

CONTENT ANALYSIS OF ENGLISH COURSE BOOKS FOR PRESCHOOL CHILDREN

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Abstract

Textbooks are essential in teaching-learning environment. However, the books are inadequate in Turkey and the national materials are limited in terms of foreign language learning achievements in pre-school period. In the present study, the type of content that books should have and the number of the words that should be included in them are tried to be determined. In this context, based on expert opinion, 2 sets of English books, each consisting of at least ten books, were identified and examined in terms of word distribution. In these sets, depending on expert opinions, criteria were formed for book content. These criteria are formed according to word categories both in native and foreign language. In this way, the word category and their frequency are tried to be determined.

Keywords: Preschool period, English, coursebooks.