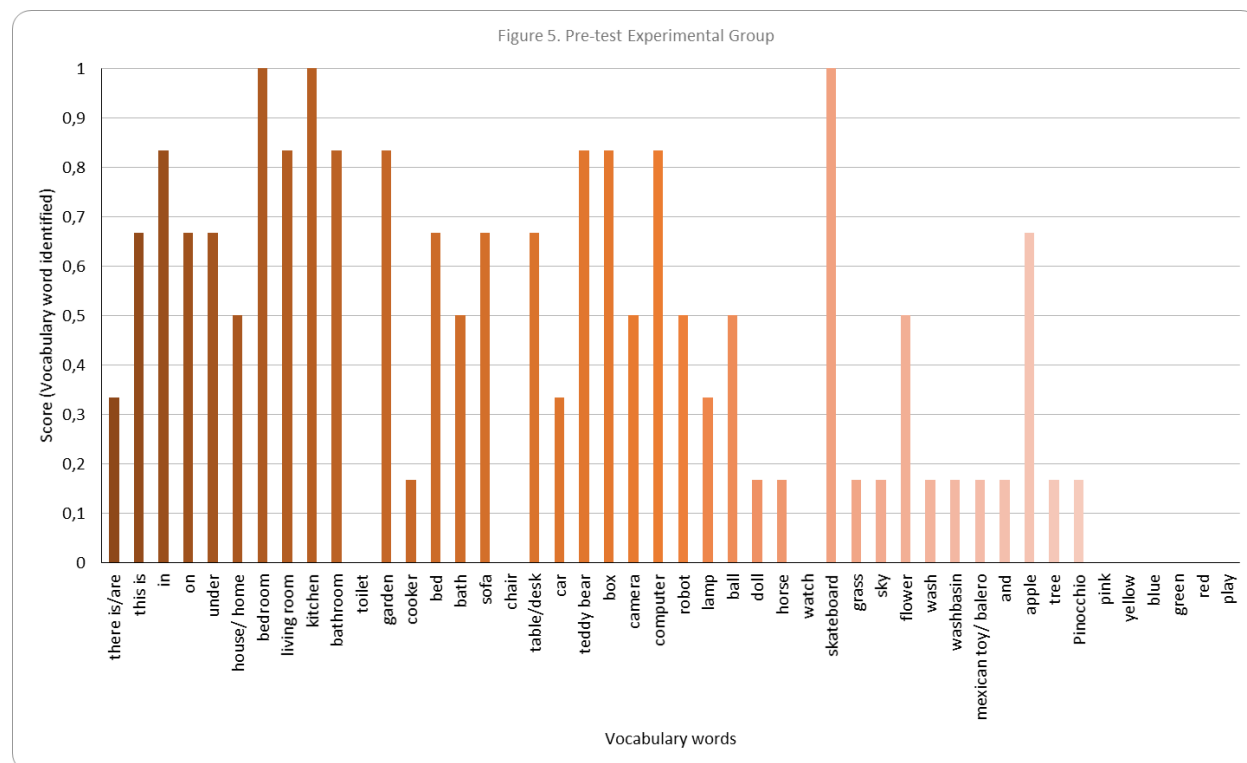


Figure 4. Pre-test Control Group



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5.3 Analysis of the number of unique vocabulary words produced on post-test



The post-test task was to name the objects on the picture of the house. The unique drawing for this task was prepared by the researcher and is presented in the Appendices. The picture shows four rooms of a house and some objects outside. Two groups were asked to either name the objects or to describe what they see with complete sentences. The results of the post-test are represented in the Figures 5 and 6. The charts represent the percentages of students who gave the correct answer or used the grammar structures out of the total amount of the group.

Generally, the students from the experimental group were giving more correct answers compared to those from the control group. This trend could be seen for all of the words and structures with only exception of the phrase “there is/are” and the colors. Moreover, some special objects such as “washbasin”, “Mexican toy/balero”, and “Pinocchio” were a bit more often identified, whereas, none of the students of the control group mentioned in it. The limitation of the study is the possible bias of researcher towards experimental group. As the experimental teaching was provided by the researcher. Moreover, the students of the experimental group might have got used to the researcher's lessons, whereas the control group might have had less confidence.

5.4 Analysis of the experimental group student's progress

By comparing the results of each group at the beginning and in the end of educating process several observations can be stated. The students' performance in the experimental group were improved among all of the learners even though some of them did not participate in both stages. In order to compare individual students results, the chart with percentage of vocabulary words of each student was created. The Figure 7 and 9 show experimental groups scores from pre- and post-test, respectively. The progress of students who attended both tests can be clearly seen. There difference is from 5-20%.

Figure 7. Pre-test experimental group scores by participant

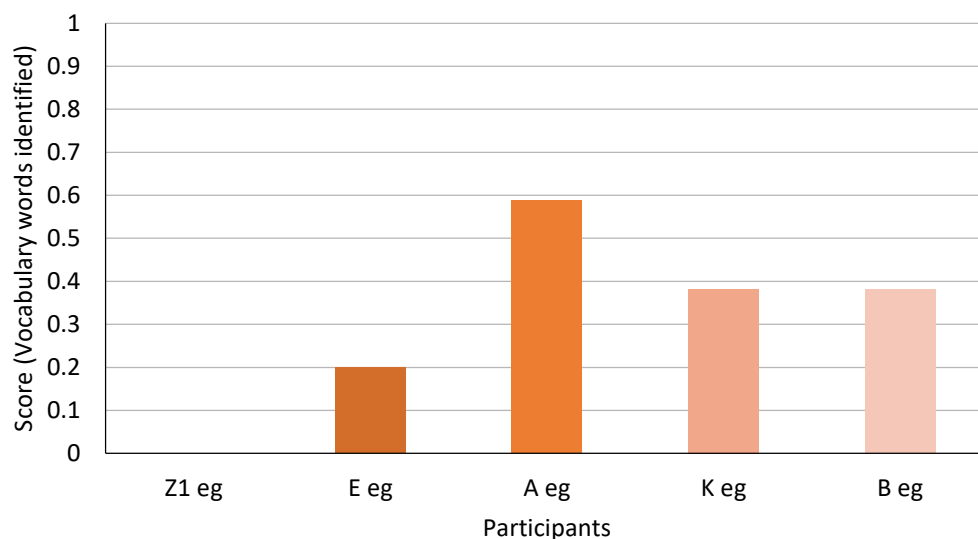
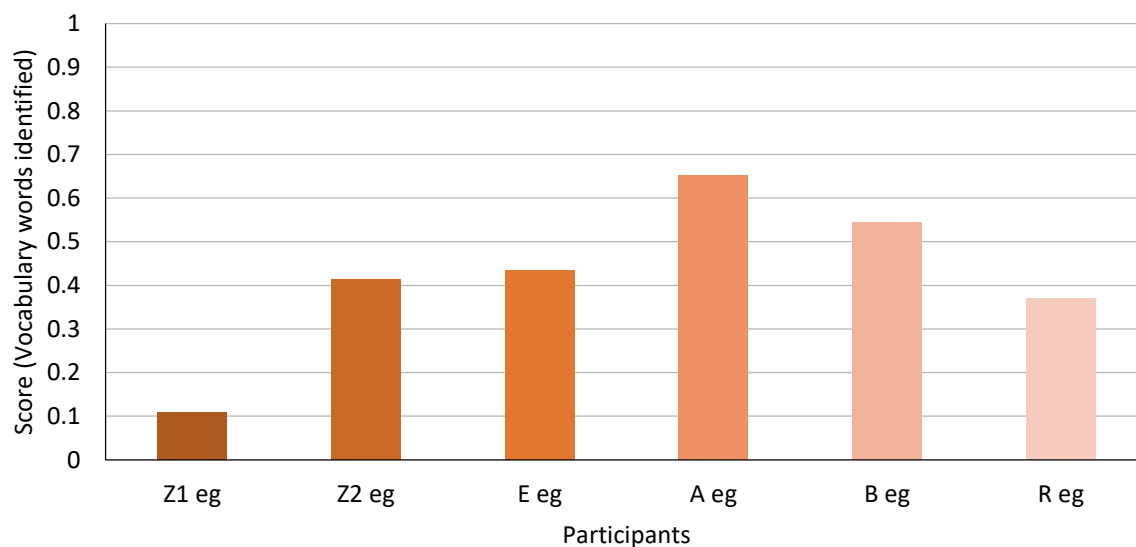


Figure 9. Post-test experimental group scores by participant



5.5 Analysis of the control group student's progress

The situation did not change considerably as only few students experienced the improvement in the knowledge. s. Only two students (S cg, E cg) showed better performance in the post-test. Moreover, the majority had obtained the worse results compared to the pre-test

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evaluation. In general, the students in the experimental group outperformed their classmates from the control team. The limitations of the study should be taken into account.

Figure 8. Pre-test control group scores by participant

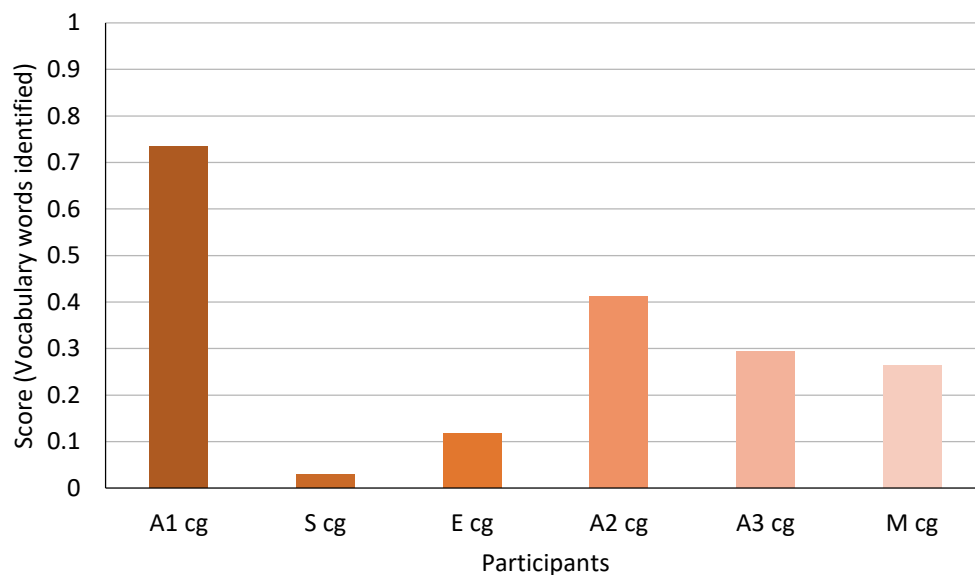
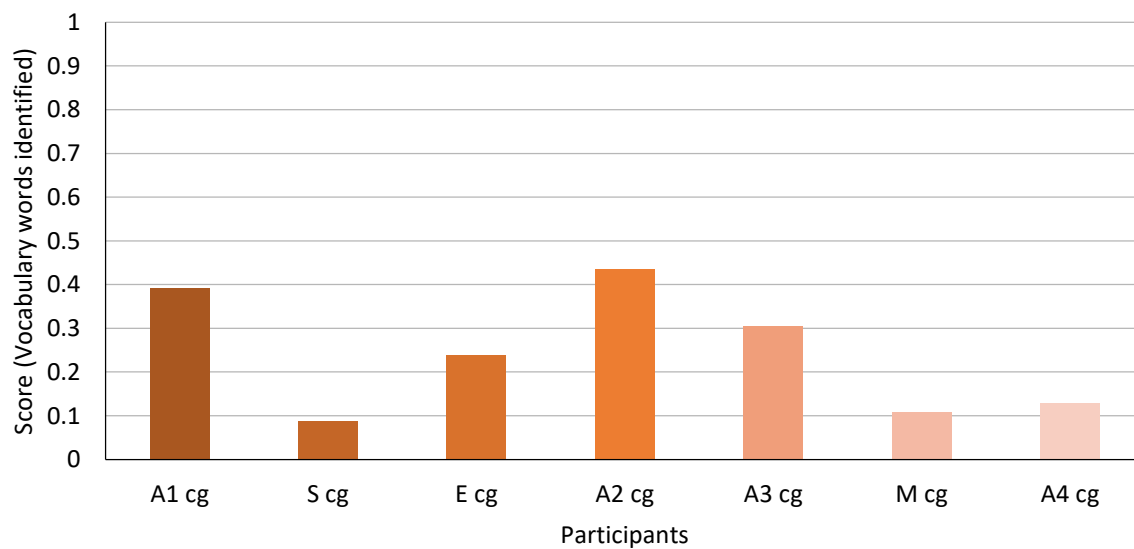


Figure 10. Post-test control group scores by participant



6. Discussion and Conclusion

The overarching goal of this Capstone has been to find out whether there is a difference in oral communication development between students who were taught by standardized textbook or CLT-based materials.

The first task was a pre-test. Students were shown a picture of the classroom and had to name objects in English. This task was designed to show student's vocabulary from the previous chapter of the textbook. According to the results of the pre-test, it is important to mention that students of experimental group already had higher average. Therefore, several analyses were made. The pretest and posttest were compared between groups. The average results of experimental group in post-test are higher than control group's results.

The unique vocabulary words produced was compared. The use of prepositions "on, in, under" was higher in experimental group. Moreover, student from experimental group mentioned the words such as "Mexican toy/balero", "washbasin", "Pinocchio." These words and prepositions were studied in one of the lessons using videos and games. Authentic videos of people playing with balero, the fairytale with Pinocchio were demonstrated.

Each student's progress was considered. Results showed that each student of experimental group performed 5-20% better on the post-tests. Whereas, only two students out of six from control group showed the same progress.

6.1 Potential limitations of the study

As with all original research, the limitations should be considered. The primary limitation of this study is conducting the tests and experimental teaching were done by the same researcher. This may result in bias towards students of experimental group.

Furthermore, experimental group may feel more comfortable and confident during the post-test. Another limitation is that this study focused on productive vocabulary, whereas, there

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can be students who are better at different skills. Moreover, this is a case study which involved small sample sized, 13 students.

To sum up, this Capstone has argued that students taught by CLT-based materials will make better progress compared to the students taught by standardized textbook. This capstone supports the hypothesis stating that CLT-based materials develop oral communication better.

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8. Appendices

Lesson Plan

Grade 2

Language: English

Level: Elementary

Grammar: prepositions “on, in, under”

Objectives: students are able

- to use the correct preposition in a sentence
- to construct sentences using the prepositions of location (on, in, under)

Structures: “Where is/are...?”, “Is it ...?”, “Where is ... from?”

Target Vocabulary: on, in, under, teddy bear, balero, rocking horse, UK, Mexico, Italy.

Materials: toys, videos, materials.

New Learning and Practice:

Teach the prepositions vocabulary

The bird is inside the box. Elicitation of the word "box". "Where is it?". Learning preposition "in" and then "It's in the box". (on, under, in).

Work in pairs

Practice the prepositions. Students hide each other's school supplies and ask questions about it.

Work in groups

Toys are distributed. Students arrange toys and ask second group to describe the position of toys in respect to other objects.

Where is teddy bear from?

This is a teddy bear – It is from the UK

This is a balero – Mexico (It is a toy from Mexico) (video about balero is shown)

This is Pinocchio – Italy (toy) (the fragment of fairy tale is shown and comparison and associations with Russian Buratino are made)

This is a rocking horse - Kazakhstan

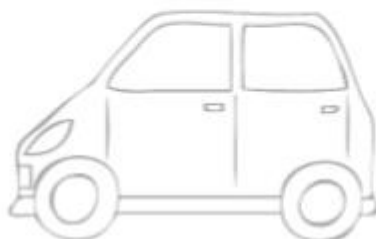
Homework: Worksheet

in / on / under My name is _____

Draw a/an ...



cat **on** the chair



dog **in** the car



snail **under** the desk



fish **in** the bath



snake **under** the bench



rabbit **on** the sofa



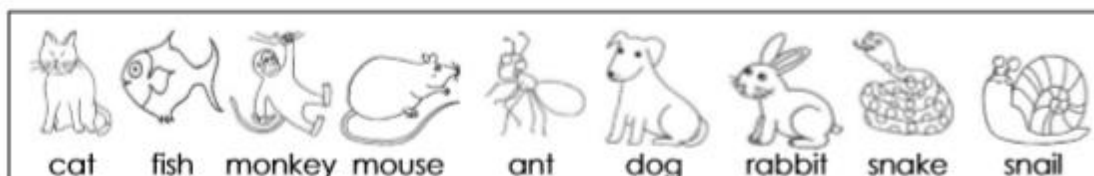
monkey **on** the unicycle



ant **in** the bowl



mouse **under** the clock



Transcription of the Test 1



A eg:

- This is classroom
[This is classroom]
- Молодец, мхм
[Good job]
- This is desk, desks
[This is desk, desks]
- Мхм, молодец
[Good job]
- This is apple
[This is apple]
- Молодец
[Good job]
- This is schoolbags
[This is schoolbags]
- Молодец, мхм
[Good job]
- This is pens, pen, pencil. This is books, copybooks
[This is pens, pen, pencil. This is books, copybooks]
- Мхм, что ты еще можешь сказать об этом?
[What else can you say about it?]
- «Тут» как сказать.
[How to say “here”?]
- Там, тут. There is, вы же проходили да это
[Here, there. “There is” you’ve learnt it, right?]

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- A there is
[A “there is”]
- there is это единственное число, there are это множественное число
[“there is” is singular form, “there are” is plural form]
- There ares
[There ares]
- There are
[There are]
- There, there are, there are. Ноль как будет по английскому?
[There, there are, there are. How is “zero” in English?]
- А
[A?]
- Ноль как будет по английскому
[“zero” in English?]
- Что ты хочешь сказать
[What do you want to say?]
- Ноль. Ноль как по английскому?
[Zero. Zero in English?]
- Ноль? Zero
[Zero? Zero]
- There are zero zero zero zero pupils
[There are zero zero zero zero pupils]
- Молодец. Мхм. Хорошо. Что еще? Мхм. Цвета знаешь, да, ты?
[Good job. Good. What else? You know colors, right?]
- Да. This is green copybook.
[Yes. This is green copybook]
- Молодец
[Good job]
- This is this is this is blue schoolbag
[This is this is this is blue schoolbag]
- Молодец
[Good job]
- This is this is red pencils, pencil
[This is this is red pencils, pencil]
- Молодец. Хорошо.
[Good job. Good]
- There is there is there is there is brown brown desk
[There is there is there is there is brown brown desk]
- Хорошо. Все.
[Good. That is all]
- and and and brown chair
[and and and brown chair]
- Молодеец. Мхм. Все. Мхм. Спасибо тебе большое.
[Good joob. That is all. Thank you very much]

Z1 eg:

- Что на ней нарисовано?
[What is illustrated on it?]
- Мм, тут нарисовано, класс, рюкзак, книги, тетради,
[mm, there is illustrated, class, schoolbag, books, copybooks]
- На английском, что ты знаешь. Это classroom, да?
[In English, what do you know here? Is this a classroom?]
- Да
[Yes]
- На английском, что ты знаешь. Книга
[In English, what do you know else? A book?]
- Книга будет на английском
[It will be a book in English]
- Мхм, не волнуйся. book да
[Mhm, don't worry. It is a book, isn't it?]
- Да. А рюкзак будет
[It is. And the bag in English is...]
- Bag
[bag]
- А доска будет на английском
[And the blackboard in English is..]
- Что?
[What?]
- А парта будет
[And the desk in English is...]
- Desk. А это что?
[desk. And what is this?]
- Ручка. Ручка будет на английском
[Pen. And the pen in English is...]
- Pen
[pen]
- Карандаш будет на английском
[And the pencil in English is...]
- Pencil
[pencil]
- Pencil да
[Pencil, yes]
- Хорошо, все, спасибо
[Okay, that's it, thank you]

E eg:

- Что ты на ней видишь на английском
[What do you see here? Say in English]
- Так
[Let me see]
- мхм, вот это что?
[Mhm, what is this?]
- classroom
[classroom]
- мхм
[Mhm]
- schoolbag
[schoolbag]
- мхм
[Mhm]
- pencil
[pencil]
- мхм
[Mhm]
- apple
[apple]
- мхм
[Mhm]
- desk
[desk]
- мхм, хорошо
[Mhm, good]
- книги будет на английском, книга будет на английском
[books in English is, book in English is]
- book
[book]
- book или books
[A book or the books?]
- books это много книг, да? Хорошо, что ты еще видишь? Помнишь, проходили вы да. Вот здесь кто сидит?
[The books is when there are a lot of them, yes? Okay, what do you see else? Remember you've passed this, don't you? Who is sitting there?]
- teacher
[teacher]
- Хорошо, мхм. Если больше ничего не помнишь, то нормально. Все. Хорошо. Спасибо
[Good, mhm. It's okay if you don't remember anything else there. That's it. Thank you]

К eg:

- На английском рассказывай, что ты видишь
[Okay, tell in English what you see]
- Booо, boo books
[Boоо, boo books]
- Book Мхм
[Book, mhm]
- Книги books
[Books books]
- Мхм. This is the book, да?
[Mhm, This is the book, isn't it?]
- This is the book
[This is the book]
- Мхм
[Mhm]
- This is schoolbag
[This is schoolbag]
- Мхм
[Mhm]
- Да
[Yes]
- This is pencil
[This is pencil]
- Мхм
[Mhm]
- This is pen
[This is pen]
- Мхм
[Mhm]
- This is TV
[This is TV]
- Аха.
[Yep]
- Мхм. Вот это что?
[Mhm, What is this?]
- Classroom
[classroom]
- Аха. This is classroom
[Right, this is a classroom]
- This is classroom
[This is classroom]
- Мхм
[Mhm]
- This is apple
[This is apple]

- Аха. Сколько книг?
[Yes. How many books are there?]
- Мхм
[Mhm]
- Мхм. Сколько книг ты видишь. Хорошо. Сколько книг на этой парте?
[Mhm, How many books can you see? Okay. How many books are on that desk?]
- Two
[two]
- Мхм, two
[Mhm, two]
- One, one, one, two. Two books, да?
[Two books, right?]
- Мхм, хорошо. Как будет стол, знаешь?
[Mhm, good. How do we say table in English, do you know?]
- Я забыл
[I forgot it]
- Хорошо, что ты помнишь еще? Мхм. Проходили, как будет окно?
[Okay, what else do you remember? Mhm. Have you learnt how window in English is?]
- Нет? Хорошо. Мхм. Кто здесь сидит?
[No? Okay. Mhm. Who is sitting there?]
- Здесь сидит teacher
[The teacher is sitting there]
- А кто здесь сидит?
[And who is sitting there?]
- Мы не проходили, как будет по английскому ученики
[We didn't cover how we say "pupils" in English]
- Ученики не проходили? Проходили?
[Didn't you learn the word "pupils", no?]
- Нет
[No]
- Нет? Когда учительница заходит в класс, она говорит Good morning,
[No? When the teacher comes into the classroom she says "Good morning..."]
- Good morning
[good morning]
- Pupils
[pupils]
- Good morning, pu
[good morning, pu]
- Pupils
[pupils]
- Pupils
[pupils]
- Мхм, хорошо. Спасибо
[Mhm, good. Thank you]

В eg:

- Вот это что?
[What is that?]
- This is classroom
[This is classroom]
- Умница
[Well done]
- Мхм. Мхм. Что ты помнишь? Может вот это помнишь?
[Mhm. Mhm. What do you remember? May be you remember this?]
- This is book
[This is book]
- Молодец
[Good job]
- This is schoolbag
[This is schoolbag]
- Мхм
[Mhm]
- Где, показывай. This is это означает это, да
[Show me where. “This is” means “this is”, yes?]
- Да
[Yes]
- Ты должна показывать
[You should show me]
- This is schoolbag
[This is schoolbag]
- This is pencil
[This is pencil]
- Мхм
[Mhm]
- This is desk
[This is desk]
- Мхм
[Mhm]
- This is chair
[this is chair]
- Мхм
[Mhm]
- This is apple
[this is apple]
- Мхм. Хорошо
[Mhm. Good]
- This is pencil
[this is pencil]
- Мхм
[Mhm]

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- a pen
[a pen]
- Мхм
[Mhm]
- This is ruler
[this is ruler]
- Аха
[Yep]
- Вот это помнишь?
[Do you remember this?]
- This is TV
[this is TV]
- Молодец, хорошо
[Good job. Good.]
- Всё? А цвета помнишь?
[Is that all? Do you remember the colors?]
- Да
[Yes]
- This is book. This is copybook. This is copybook.
[this is book. This is copybook. This is copybook]
- Всё.
[That's it]

A1 cg:

- Что ты видишь, рассказывай
[Tell me what you see]
- Я вижу тут парту
[I can see the desk here]
- На английском, мхм.
[Say in English, mhm]
- I
[I]
- Мм, хорошо, можешь не говорить, что «я вижу». Просто рассказывай, что ты видишь
[Mm, okay, there is no need to tell “I see”. Just name the things you see there]
- Bag
[bag]
- Мхм
[Mhm]
- Book
[book]
- Мхм. This is a book. This is a bag.
[Mhm. This is a book. This is a bag.]
- This is

- [this is]
- Мхм
- [Mhm]
- This is pen
- [this is pen]
- Where? Where? pen?
- [where? Where? pen?]
- Where pen
- [where pen]
- Где? Where это где. Where is pen? Ты показывай, хорошо? Рассказывай и показывай, мхм
- [Where? Where is it? Where is pen? Show it to me, okay? Tell me and show me, mhm]
- This is this this is как это classroom
- [This is this this is, how do we say.. classroom]
- Молодец
- [Good job]
- This is this is this is this is
- [This is this is this is this is]
- Мхм
- [Mhm]
- This is desk
- [This is desk]
- Мхм
- [Mhm]
- This is this is apple
- [this is this is apple]
- Мхм
- [Mhm]
- This is chair
- [this is chair]
- Мхм
- [Mhm]
- This is this is copybook
- [this is this is copybook]
- Мхм
- [Mhm]
- This is pencil
- [this is pencil]
- Мхм
- [Mhm]
- This is this is TV
- [this is this is TV]
- Мхм
- [Mhm]

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- This is ruler.
[this is ruler]
- Мхм
[Mhm]
- This is
[this is]
- Хорошо. Кто здесь сидит?
[Okay. Who sits there?]
- Teacher
[teacher]
- Мхм. А кто вот здесь сидит?
[Okay. And who sits there?]
- Pupil
[pupil]
- Молодец, мхм.
[Good job. Mhm]
- Ты знаешь, как это будет на английском?
[Do you know how this will be in English?]
- Нет? Хорошо, всё?
[No? Okay. That's it?]
- Знаю, o'clock
[I know, o'clock]
- Аха, clock, мхм, clock
[Yes, clock, mhm, clock]
- This is in the o'clock
[this is in the o'clock]
- Мхм
[Mhm]
- А можно цвета говорить
[And can I name the colors?]
- Мхм, да, ты можешь сказать
[Mhm, yes, you can say it]
- This is in the
[this is in the]
- Нет, in the не говори. Мхм
[No, don't say "in the". Mhm]
- This is is this is yellow
[this is is this is yellow]
- Мм, стоп. Так, смотри, если ты говоришь, что-то желтое, то ты говоришь, что именно. Например, ты можешь сказать
[Mm, wait a minute. Okay, look, if you say that something is yellow then just say what is it. For example, you can say]
- This
[this]
- Это зеленая тетрадь или это мхм

- [This is a green copybook, or this is mhm]
- This is this is this is green green copybook
[this is this is this is green green copybook]
 - Mxm
[Mhm]
 - This is this is this is white o'clock
[this is this is this is white o'clock]
 - Mxm
[Mhm]
 - This is this is this is black TV
[this is this is this is black TV]
 - Mxm
[Mhm]
 - This is blue bag
[this is blue bag]
 - Mxm
[Mhm]
 - This is this is pen
[this is this is pen]
 - Mxm
[Mhm]
 - Pen. This is red pen
[pen. This is red pen]
 - Mxm, хорошо
[Mhm, good]
 - This is this is this is this is this is this is yellow desk (dask)
[this is this is this is this is this is this is yellow desk (dask)]
 - Mxm
[Mhm]
 - This is red book
[this is red book]
 - Mxm, хорошо
[Mhm, good]
 - This is this is brown(d) o'clock
[this is this is brown(d) o'clock]
 - Хорошо, всё, мхм, спасибо. Можешь идти садиться
[Okay, that's it, mhm, thank you. You can go to your seat]

S cg:

- Давай. Мхм. Рассказывай
[okay. Mhm. Tell me]
- Это apple
[this is apple]
- Молодец

- [good job]
- Это книга. Я не знаю.
[this is book. I don't know]
 - Хорошо. Ничего страшного
[okay. That's fine]
 - Это телевизор, но я не знаю
[this is TV, but I don't know]
 - Ничего страшного, хорошо, дальше
[that's fine, okay, further]
 - Это листок
[this is sheet]
 - Мхм
[mhm]
 - Это мятый листок, который, это листок, который нарисовали вот
[This is a crumpled piece, which, this is the piece that was drawn here]
 - Мхм
[mhm]
 - А это фломастер
[and this is felt-tip pen]
 - Как будет на английском. Вот это вот как будет на английском?
[what is that in English? What will that be in English?]
 - Карандаш, но я не помню
[pencil, but I don't remember]
 - Мхм, хорошо, а что ты помнишь
[okay, what do you remember?]
 - Только я помню apple
[I only remember apple]
 - Мхм, хорошо
[mhm, good]
 - Как будет рюкзак, помнишь?
[do you remember schoolbag in English?]
 - Нет, не помню
[no, I don't]
 - Мхм, хорошо, а это что
[mhm, okay, what is this]
 - Это доска
[this is blackboard]
 - Хорошо. Как будет книга?
[okay. What is book in English?]
 - Книга? Bag
[Book? bag]
 - Book,
[book]
 - Book. book, молодец. А bag у нас что это? Рюкзак
[book. Book. Good job. A bad. What is the bag. Bag]

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- Рюкзак
[baag]
- Всё.
[that is all]
- Это стол
[this is table]
- Chair
[chair]
- А стул
[chair]
- Chair
[chair]
- А стол desk
[and table is desk]
- Desk
[desk]
- Всё, хорошо, спасибо тебе
[that's all. Okay. Thank you]

E cg:

- Schoolbags
[schoolbags]
- Молодец
[Good job]
- Мм, apple
[mm, apple]
- Молодец
[good job]
- Мм
[mm]
- Мхм
[mhm]
- Мм, ruler
[mm, ruler]
- Где
[where]
- Ruler
[ruler]
- Где, покажи
[where? Show me]
- Ну, на английском я хотела линейку
[so, in English I wanted (to say) ruler]
- А вот, ну молодец. Мхм. Хорошо, дальше
[oh, here. Good job. Mhm. Good, further]

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- Мм. Ручка будет на английском. Мм.
[mm, pen in English will be... mm]
- Pen
[pen]
- Pen, pencil
[pen, pencil]
- Молодец
[good job]
- Еще я знаю ээ
[also I know, er]
- Мхм
[mhm]
- Table
[table]
- TV, да
[TV, yes]
- Да
[yes]
- Table, да, молодец. Кто вот здесь сидит?
[table, yes. Good job. Who sits here?]
- Ученики
[students]
- Teacher, teacher, teacher
[teacher, teacher, teacher]
- Аха, молодец. А кто вот здесь сидит
[Aha, good job. And who sits here?]
- Ученики
[students]
- Знаешь, как будет ученики?
[Do you know how to say students?]
- Нет
[no]
- Ну хорошо
[okay, good]
- Еще я знаю. Больше я ничего не знаю
[also I know. I don't know anything else]
- Хорошо, все, спасибо
[okay. That's all. Thanks]

A2 cg:

- This is classroom
[this classroom]
- Молодец, мхм?
[good job. Mhm?]

THE INFLUENCE OF TEXTBOOK TYPE ON THE ORAL COMMUNICATION DEVELOPMENT IN YOUNG L2 ENGLISH LEARNERS

- Ээ
[er]
- Что ты знаешь? Вот это что?
[what do you know? What is it?]
- А
[a]
- Вот это что?
[what is this?]
- This is red book,
[this is a read book]
- Мхм
[mhm]
- this is green book,
[this is a green book]
- мхм
[mhm]
- this is blue, big
[this is a blue, big]
- мхм
[mhm]
- schoolbag
[schoolbag]
- Молодец
[good job]
- This is big red book
[this is big red book]
- Мхм
[mhm]
- This is this is red pen
[this is this is red pen]
- Мхм
[mhm]
- This this this is red. Я забыл, как по-английски яблоко
[this this this is red. I forgot who apple in English..]
- Apple
[apple]
- Apple
[apple]
- Молодец
[good job]
- This is this is big TV.
[this is this is big TV]
- Мхм
[mhm]
- This is

- [this is]
- Знаешь?
[You know?]
- Хорошо, ничего страшного. Всё?
[okay, it's fine. Is that all?]
- This is big d de desk
[this is big d de desk]
- Мхм, кто здесь сидит?
[mhm, who sits here?]
- Teacher
[teacher]
- Аха, а вот здесь кто сидит?
[aha, and who sits here?]
- Ээ, так
[er, so]
- Хорошо
[okay]
- Ээ. Pupils?
[er, pupils?]
- Даа, молодец. Все, если ты все, то все, спасибо тебе
[yes, good job. If that's all, that's all. Thank you]

A3 cg: classroom, book, pencil, apple, (schoolbag) schoolbag, pencil case, chair, teacher, TV, ruler.

- Это что?
[what is it?]
- Это classroom
[this is classroom]
- Молодец, мхм
[good job, mhm]
- Classroom
[classroom]
- Что это?
[what is it?]
- Classroom
[classroom]
- Мхм, вот говори то, что ты знаешь
[mhm, say what you know]
- Book, pencil
[book, pencil]
- Мхм
[mhm]
- Apple
[apple]
- Мхм, молодец. Помнишь? Мхм. Schoolbag

- [mhm, good job. do you remember? schoolbag]
- Schoolbag
[schoolbag]
- Мхм
[mhm]
- Pencil case
[pencil case]
- Молодец, мхм, что ты еще знаешь. Это что? Помнишь?
[good job. mhm., what else do you know. What is this? Do you remember?]
- Chair
[chair]
- Молодец. Кто вот здесь сидит?
[good job. Who sits here?]
- Teacher
[teacher]
- А вот здесь кто сидит? Pupils, да? Хорошо А вот это помнишь?
[and who sits here? Pupils, yes? Okay. And do you remember this?]
- Ээ. Аа. TV
[er, aa, TV]
- Молодец. А вот это помнишь?
[good job. do you remember this?]
- Ruler
[ruler]
- Молодец. Мхм. Если все, то все. Мхм. Хорошо, умница, молодец
[good job. If that's all, that's all. Mhm. Okay, good job]

М сg:

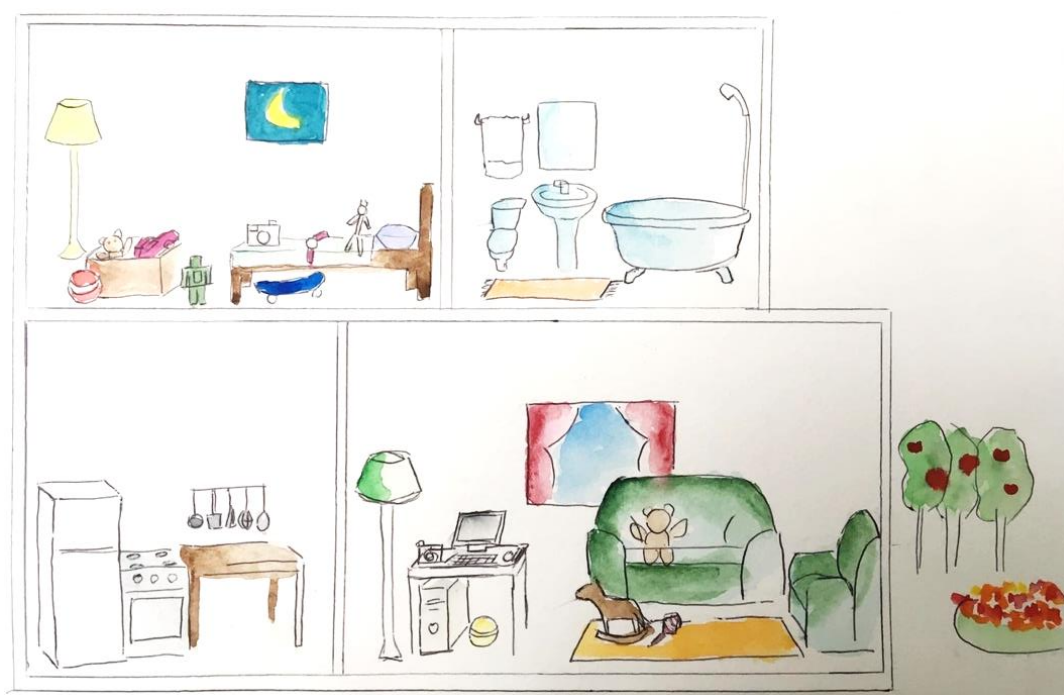
- На английском рассказывай, хорошо?
[tell me in English, ok?]
- This is
[this is]
- Вот это что? Мхм? Classroom
[what is this? Mhm? classroom]
- Classroom
[classroom]
- Мхм, хорошо
[mhm, good]
- This is
[this is]
- Мхм
[mhm]
- This is. This book.
[this is. This is book]
- Молодеец.

- [good job]
- This is
[this is]
 - Мхм, я буду показывать то, что вы учили, а то, что ты помнишь, ты рассказывай, хорошо?
[mhm, I will show you wha you have learnt and you tell me what you remember, ok?]
 - Мхм, хорошо. Schoolbag, да?
[mhm, okay. Schoolbag, yes?]
 - Да
[yes]
 - Schoolbag. Цвет знаешь? Какого он цвета? Мхм. Blue, да? Blue. А вот это? Или вот это? Если знаешь, говори
[schoolbag. Do you know color? What color is it? Mhm blue, yes? Blue. And what is this? Or this? If you know, tell me]
 - Цвет yellow
[color yellow]
 - Yellow это у нас что? желтый, да? А зеленый у нас будет green. Green. Мхм, повторй, green
[yellow is for what? Yellow, right? And green will be green. Green. Mhm. Repeat, green]
 - Мхм, хорошо. Мхм. Это что? Мм, только что я говорила schoolbag
[mhm, okay, mhm, what is this? Mm, I've just said schoolbag]
 - Schoolbag
[schoolbag]
 - А какого цвета? Green, да?
[and what color? Green, yes?]
 - Да
[yes]
 - Аха, хорошо. Green schoolbag. Вот это называл? Знаешь? Ниче страшного, если знаешь. То, что знаешь, говори
[aha, okay. Green schoolbag. Did you name this? Do you know? It's fine, if you don't know. Tell me what you know]
 - Что это вообще?
[what is this?]
 - Это яблоко
[this is apple]
 - Аа
[aa]
 - Хорошо.
[okay]
 - Apple?
[apple?]
 - Молодец. Какого цвета apple? Red. Мхм. Red. Apple. Okay. Вот это помнишь?
[god jooob, What color is apple? Red/ mhm. Red apple. Okay, do you remember this?]
 - TV?

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- [TV?]
- Молодец, TV
[Good job, TV]
 - Кто вот здесь сидит? Учительница приходит и говорит Good morning, pupils, что вы говорите
[Who sits here? Teacher comes in and says Good morning pupils, and do you say?]
 - А, teacher
[aa, teacher]
 - Мхм, хорошо, кто здесь сидит? Pupils, да? Хорошо, всё, спасибо. Всё, иди
[mhm, okay, who sits here? Pupils, right? Okay, that's it. Thanks. Go]

Transcription of the Test 2



Z1 eg:

- Обязательно на английском
[Is it necessary to say in English?]
- Мхм
[mhm]
- Компьютер будет computer
[computer will be computer]
- Молодец
[good job]
- Ммм ммм на в это картина ? картина будет ммм
[mm, is this a picture? Picture will be ...]
- Хорошо дальше другое

- [Okay, go on]
- *Так это робот? Робот будет robot*
[is this a robot? Robot will be robot]
 - Мхм дальше молодец
[mhm, go on, good job]
 - *Человек будет эээ*
[human will be ..eeh]
 - Хорошо дальше следующее
[okay, next]
 - *Так*
[well]
 - Дальше что ты знаешь ?
[what else do you know]
 - *Холодильник будет ээм*
[fridge will be]
 - Вот это что
[what is this?]
 - *Это коробка*
[this is a box]
 - *Скейтборд будет skateboard*
[sckateboeard will be skateboard]
 - молодец
[good job]
 - *Это часики часики будет мmmm*
[these are clocks, clocks are...]
 - Окей а вот это,
[okay, what is this?]
 - *Это на английском*
[This is in English..]
 - *Мишка будет на английском мmmm*
[Bear in English is...]
 - Мхм дальше это
[okay, next]
 - *Это мяч мяч будет на английском мmmm*
[this is a ball, ball is..]
 - Какая это комната?
[what room is it?]
 - *На английском называть? Это спальня*
[should I say it in English? This is a bedroom]
 - *На английском ?*
[in English?]
 - *Bedroom*
[bedroom]
 - А вот это?
[and what is this?]

- *Kitchen*
[kitchen]
- Вот это Kitchen, а это ?
[this is kitchen, and this is?]
- *А вот это ванная комната*
[and this is bathroom]
- *А вот это гостиная*
[and this is living room]
- *А вот это цветок*
[and this is a flower]
- *А вот это kitchen*
[and this is a kitchen]
- Хорошо спасибо
[okay, thank you]

Z2 eg:

- И чуть погромче а то я не слышу тебя хорошо
[a bit louder, because I don't hear you]
- What is this?
[what is this?]
- *This is house*
[this is a house]
- Молодец. Знаешь же, почему не говоришь?
[good job. you know it, why don't you tell me?]
- What is this?
[What is this?]
- *This is bedroom*
[this is a bedroom]
- Молодец
[good job]
- *This bath bathroom*
[this is a bath. bathroom]
- *This is living room*
[this is a living room]
- Мхм
[mhm]
- *This is kitchen*
[this is a kitchen]
- Молодец
[good job]
- *This is garden*
[this is a garden]
- Молодец Аха что еще ты знаешь?
[good job, aha, what else do you know?]
- Окей
[okay]

- Давай скажем, это есть в спальне да
[let's say what is there in the bedroom, yes?]
- There are
[there are]
- *There are there are bed*
[there are there are bed]
- Мхм
[mhm]
- *There are teddy bear there are ball*
[There are teddy bear there are ball]
- Мхм ball Да
[mhm, ball, yes]
- *There are box*
[there are box]
- Аха box where is teddy?
[aha, box, where is teddy?]
- Мхм
[mhm]
- Где тедди?
[where is teddy?]
- *Teddy Эээ*
[teddy eeh]
- Мхм
[mhm]
- *In*
[in]
- Мхм
[mhm]
- *In*
[in]
- In box
[in box]
- Мхм Вот это что?
[mhm. What is this]
- *Машина*
[a car]
- Мхм вот это помнишь? Вот это помнишь ?
[mhm, do you remember this? Or this?]
- Italian toy Помнишь я оказывала видео
[Italian toy, do you remember I showed the video]
- *Skateboard*
[skateboard]
- Skateboard
[skateboard]
- Мхм где скейтборд?
[mhm, where is the skateboard?]
- *Мм skateboard under*
[mm, skateboard is under]
- Что это?

- [what is it?]
- *Bed*
[bed]
- Знаешь же говори говори говори мхм
[you know it. Tell me]
- *Computer*
[computer]
- Аха где компьютер?
[aha, where is the computer]
- *Computer A-a on*
[computer..is on]
- Desk Или table
[desk or table]
- *desk*
[desk]
- Хорошо Где?
[good, where?]
- Мхм
[mhm]
- *Under desk*
[under the desk]
- Молодец. Где он?
[good job, where is it?]
- *Teddy bear*
[teddy bear]
- Мхм
[mhm]
- *Bed*
[bed]
- On sofa это sofa
[on sofa. This is sofa]
- Мхм ты вот это помнишь? А это помнишь?
[mhm, do you remember this? And this?]
- Балеро
[balero]
- Мхм Хорошо
[mhm, good]
- Вот это помнишь?
[do you remember this?]
- Мхм
[mhm]
- Хорошо
[good]

E eg:

- *Bedroom*
[bedroom]

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- Mhm
[mhm]
- *Mmm deddy teddy*
[mm. teddy, teddy]
- Mhm
[mhm]
- *Mmm bed*
[mm, bed]
- Молодец
[good job]
- *Ball ball*
[ball, ball]
- Ball молодец
[ball, good job]
- Мхм
[mhm]
- *Ба Эээ ммм bathroom*
[ba..., er, bathroom]
- Mhm где bathroom
[mhm. Where is the bathroom?]
- *Bathroom*
[bathroom]
- Mhm mhm что ты еще помнишь
[mhm, what else do you remember?]
- *Ээээ kitchen*
[er, kitchen]
- Молодец
[good job]
- *Table*
[table]
- Mhm
[mhm]
- Mhm mhm
[mhm. mhm]
- *living room*
[living room]
- молодец
[good job]
- *Teddy*
[teddy]
- Mhm
[mhm]
- *Ball*
[ball]
- Mhm
[mhm]
- *Computer*
[computer]
- Mhm молодец

- [mhm, good job]
- Lamp
[lamp]
- *Lamp*
[lamp]
- Lamp
[lamp]
- *Lamp*
[lamp]
- это че
[what is this?]
- Эээм ээ это улица
[er, this is outside]
- This is сад
[this is a garden]
- *This is сад*
[this is a garden]
- Garden
[garden]
- *Garden*
[garden]
- Молодец
[good job]
- *Garden*
[garden]
- *Apple*
[an apple]
- Mhm
[mhm]
- Можешь сказать где находится мячик
[Can you say where the ball is?]
- *In inder*
[in, inder]
- Under молодец
[under, good job]
- *Under*
[under]
- Under
[under]
- *Under*
[under]
- Под чем
[under what?]
- *Под table*
[under the table]
- Mhm under the table
[mhm, under the table]
- *Under the table*
[under the table]

- Молодец а где находится bear можешь сказать
[good job, can you say where exactly the bear is?]
- Вот это что знаешь что?
[do you know what it is?]
- *Sofa*
[sofa]
- Mhm
[mhm]
- *Eem On ss the*
[on, -ss-, the]
- Mhm Sofa
[mhm, sofa]
- *Sofa*
[sofa]
- Молодец
[good]
- А вот здесь вот это знаешь что
[and here do you know what it is?]
- *Camera*
[camera]
- Camera а где он находится ?
[camera. But where is it?]
- *Mm on in a on*
[mm, on, in, on]
- Mhm
[mhm]
- *On*
[on]
- Mhm
[mhm]
- *Eeem on*
[er, on]
- Mhm
[mhm]
- *On camera*
[on camera]
- Mhm вот это что ?
[mhm, what is it?]
- *Bed*
[bed]
- Camera is on the bed
[camera is on the bed]
- Mhm молодец
[mhm, good job]
- *Is on the bed*
[is on the bed]
- Mhm Вот это знаешь что
[mhm, do you know what is it?]
- *Eeem skateboard*

- [mm, skateboard]*
- Skateboard а где он находится
[skateboard. And where is it?]
- Ээм *under under s*
[emm, under under s]
- Mhm the bed
[mh,m the bed]
- *The bed*
[the bed]
- А вот это что знаешь
[and do you know what it is?]
- Коробка
[box]
- Мхм На английском ?
[mhm, in English?]
- The box
[the box]
- Box
[box]
- Молодец
[good job]
- Аха а знаешь где вот эти находятся
[aha, do you know where they are?]
- *In in the in the box*
[in in the in the box]
- Mhm хорошо
[mhm, good]
- Ммм
[mm]
- Умница все спасибо все
[good job. thank you. That is all]

A eg:

- Видишь что ты знаешь ?
[what do you see? What do you know?]
- *This is a robot*
[this is a robot]
- Мхм
[mhm]
- *This is a camera*
[this is a camera]
- *This is a toybox*
[this is a toybox]
- Мхм
[mhm]
- *This is skateboard*
[this is a skateboard]

- Где скейтборд ?
[where is the skateboard?]
- *In the bedroom*
[in the bedroom]
- In the bedroom aha
[in the bedroom, aha]
- Аа еще он под кроватью
[aha, it is under the bed too]
- *Под кроватью скейтборд*
[the skateboard is under the bed]
- Мхм
[mhm]
- Аа *Under the bed*
[under the bed]
- Молодец
[good job]
- А-а bear in the toybox
[a bear is in the toybox]
- Молодец
[good job]
- Мхм
[mhm]
- Вот эти где?
[Where are these?]
- *Camera on the bed*
[the camera is on the bed]
- Молодец мхм
[good job, mhm]
- Вообще это что ?
[What is this in general?]
- *This is house*
[this is a house]
- Good мхм
[good, mhm]
- Какие комнаты есть ? there are
[what rooms are there? There are]
- *There are there are bedroom*
[there are there are bedroom]
- Мхм
[mhm]
- *There are bedroom under under under bathroom kitchen living room*
[There are bedroom under under under bathroom kitchen living room]
- Мхм
[mhm]
- Garden
[garden]
- Мхм мхм помнишь ?
[mhm, do you remember?]
- *In the garden the flowers*

- [in the garden there are flowers]*
- Молодец! вот это?
[good job , what is this?]
- Tree tree
[tree tree]
- apple tree да
[apple tree, yes]
- Apple tree on the garden
[apple tree in the garden]
- Мхм
[mhm]
- Cooker in the kitchen
[cooker is in the kitchen]
- Мхм молодец
[mhm good job]
- Computer in the living room
[computer is in the living room]
- Мхм
[mhm]
- Теперь можешь чуть погромче говорить
[now you can talk louder]
- Bathroom То есть bath in the bathroom
[bathroom. I mean bath in the bathroom]
- Молодец
[good job]
- Мхм
[mhm]
- Wash
[wash]
- Washbasin Да
[washbasin, yes]
- Washbasin in the bathroom
[washbasin in the bathroom]
- Молодец
[good job]
- Horse
[horse]
- Мхм
[mhm]
- Horse in the living room
[horse is in the living room]
- Мхм
[mhm]
- Teddy bear
[teddy bear]
- Мхм
[mhm]
- on the
[on the]

THE INFLUENCE OF TEXTBOOK TYPE ON THE ORAL COMMUNICATION DEVELOPMENT IN YOUNG L2 ENGLISH LEARNERS

- sofa
[sofa]
- *Sofa*
[sofa]
- *Computer on the table*
[computer is on the table]
- Мхм
[mhm]
- Молодец
[good job]
- *Ball under the table*
[ball is under the table]
- Good Вот это помнишь ?
[good, do you remember this?]
- Lamp
[a lamp]
- *Lamp*
[a lamp]
- Мхм хорошо
[mhm, good]
- *In the living room under in the bedroom*
[in the living room under in the bedroom]
- Молодец
[good job]
- Вот эту помнишь ?
[do you remember this?]
- *На Б начиналась*
[it starts with B]
- Balero
[balero]
- *Balero*
[balero]
- Откуда оно?
[where is it from?]
- *Balero mad in mad in mehico ?*
[balero is made in Mexico]
- Yes Mexican toy right Mexican toy
[yes, it is a Mexican toy]
- *Mexican toy*
[Mexican toy]
- Good aha
[good, aha]
- Do you know what that is ?
[do you know what it is?]
- *It is a dall*
[it is a dall]
- Maybe ya... Italian toy
[maybe, yeah, Italian toy]
- Помнишь Italian toy мы проходили Как буратино

- [do you remember Italian toy, we were talking about Buratino]
- *Aaa this is a Pinokio*
[aaa, this is a Pinokio]
 - Где Пиноккио?
[where is Pinokio]
 - *Pinocchio on the bedroom*
[Pinocchio is on the bedroom]
 - *Watch on the bed*
[watch is on the bed]
 - Молодец
[good job]
 - *Pinocchio on the bed*
[Pinocchio is on the bed]
 - Хорошо
[good, that is all]
 - What is this?
[what is this?]
 - *It is a car in the toybox*
[it is a car in the toybox]
 - Молодец умница
[good job]

B eg:

- *House*
[house]
- Мхм, молодец
[okay, good job]
- *This is this is bedroom*
[this is this is bedroom]
- Мхм
[okay]
- *И this is this is er bathroom, this is kitchen this is iving room*
[and this is this is er bathroom, this is kitchen this is iving room]
- Living room, Молодец
[living room, good job]
- *In*
[in]
- Что есть in bedroom?
[what is there in bedroom?]
- *In bedroom*
[in bedroom]
- Мхм
[mhm]
- *In bedroom*
[in bedroom]
- Мхм
[mhm]

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- *Bed*
[bed]
- Bed, аха
[bed, okay]
- *And and Teddy*
[and and Teddy]
- Тедди, аха. Мхм
[teddy, yes, mhm]
- *Camera*
[camera]
- Молодец
[good job]
- *This this is bathroom*
[this this is bathroom]
- Мхм
[mhm]
- *u in*
[and in]
- мхм
[mhm]
- *in bath*
[in bath]
- наоборот
[vice versa]
- *a, bath in*
[aa, bath in]
- bathroom, мхм
[bathroom , mhm]
- мхм
[mhm]
- *in in bath*
[in in bath]
- мхм, продолжай
[mhm, continue]
- *this is this is kitchen*
[this is this is kitchen]
- мхм
[mhm]
- *in in in*
[in in in]
- так, this is kitchen правильно. Теперь говори, ты хочешь сказать, что стол в кухне?
[well, this is kitchen is correct. Now tell, do you want to say that desk is in the kitchen?]
- *This is kitchen in in in the in the in the desk*

- [*This is kitchen in in in the in the in the desk*]
- Мхм. Ты говоришь кухня в столе
[mhm. You are saying kitchen is in the desk]
 - А, desk
[a, desk]
 - Мхм
[mhm]
 - Desk in kitchen
[desk in kitchen]
 - Молодец
[good job]
 - Так, это наверное ты не знаешь, но вот это?
[well, maybe you don't know that, but this one?]
 - This is this living room
[this is this is living room]
 - Мхм
[mhm]
 - Teddy
[teddy]
 - Teddy
[teddy]
 - Teddy in living room
[teddy is in living room]
 - Мхм
[mhm]
 - And and computer
[and and computer]
 - Молодец
[good job]
 - Знаешь, что это?
[do you know what is this?]
 - Sofa
[sofa]
 - Sofa
[sofa]
 - Мхм
[mhm]
 - Где Тедди?
[where is teddy?]
 - Ted, a there there there are
[teddy, there there there are]
 - Мхм
[mhm]
 - There are a teddy teddy teddy sofa
[there are a teddy teddy teddy sofa]

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- On the sofa, Да?
[on the sofa. Right?]
- A, *on the sofa*
[aa, *on the sofa*]
- Молодец
[good job]
- Знаешь, вот здесь что-нибудь. Вот это или вот это?
[do you know something here? This one or this?]
- Er, in in bedroom
[er, in in bedroom]
- Мхм
[mhm]
- Skat..
[..skat..]
- Skateboard
[skateboard]
- Skateboard
[skateboard]
- Okay
[okay]
- Вот это что?
[what is this?]
- Box
[box]
- Что в боксе?
[what is in the box?]
- B on box
[in on box]
- ‘On’
[on]
- On
[on]
- это на
[it means ‘on’]
- a, in
[aa, in]
- Мхм
[mhm]
- In box
[in the box]
- Мхм
[mhm]
- Teddy
[teddy]
- Мхм

- [mhm]
- And
- [and]
- Мхм
- [mhm]
- Это машина
- [this is a car]
- Car
- [a car]
- Мхм, молодец. What is this?
- [mhm, good job. what is this?]
- *This is this is this is er*
- [*This is this is this is er*]
- Robot
- [robot]
- *Robot*
- [*robot*]
- Мхм
- [mhm]
- What is this?
- [what is this?]
- *Camera*
- [*a camera*]
- Аха, Where it is где? Where?
- [aha, where it is where? Where?]
- In?
- [in?]
- Внутри?
- [in?]
- А, on
- [aa, on]
- Аха
- [aha]
- *On on on bed*
- [*on on on bed*]
- Мхм
- [mhm]
- *Bed on camera*
- [*the bed is on camera*]
- Кровать на камере?
- [the bed is on camera?]
- *Camera on bed*
- [*camera is on the bed*]
- Молодец. Хорошо, что ты еще?
- [good job, good, what else do you?]

- Знаешь вот эти? Помнишь?
[do you know these? Do you remember?]
- Хорошо
[okay]
- *This is a garden*
[this is a garden]
- Молодец, аха,
[good job, aha]
- What is this?
[what is this?]
- *This is apple*
[this is an apple]
- Аха. Хорошо
[aha, good]
- *This is this is*
[this is this is]
- Flowers
[flowers]
- *Flo, this is flower*
[flo, this is flower]
- Молодец
[good job]
- *This is grass, glass, glass, glass*
[This is grass, glass, glass, glass]
- Мхм. Grass. Молодец, умница
[mhm, grass. Good job!]
- *This is sky*
[this is sky]
- Sky, молодец, умница, спасибо тебе большое
[sky, good job, thank you a lot]

R eg:

- Начинай мхм
[start, mhm]
- Мм
[mmm]
- *Bedroom*
[bedroom]
- mhm
[mhm]
- *Teddy*
[teddy]
- Мхм, Where is teddy?
[mhm, where is teddy?]
- *In teddy ... aaa*

- [in teddy...aa]*
- MxM
[mhm]
- *Teddy the in box*
[teddy the in box]
- MxM, The teddy is in the box
[mhm, the teddy is in the box]
- MxM
[mhm]
- *Bathroom*
[bathroom]
- MxM, bathroom good
[mhm, bathroom, good]
- *Bath*
[bath]
- Mhm
[mhm]
- *Kitchen*
[kitchen]
- Mhm
[mhm]
- *Living room*
[a living room]
- Good, mhm
[good, mhm]
- *Mmm garden*
[mm, garden]
- Mhm
[mhm]
- *Apple*
[apple]
- MxM ты это помнишь?
[mhm, do you remember it?]
- *Эээ цветочки*
[eh, flowers]
- Да
[yes]
- *Но я это что-то забыл*
[but I forgot it]
- Flower
[flower]
- *Flowers*
[flowers]
- MxM молодец
[mhm, good job]
- *Mmm Computer*
[mm, computer]
- Good
[good]

- *Ball*
[a ball]
- Где ball?
[where is the ball?]
- *Внизу стола*
[under the table]
- Да, как будет на английском под столом ?
[yes, and how do we say under the table?]
- *Ballz*
[balls]
- The ball
[the ball]
- *The ball*
[the ball]
- Is Как будет под ?
[is. And how do we say under?]
- *In*
[in]
- In это в
[in means in]
- *Aa-a ball un... the ball*
[aa ball un.. the ball]
- Is under
[is under]
- *Is under*
[is under]
- *А что это было*
[and what was that?]
- Не помню. Как будет стол? Парта?
[I don't remember. How do we say table? Desk?]
- Мм
[mm]
- *Парта?*
[desk?]
- Парта
[desk]
- Desk
[desk]
- *Мм aa-a desk*
[aa desk]
- Аха, теперь все это еще раз повтори, все предложение
[aha, now repeat the whole sentence]
- *как будем the ball the ball*
[how do we say the ball?]
- Мхм
[mhm]
- Is
[is]
- Is

- [is]
- Under
[under]
- *Under box a нет*
[under box, oh, no]
- Table или desk
[table or desk]
- *Table mm teddy bear*
[table, mm, teddy bear]
- Где?
[where?]
- Аха
[aha]
- *Teddy bear*
[teddy bear]
- Мхм
[mhm]
- *Он Как это кровать?*
[on. How do we say bed?]
- Это кровать? Это диван sofa
[is this a bed? This is a sofa]
- Аа sofa
[a sofa]
- Так
[well]
- Что еще ты знаешь ?
[what else do you know?]
- *Скейтборд*
[skateboard]
- Где?
[where?]
- *На полу*
[on the floor]
- А под чем ?
[and under what?]
- *Под кроватью*
[under the bed]
- *Но оно стоит как будто на полу*
[but it stands like on the floor]
- Да, ну я неправильно нарисовала, но он под кроватью
[yes, I drew it incorrectly. But it is under the bed]
- Аа-а skateboard the in the ммм
[skateboard is in the]
- в кровати?
[in the bed?]
- In?
[in?]
- In? В?
[in?]

- *Да in в*
[yes, in]
- В кровати? под кроватью
[in the bed? Under the bed]
- *Аа-а Мм как же это а*
[aaa, how is it]
- Под
[under]
- *Под мм*
[under]
- Хорошо. Так, вот это помнишь?
[good, well, do you remember this?]
- *Вот это что? Аа-а*
[what is this?]
- Ну ладно
[well, okay]

A1 cg:

- Можешь начинать
[you can start]
- Мхм
[mhm]
- Что это?
[what is this?]
- *Это это дом*
[this is house]
- This is house
[this is house]
- *This is house*
[this is house]
- мхм на английском хорошо
[mhm, good, in English]
- *В доме есть this is this is table*
[there is a table in the house]
- мхм
[mhm]
- *This is chair*
[this is a chair]
- Где chair?
[where is chair?]
- *This is table*
[this is a table]
- Мхм
[mhm]
- Мхм
[mhm]
- What rooms do you know? Какие комнаты ты знаешь?

- [what rooms do you know?]
- *This is skateboard*
[this is a skateboard]
 - Axa
[aha]
 - *This is bedroom*
[this is a bedroom]
 - Bedroom
[bedroom]
 - *Bed*
[bed]
 - Bed
[bed]
 - Где находится skateboard? Where is the skateboard?
[where is the skateboard?]
 - *This is a under the bed*
[this is under the bed]
 - Axa Skateboard is under the bed
[aha, skateboard is under the bed]
 - Молодец!
[good job]
 - Под под кроватью
[under the bed]
 - Да, молодец
[yes, good job]
 - *This is robot*
[this is a robot]
 - Мхм
[mhm]
 - *This is ball*
[this is a ball]
 - *This is car*
[this is a car]
 - *This is sweets*
[this is sweets]
 - Где? Нету
[where? There are no sweets]
 - *This is watch*
[this is a watch]
 - Мхм watch
[mhm, watch]
 - *This is photoapararat*
[this is a camera]
 - Photograph camera
[photograph, camera]
 - Мхм
[mhm]
 - Дальше
[further]

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- Мхм здесь что ты знаешь ? Здесь
[mhm, here what do you know?]
- *This is this is computer*
[this is this is a computer]
- Mhm computer right
[mhm, computer, right]
- *This is ball*
[this is a ball]
- Где он находится?
[where is it?]
- *This is under the table*
[this is under the table]
- Good the ball is under the table
[good. The ball is under the table]
- *Desk*
[desk]
- Under the desk Okay
[under the desk, okay]
- Camera
[camera]
- *Camera*
[camera]
- Мхм Good What is this ?
[mhm, good. What is this?]
- *Дерево*
[a tree]
- This is a garden right?
[this is a garden right?]
- Сад хорошо
[garden, good]
- *This is this is liv this is bathroom*
[this is this is liv, this is bathroom]
- Мхм good
[mhm, good]
- This is bathroom
[this is bathroom]
- *This is bath*
[this is bath]
- This is bath right
[this is bath, right]
- *This tualet*
[this is toilet]
- Toilet
[toilet]
- *Toilet*
[toilet]
- Окей
[okay]
- *This is полотенце*

- [this is a towel*
- Такое не помнишь?
[don't you remember?]
- *Лошадь*
[horse]
- *Play*
[play]
- Play Это играть
[play means play]
- *Игрушки*
[toys]
- Toys
[toys]
- *Toys игрушки*
[toys]
- Мхм
[mhm]
- это?
[this?]
- *Мишка*
[bear]
- Bear
[bear]
- *Bear*
[bear]
- teddy bear
[teddy bear]
- *teddy bear*
[teddy bear]
- Хорошо все сказала
[okay, good, is that all?]
- *Да*
[yes]

S cg:

- *Kitchen*
[kitchen]
- Мхм kitchen правильно
[mhm, kitchen, right]
- *Bed*
[bed]
- Мхм
[mhm]
- *Это bathroom*
[this is bathroom]
- Мхм
[mhm]

- *А это living room*
[this is a living room]
- Молодец
[good job]
- *А это не знаю не помню что это*
[and I don't remember this one]
- Хорошо дальше что помнишь ?
[okay, further. What do you remember?]
- *Это... я еще помню... ммм не помню*
[this.... I also remember.... I don't remember]
- Все? Хорошо
[that's all? okay]

Е cg:

- Начинай
[start]
- *Kitchen*
[a kitchen]
- Мхм
[mhm]
- *Bedroom*
[a bedroom]
- Мхм
[mhm]
- *Bathroom*
[a bathroom]
- Мхм
[mhm]
- *Car*
[a car]
- Мхм
[mhm]
- Это что?
[what is this?]
- *Ball*
[a ball]
- Так ball мхм дальше
[ok, ball, mhm, further]
- *Apple*
[an apple]
- Молодец
[good job]
- *Computer*
[computer]
- Молодец

- [good job]
- *Что еще,,, это будет ,,,*
[what else....this will be...]
- Mxm
[mhm]
- *Table*
[a table]
- Молодец где ты его где ?
[good job. where is it?]
- Дааа хорошо
[yes, good]
- *Green*
[green]
- Mxm Green дальше молодец
[green, good, further]
- *pink*
[pink]
- Mxm pink молодец
[mhm, pink, good job]
- *Blue*
[blue]
- Mxm blue правильно
[mhm, blue, right]
- Все? Хорошо спасибо
[is that all? Okay, thanks]

A4 cg:

- Mxm что ты знаешь?
[mhm, what do you know?]
- *Это kitchen*
[this is kitchen]
- Mxm this is kitchen
[mhm, this is a kitchen]
- *Это bedroom*
[this is a bedroom]
- This is bedroom mhm
[this is a bedroom, mhm]
- Mxm что ты еще знаешь?
[mhm, what else do you know?]
- Mxm что еще ты знаешь?
[mhm, what else do you know?]
- *Blus*
[blues]
- Mxm
[mhm]
- *Blue*

- [blue]
- Blue bath
[blue bath]
- Мхм дальше
[mhm, further]
- Yellow
[yellow]
- Мхм
[mhm]
- Green
[green]
- Green
[green]
- Хорошо
[good]
- Red
[red]
- молодец да правильно хорошо
[good job, yes, right, good]

A2 cg:

- This is a living room
[this is a living room]
- Где?
[where?]
- Мхм
[mhm]
- This is kitchen
[this is a kitchen]
- Мхм
[mhm]
- This is bedroom
[this is a bedroom]
- Bathroom
[bathroom]
- Bathroom
[bathroom]
- This is lamp
[this is a lamp]
- Мхм
[mhm]
- This is ball
[this is a ball]
- Мхм
[mhm]
- This is bere
[this is bere]

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- Bear
[bear]
- *Bear*
[bear]
- Мхм
[mhm]
- *This is bed*
[this is bed]
- Мхм
[mhm]
- Where is bear
[where is bear?]
- Где bear
[where is bear?]
- Where
[where?]
- Как ты скажешь? он в чем?
[how do you say he is in the?]
- *Э в коробке*
[eh, in the box]
- Теперь на английском
[and in English]
- Ты знаешь как будет коробка?
[do you know how we say box in English?]
- *Я знаю box*
[I know, 'box']
- А как будет в
[and how do we say in?]
- *In*
[in]
- In
[in]
- *In box*
[in box]
- Мхм
[mhm]
- The bear in the box is in the box
[The bear in the box is in the box]
- Мхм
[mhm]
- *This is bere*
[this is bere]
- Bear
[bear]
- Молодец
[good job]
- *On*
[on]
- On

- [on]
- *Sofa*
[sofa]
- Sofa
[sofa]
- Мхм
[mhm]
- Okay
[okay]
- *This is ball*
[this is a ball]
- Мхм
[mhm]
- Где?
[where?]
- *This is yellow ball*
[this is a yellow ball]
- Молодец
[good job]
- *Under*
[under]
- Аха
[aha]
- *Comp*
[comp]
- Стол
[table]
- *Table*
[table]
- Молодец
[good job]
- Аха, а как будет комп на английском? computer
[aha, how do we say comp in English? computer]
- Мхм оке
[mhm, okay]
- Это что?
[what is this?]
- *This is*
[this is]
- Сад
[garden]
- *Сад на английском this is*
[garden in English is this is]
- Garden
[garden]
- *Garden*
[garden]
- Аха
[aha]

- Что еще?
[what else?]
- Домашнее задание делал, ты помнишь? Там было
[Did you do homework? Do you remember? There was]
- Вот это вот что?
[what is this?]
- Мхм что еще знаешь?
[mhm, what else do you know?]
- Вот это что?
[what is this?]
- Вот это что?
[what is this?]
- Вот это что?
[what is this?]
- *This is car*
[this is car]
- Где?
[where?]
- *In*
[in]
- Мхм
[mhm]
- *Box*
[box]
- Мхм
[mhm]
- What is this?
[what is this?]
- *Это что? вот это?*
[what is this? This one]
- Если я тебе на русском скажу, то ты поймешь, как это будет на английском
[if I tell you in Russian, you will understand how we say it in English]
- Мхм
[mhm]
- This is robot
[this is a robot]
- *Aaa*
[aa]
- Я так плохо рисую?
[do I draw so badly?]
- *Нem*
[no]
- *This is table*
[this is a table]
- Мхм где?
[mhm, where?]
- *Ээ under kitchen*
[eh, under kitchen]
- In the kitchen в кухне

- [in the kitchen]
- *This is home*
[*this is a house*]
- Мхм
[mhm]
- Мхм молодец
[mhm]
- Это знаешь ?
[do you know this? This? Or this?]
- *Забыл*
[*I forgot*]
- Camera
[camera]
- *This is camera*
[*this is a camera*]
- Где?
[where]
- *Under bed*
[*under the bed*]
- Under?под ?
[under?]
- *In*
[*in*]
- in? в?
[in?]
- *On*
[*on*]
- On Аха
[on, aha]
- Окей еще что-нибудь помнишь?
[okay, do you remember anything else?]
- *This is camera*
[*this is a camera*]
- Мхм
[mhm]
- Где?
[where?]
- On the desk
[on the desk]
- *On the desk*
[*on the desk*]
- *This is lamp*
[*this is a lamp*]
- Мхм хорошо
[mhm, good]
- Если все, то все, Молодец мхм заходи
[if that's all, good job]

A3 cg:

- Что ты знаешь, можешь говорить
[You can say what you know]
- Living room
[Living room]
- Мхм
[mhm]
- A bedroom. Kitchen
[a bedroom. kitchen]
- Мхм
[mhm]
- Teddy
[teddy]
- Мхм. Мхм. Мхм
[mhm. Mhm. Mhm.]
- Ээ, box
[er, box]
- Молодец
[good job]
- Car
[car]
- Car где?
[car, where?]
- On
[on]
- Он? На? На коробке? Или в коробке?
[on? On? On the box? Or in the box?]
- In.
[in]
- In
[in]
- In teddy on the car
[in teddy on the car]
- Мхм
[mhm]
- Bed
[bed]
- Мхм
[mhm]
- On
[on]
- Мхм
[mhm]
- On bed
[on the bed]

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- Да
[yes]
- Camera
[camera]
- Camera.
[camera]
- Мхм,
[mhm]
- Where
[where]
- мхм,
[mhm]
- In the
[in the]
- мхм, мхм. Хорошо. Дальше
[mhm, mhm. Okay, further]
- Аха
[aha]
- Sky
[sky]
- Молодец, дальше. Аха, дальше. Мхм. Что ты знаешь? Вот это что? Мхм, что еще? Это что? Bathroom
- [good job, further. Aha, further. Mhm. What do you know? What is it? Mhm. What else? What is it? bathroom]
- Bathroom, bath
[bathroom, bath]
- Молодец
[good job]
- Мхм
[mhm]
- Это яблоки или листья?
[those are apples or leaves?]
- Яблоки
[apples]
- (another student) Это garden
[(another student) This is garden]
- Garden. Сад, да
[Garden. Garden, yes]
- Apple
[apple]
- Apples. Okay. Мхм. Вот это что? Мхм. Что знаешь. Может это? Вот здесь? Хорошо. Спасибо тебе большое
[Apples. Okay, mhm. What is it? Mhm. What do you know? Maybe this? Here? Okay. Thank you a lot.]

М cг:

- Мхм
[mhm]
- What is this ?
[what is this?]
- This is house
[this is house]
- Какие комнаты ты знаешь ? Какие игрушки ты знаешь ?
[what rooms do you know? What toys do you know?]
- *This is*
[*this*]
- Мхм
[mhm]
- Окей вот это что
[okay, what is this?]
- *This is Ээ*
[*this is..*]
- Bed
[bed]
- *Bed*
[*bed*]
- Аха дальше
[aha, further]
- Мхм
[mhm]
- *This is *** Можно так говорить?*
[*this is ____ can I say like that?*]
- Можно дальше
[you can, further]
- Mhm computer, дальше
[mhm, computer, further]
- *This is*
[*this is*]
- Мхм
[mhm]
- Какие цвета ты знаешь ?
[What colors do you know?]
- *This is A-a pink*
[*this is aaa pink*]
- Мхм Дальше, что ты еще знаешь ?
[mhm, further. What else do you know?]
- *This is yellow*
[*this is yellow*]
- Good yellow right mhm
[good, yellow, right, mhm]

THE INFLUENCE OF TEXTBOOK TYPE ON THE ORAL COMMUNICATION DEVELOPMENT IN YOUNG L2
ENGLISH LEARNERS

- *This is*
[this is]
- Blue
[blue]
- Мхм
mhm
- Blue. Повторяй за мной blue
[blue. Repeat after me, blue]
- *Blue*
[blue]
- Хорошо дальше
[okay, go on]
- *This is*
[this is]
- Вот это bed вот это bedroom Комната спальня будет bedroom
[this bed. This is bedroom.]
- *This is*
[this is]
- Мхм
[mhm]
- Мхм kitchen
[mhm, kitchen]
- Молодец! Все? или ты еще что-то знаешь?
[good job. Is that all? Or do you want to say anything?]
- Если ты знаешь, говори
[if you know tell me]

This project represents my own original work in accordance
with Nazarbayev University's Student Code of Conduct.

Signature: Aruzhan Ualikhan