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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

EVALUATION OF THE EFL COURSEBOOK *'NEW LANGUAGE LEADER-INTERMEDIATE'* FROM THE PERSPECTIVES OF STUDENTS AND TEACHERS

MASTER'S THESIS

ELİF ÖZTEKİN

SUPERVISOR

PROF. DR. GÜLSEV PAKKAN

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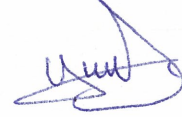
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KABUL VE ONAY

Elif ÖZTEKİN tarafından hazırlanan "*Evaluation of the EFL Coursebook 'New Language Leader – Intermediate' from the Perspectives of Students and Teachers*" başlıklı bu çalışma, 31.05.2019 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.
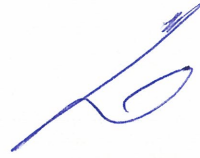
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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

☐ Tezimin tamamı her yerde erişime açılabilir.

☒ Tezim sadece Ufuk Üniversitesi yerleşkelerinden erişeme açılabilir.

☐ Tezimin 2 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

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In the loving memory of my parents

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ASBTRACT

Öztekin, Elif. *Evaluation of the EFL Coursebook 'New Language Leader- Intermediate' from the Perspectives of Students and Teachers*, Master's Thesis, Ankara, 2019.

Since the number of EFL learners is growing at an accelerated rate, the need to investigate the coursebook evaluation process has become inevitable. Although the rich variety of books available at the global market is regarded as an advantage, the variety may also result in a challenging situation for those who are expected to choose the most suitable coursebook for a specific context. It is suggested that criteria be determined and suitable instruments be chosen for a comprehensive and efficient coursebook evaluation process. In the light of the ideas mentioned so far, this study aims to evaluate the EFL coursebook 'Language Leader- Intermediate' from the perspectives of students and teachers. The current study was carried out at a state university, where English is the medium of instruction. The study, adopting a mixed methods research design, employed checklists, interviews and semi-structured interviews as data collection instruments. Quantitative data were gathered through a questionnaire with the participation of 100 students at the School of Foreign Languages and a checklist administered to 20 teachers working at the same institution. In order to provide qualitative data and get in depth results, semi-structured interviews were carried out with all of the teachers participated in the checklist process. The quantitative data were examined through statistical analyses via SPSS 21, and content analysis was employed in order to analyse the qualitative data.

The results of the analyses have indicated that there is a significant dissatisfaction among the students and only few students are willing to have the target coursebook as a course material again. However, there are certain aspects of the coursebook such as variety of interaction types and presenting four language skills in balance with which the students have expressed their satisfaction. The analyses of the data gathered from teachers have shown that overall, the teachers have a positive attitude towards the coursebook although they state their criticism regarding certain features such as practical considerations and including interesting content. In this sense, based on the analyses, some implications and suggestions have been presented with the purpose of providing support for both practitioners of coursebook evaluation process and further research.

Keywords: Coursebook evaluation, Coursebook evaluation criteria

ÖZET

Öztekin, Elif. *'New Language Leader –Intermediate' adlı İngilizce Ders Kitabının Öğrenci ve Öğretmenlerin Görüşleri Alınarak Değerlendirilmesi*, Yüksek Lisans Tezi, Ankara, 2019.

İngilizce'yi yabancı dil olarak öğrenenlerin sayısı hızla arttığı için, ders kitabı değerlendirme sürecinin araştırılması kaçınılmaz hale gelmiştir. Her ne kadar küresel pazarda mevcut olan zengin çeşitlilikteki kitaplar olumlu bir durum olarak değerlendirilse de, bu çeşitlilik aynı zamanda belirli bir bağlamda en uygun ders kitabını seçmesi beklenenler için zorluk yaratabilir. Kapsamlı ve etkili bir ders kitabı değerlendirme süreci için, ölçütlerin belirlenmesi ve uygun araçların seçilmesi önerilmektedir. Şimdiye kadar belirtilen fikirlerin ışığında, bu çalışma 'New Language Leader –Intermediate' adlı İngilizce ders kitabının öğrenci ve öğretmenlerin görüşleri alınarak değerlendirilmesini amaçlamıştır. Bu çalışma, İngilizce'nin öğretim dili olduğu bir devlet üniversitesinde gerçekleştirilmiştir. Karma yöntemlerle araştırma tasarımı benimseyen araştırmada veri toplama aracı olarak anketler, kontrol listeleri ve yarı yapılandırılmış görüşmeler kullanılmıştır. Yabancı Diller Yüksekokulu'nda 100 öğrencinin katılımıyla bir anket formu ve aynı kurumda çalışan 20 öğretmene uygulanan kontrol listesi ile nicel veriler toplanmıştır. Nitel veri sağlamak ve sonuçları derinleştirmek için kontrol listesi sürecine katılan tüm öğretmenlerle yarı yapılandırılmış görüşmeler yapılmıştır. Nicel veriler SPSS 21 ile istatistiksel analizlerle incelenmiş ve nitel verilerin analizi için içerik analizi kullanılmıştır.

Analiz sonuçları, öğrenciler arasında ciddi bir memnuniyetsizlik olduğunu ve sadece birkaç öğrencinin ders kitabını tekrar bir ders materyali olarak kullanmaya istekli olduğunu göstermiştir. Bununla birlikte öğrenciler, kitabın çeşitli etkileşim türleri ve dört dil becerisini dengeli şekilde sunma gibi özellikleri yönünden memnuniyetlerini belirtmişlerdir. Öğretmenlerden toplanan verilerin analizi, ilginç içerikler sağlama ve kullanıma yönelik hususlar gibi bazı özellikler hakkındaki eleştirilerine rağmen, öğretmenlerin genel olarak ders kitabına karşı olumlu bir tutum sergilediklerini göstermiştir. Bu bağlamda, analizlere dayanarak, hem ders değerlendirme sürecindeki uygulayıcılara hem de ilerideki araştırmalara destek sağlamak amacıyla bazı çıkarımlar ve öneriler sunulmuştur.

Anahtar kelimeler: Ders kitabı değerlendirmesi, Ders kitabı değerlendirme ölçütleri

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABBREVIATIONS

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

CEFR: A Common European Framework for Languages

NLLI: New Language Leader Intermediate

CHAPTER 1

INTRODUCTION

1.1.Background to the study

In a foreign language learning and teaching context, a variety of factors may affect how the process takes place. It is of utmost importance to sustain the balance of all the elements that play a role regarding teaching and learning practices. Of all the elements, instructional materials which have been defined by Tomlinson and Masuhara (2013) as "anything which can be used by teachers or learners to facilitate the learning of language" (p.6) have been widely recognized to constitute an integral part of these practices thanks to various functions they hold. How materials affect teaching learning process and what their roles are throughout the process have been pointed out by various scholars. As Richards (2001) maintains:

> Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally-prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the learning input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training- they provide ideas on how to plan and teach lessons.

(Richards, 2001:251)

As a result of the advent of the Internet and the evolution of the multimedia technologies, teachers are provided with not only coursebooks but also a variety of other materials that support their employing different methodologies to enhance learning. Nevertheless, coursebooks have been and will definitely sustain to be an indispensable instructional material for language learning practices because there are significant benefits and multiple roles that have been associated with using coursebooks. Cortazzi and Jin (1999) maintain that a coursebook holds different roles as a teacher, a map, a trainer, an authority, a resource, a restrictor and an ideology. In a similar vein Cunningsworth (1995) notes that a coursebook functions as "a resource for the presentation of the material, a resource of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, etc., a source of stimulation and ideas for classroom activities, a syllabus including learning, a resource for self-directed learning"

(p.7). When ideas of various scholars are taken into consideration, it could be concluded that coursebooks play an active role not only in realizing language objectives but also in shaping how teachers introduce the language and how learners have practices in and outside the classroom.

As coursebooks are considered virtually indispensable for learning thanks to their aforementioned functions, it is fundamental to run an effective coursebook evaluation process so as to choose an effective material for a given context. Accordingly, different scholars have stressed the importance of evaluation by highlighting particular features of coursebooks. Hutchinson and Waters (1987) regard evaluation as "a matching process, matching needs to available solutions" (p.96) whereas Rea-Dickens and Germanie (1992) maintain that "there is a need to evaluate language teaching methods, materials, and their effectiveness. They are all part of the curriculum taking place both prior to and during the implementation of a learning program, and they must be evaluated" (p.5).

Grant (1987:119) suggests an ongoing evaluation process which is made up of three stages as "initial evaluation, detailed evaluation and in-use evaluation". A test called "CATALYST" is employed in the first stage in order to decide if the coursebook deserves to be examined in detail. The name of the tests is an acronym each letter of which refers to certain aspects of the coursebook such as its being 'communicative', fulfilling the expected 'aims', 'teachability' and availability.During detailed evaluation and in-use evaluation stages, a checklist is utilized to evaluate the coursebook.

A three-stage evaluation model consisting of external evaluation, internal evaluation and overall evaluation is suggested by McDonough and Shaw (1993). Ellis (1997) and Cunningsworth (1995) suggests a model including a pre-use, in-use and post-use evaluation. Cunningsworth puts forward using a set of checklists to determine whether a coursebook is appropriate for a certain context.

The increasing number of materials available at global market have made it challenging for practitioners to specify the most suitable one for a specific group of learners, which have called for the need to carry out comprehensive coursebook evaluation studies considering various factors. Checklist have been the most popular means to evaluate coursebooks over the last three decades because they are considered to enable

practitioners, particularly teachers and administrators, to determine certain features of a coursebook based on which they can choose, adapt or eliminate a material.

Sheldon (1990) puts forward a comprehensive checklist with six main criteria: (1) bibliographical data, (2) aims and goals, (3) subject matter, (4) vocabulary and structures, (5) exercises and activities, (6) layout and physical makeup. Cunningsworth's (1995) checklist is made up of forty-five questions on selecting and evaluating a coursebook. The criteria help the practitioners to evaluate a coursebook according to aims, design, language content, skills, methodology and practical considerations. Mukundan, Hajimohammadi and Nimehchisalem (2011) put forward two main categories to classify coursebook evaluation criteria: 'general attributes' and 'learning and teaching content'. The categories consist of five and nine sub categories respectively.

In addition to studies that focus on developing a checklist for coursebook evaluation, some other research have been done so as to create an eclectic checklist consisting of items which may apply to a majority of contexts. After an elaborate review of the related literature, Demir and Ertaş (2014) have formed a checklist with 56 items referring to four categories as 'subjects and contents', 'skills and sub-skills', 'layout and physical make-up' and 'practical considerations'.

The coursebook evaluation is integrally linked to factors such as institutional goals and learner expectations. Moreover, teachers with different attitudes or professional background may affect the process as active participants. That is, creating a global checklist seems highly unlikely. Therefore, in order to run a successful evaluation process it is fundamental to consider the variables that are linked to any given context and make amendments if necessary.

1.2. Statement of the problem

Rich variety of books available on the global market challenges practitioners while they are trying to choose a suitable coursebook for their own context. As is the case in the amount of books, there are numerous approaches and checklists that can be utilized as means of coursebook evaluation, which can make the evaluation process much more challenging. The approaches and checklists differ according to the aspects they highlight and their target audience. To illustrate, there are studies that gather data only from

teachers or students as decision makers whereas in some studies the data gathered from both groups are combined in order to draw a conclusion. As Cunningsworth (1995) suggests similar to most decision making processes, it is essential to ask the appropriate questions and assess the results accordingly.

As the primary users of coursebooks are teachers and students, an evaluation needs to be conducted while the coursebook is being used by both parties, which enables the research study to reach conclusions that are more conclusive and meaningful.

1.3. Purpose of the study

This study has aimed to evaluate a globally marketed coursebook, "New Languae Leader-Intermediate" from teachers' and students' point of view. The current study has gathered data through student questionnaires, teachers checklist and semi-structured interviews and discussed the findings focusing on two research questions:

1. *What are the students' views on the present coursebook regarding the* pre-established *criteria presented in the questionnaire?*
2. *What are the teachers' views on the present coursebook regarding the* pre-established *criteria presented in the checklist and the semi-structured interviews?*

1.4. Significance of the study

Considering that the efficacy of a coursebook in a given context has to with a variety of factors, it is essential to have an elaborate study that accounts for each component of the teaching and learning practices. Carrying out a study by using means including pre-established criteria and by gathering data from both teachers and students may produce some significant outcomes:

As immediate users of the coursebook, teachers play a crucial role in the evaluation process, which provides them with the opportunity to obtain a comprehensive perception of the material they use.

Thanks to the questions or items in checklists or interviews, teachers may become more aware of the issues related to the coursebook or interacting with different perspectives may help teachers coming up with various ideas on how to make the most of the material they have.

As they become participants of the decision-making process, students may feel motivated to evaluate their performance as a learner while evaluating the coursebook. In addition,

this process encourages students to set some individual goals and shape their expectations both from the material and from themselves.

Institutions can gain insight into how the other parties, teachers and students, perceive the coursebook and therefore some amendments can be made so as to to achieve the institutional goals through enhancing the efficacy of the coursebook.

1.5.Scope of the study

The present study, aiming to evaluate the efficacy of the coursebook New Language Leader-Intermediate from the perspectives of teachers and students, was carried out at a state university in Ankara, Turkey. At the given university where English is the medium of instruction for all departments, the students who are not proficient in English have to attend courses at the School of Foreign Languages before they start studying at their departments. The course material for Intermediate level students is a coursebook titled New Language Leader.

As data collection instrument, a questionnaire with 20 items were administered to a total of 100 students studying at intermediate level classrooms. Another instrument used for data collection was teacher checklist. A total of 20 teachers teaching the student participants were asked to evaluate the coursebook using a checklist including 56 items. In addition to the checklist, all of the 20 teachers were interviewed and asked a set of questions to share their detailed comments regarding the issues referred in the checklist and any other points which they preferred to mention.

The analyses of the findings were discussed considering the related literature and the observations of the researcher who worked for the same institution and used the coursebook while this study was being carried out.

1.6.Limitations of the study

A questionnaire with 20 items has been administered to a total of 100 students in order to gather data as to how the students evaluate the coursebook. Considering that a questionnaire with more items would take too much time for the students to complete and would be challenging for them, only certain aspects of the coursebook were evaluated. Moreover, since the students were thought to be unfamiliar with certain EFL terms, only the aspects which they were considered to have some familiarity were investigated through the questionnaire items.

Due to time constraints, the students were not interviewed upon fulfilling the questionnaire. Interviewing the participants with regard to some or all of the items in the questionnaire and asking them to elaborate their views by giving specific examples from the coursebook could have enabled the researcher to draw more comprehensive conclusions from the gathered data.

A total of 20 teachers fulfilled a checklist with 56 questions, each of which investigates a certain feature of the coursebook. The number of participants were limited to 20 teachers since the researcher aimed to carry out the research only with the teachers using the coursebook. That is, teachers who were familiar with the coursebook but not using the material to teach the student participants of this study while the current research study was being conducted did not take part in the study.

The teachers who had already fulfilled the checklist were interviewed; however, the number of the interview questions were limited to five. Due to time constraints, they were not asked questions about each of the 56 items in the checklist. Their responses were not restricted by the researcher. Nevertheless, giving them the opportunity to express their views as to each checklist item could have elaborated the findings of the study.

Another point which is worth mentioning is that the correlation of teacher' and students' view points regarding the common features of the coursebook was not investigated within the scope of this study. While gathering data from both parties, teachers and students, employing data collection instruments with more common items could have resulted in collecting invaluable data to shed light on related studies.

When aforementioned limitations of the study are considered, it can be said that the findings and discussions related to this research study are hard to generalize. It is essential to have a broad scope in order to draw conclusions that correspond to various contexts.

1.7. Defition of terms

EFL: The acronym stands for English as a foreign language and refers to language learning contexts where learners interact with English through their in-class activities rather than being exposed to the language outside the class

CLT: The acronym stands for Communicative Language Teaching and refers to a learner-centered program which aims to enable learners to use the target language in a social context and meet their communicative needs.

CEFR: A Common European Framework for Languages includes a set of descriptors associated with language skills at different proficiency levels and has been established by the Council of Europe with the aim of forming a global standard in determining one's ability within a language.

Coursebook: It refers to the material that both teachers and students follow for instructional purposes.

Coursebook Evaluation: Tomlinson and Masuhara (2004: 1) define coursebook evaluation as "measuring the value (or the potential value) of a set of learning materials by making judgements about the effect of materials on people using it."

Micro Evaluation: It includes the empirical evaluation of a certain learning task that the teacher has selected depending on his or her personal interest and according to specified criteria. Micro evaluation can also be used as a basis for macro evaluation process. (Ellis, 1997)

Macro Evaluation: It refers to the assessing the overall efficacy of the whole set of materials. (Ellis, 1997).

Layout and design: It refers to the style, arrangements of the language points and publishing properties of the coursebook in general.

Skill: The term refers to receptive (reading and listening) and productive (speaking and writing) skills which are covered in EFL coursebooks.

Authentic Text: "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort". (Morrow, 1977:13)

CHAPTER 2
LITERATURE REVIEW

2.1.Language teaching and learning materials

2.1.1.   The definition of materials

Language learning and teaching materials are defined in a wide variety of ways focusing on different aspects of the term. The majority of these definitions stress the idea that materials serve as a teaching means as in Brown's (1995) definition which regards them as " any systematic description of the techniques and exercises to be used in the classroom teaching" (p.139). According to Hutchinson and Waters (1987) a material is a component of the three-way interaction process, other elements of which are the teacher and the learners. Similarly, Allwright (1981) claims that "the question of materials should generally be related to the conception of the whole of language teaching and learning as the co-operative management of language learning" (p.5). Proposing a wider definition, Tomlinson and (2013) identify the term as "anything which can be used by teachers or learners to facilitate the learning of language" (p.6). Accordingly, a coursebook, an anecdote, a visual, a magazine, a song, a video or an audio recording can cater for learners and teachers as materials. The qualities and roles of language teaching and learning materials have been addressed by various scholars from different perspectives.

Tomlinson (1999) lists four qualities associated with materials: informative, instructional, experiental, eliciting and explanatory. Materials provide language learners with necessary information. Also a material can offer guidance with regard to practising the target language. Language learners can get the opportunity to experience the language in use through the help of materials. Another role of materials is to encourage learners to practice the target language. As a final point, materials provide a kind of support for language learners to carry out explorations about the language during their learning process.

Apart from these particular features, Smith (1981) claims that a teacher can utilize a material (1) to present a new concept, (2) to clarify the meaning and form of the new concept, (3) to provide repetition of the newly introduced concept and (4) to enable the learner the use the new concept in different context by transferring.

2.1.2. Types of materials: commercial and authentic

Of numerous categories attributed to language teaching and learning materials, two seem to be more common as in Richards's (2001) categorization: commercial and authentic materials. According to Woodward (2001) a coursebook can be a broad term that refers to a set of ready-made materials provided by a publisher and the components of them such as workbooks, digital resources, and other supplementary materials constitute the majority of the commercial materials which are particularly designed for teaching and learning purposes. On the other hand, authentic materials which are also referred as alternative materials are originally produced with communicative purposes rather than teaching and learning purposes. Newspapers, magazines and literary texts are among the common examples of authentic materials. Moreover, materials created by teachers such as worksheets and games can be regarded as authentic as long as they are prepared with the use of authentic documents. Harmer (2001) names such materials as 'homegrown materials' (p.151).

According to Tomlinson (2013) the main aim of an authentic text is to convey a meaning, not to teach a specific language structure or component and an authentic task does not expect a language learner to practice the language. Instead such tasks require a learner to communicate in the language in order to fulfill an aim. Similarly Nunan (2001) proposes that learners need to encounter with authentic language in order to compensate limited classroom language and keep up with the language that they are required to deal with outside the classroom in real life. Authenticity provides learners with guidance for their presence in real life contexts as a language user.

Richards (2006) claims that most of the coursebooks that follow the trend of Communicative Language Teaching (CLT) have adopted a meticulous attitude towards "text authenticity, realism, context and a focus on the learner" (p.14). Each type has its unique features and needs to be evaluated considering strengths and weaknesses; however, it is evident that since the emergence of (CLT), commercial teaching materials are increasingly making use of authentic materials

2.1.3. Role of coursebooks in English language teaching

A coursebook, usually regarded as a superior form of language teaching materials that help learners develop linguistic and communicative abilities, has always been a popular instructional material in foreign language classes. A coursebook undoubtedly plays a

crucial role due to its effects on various aspects of the teaching and learning process. Sheldon (1988) suggests that "textbooks not only represent the visible heart of any ELT program, but also offer considerable advantages" (p.237). Ur (1996) defines coursebooks as "textbooks which the teachers and usually each student has a copy, and which is in principle to be followed systematically as the basis for a language course" (p. 183). Many other researchers (Cunningsworth 1995, Harmer 2001, Hutchinson and Torres 1994) share the opinion that a coursebook is an essential component of the language teaching and learning process.

Richards (2001) states that coursebooks provide a linguistic input for learners, which makes the coursebooks an indispensable component of in-class practice. coursebooks may serve as a way to ensure the balance of skills covered within a particular program. Using a coursebook enables a program to introduce similar content in different classes as well as providing standards in terms of instruction and evaluation accordingly. For in-class activities, students can benefit from the input presented in the coursebook apart from the ones supplied by the teacher. That is, coursebooks add variety to classroom activities, which has invaluable effects on students' learning process. As for novice teachers, coursebooks can be an effective means of teacher training through which teachers can gain insight into various aspects of teaching and come up with ideas regarding planning and executing a lesson. As for the last thing, he states that using a coursebook supports a teacher in that the teacher provided with the necessary materials can allocate more time for fundamental aspects of teaching such as planning a lesson, and thus make the most of the materials at hand while teaching. Likewise, Littlejohn (1998) maintains that language teaching materials, particularly coursebooks, have certain roles: "(1) offering a route to be followed by learners and teachers, (2) offering interesting content and appealing activities and (3) constructing classroom time as well as interaction" (p.201).

Ur (1996) also lists certain advantages of coursebooks. A coursebook functions as a frame of reference through which the teacher and the learners could know the direction they take and what the following steps are. It is a source of meaningful input as well as being a well-organized syllabus that offers learners a sense of plan and progress. A coursebook also provides ready-made texts and tasks for learners with a particular proficiency level. Ur shares the aforementioned ideas of Richards (2001) claiming that a coursebook can be a guide for novice teachers. Inexperienced teachers turn to various resources in search for guidance with respect to their profession and a coursebook can be one of the mentors

helping teachers build expertise. Finally, she concludes that a coursebook can help learners become less teacher dependent because learners can gain information from a source apart from their teacher. Haycroft (1998) also supports the psychological impact of coursebooks on learner autonomy, stating that the learners can monitor their progress and achievement which is measured concretely through the exercises provided by coursebooks. That is, a coursebook can be a means to guide learners to be in charge of their own learning process. Harmer (1991) adds a similar point highlighting that as the learners follow the units in coursebooks, they can observe their own progress and their perception is fostered when the exercises and tasks in the coursebook are fulfilled.

Hutchinson and Torres (1994) argue that coursebooks hold an essential role in teaching and learning English as an effective medium for change. Coursebooks serve as a tool for teacher and learner training if they provide teachers with guidance regarding content and ideas for implementing a particular lesson. Coursebooks can also guide learners by training them in terms of learning strategies. Most recent coursebooks provide learners with strategy training. In addition, by providing self-evaluation practice coursebooks enable language learners to gain insight into their improvement over the learning process, especially in terms of language skills. Moreover providing that learners are exposed to a variety of topics, texts and activities which they can relate to their own lives, the favourable impact of coursebooks becomes long lasting and enhances learning opportunities.

Allwright (1981) puts forward that a coursebook promotes interaction among the three: teacher, learners and materials. Although coursebooks have a potential influence on the content and the objectives, what matters most is how a material is recognized by teachers and learners. That is, how teachers and learners perceive materials and the interaction among the three, teacher, learner and the coursebook, can determine what is learnable or learnt as well as what needs to be included in a particular learning program. Similarly, Wright (1987) claims that coursebooks can cater for needs of teachers while they are making decisions regarding their teaching since coursebooks enable teachers to broaden their teaching repertoire as long as they adjust their insight of the material in response to learner feedback.

Cortazzi and Jin (1999) note that a coursebook performs different functions as a teacher, a map, a trainer, an authority, a resource, a restrictor and an ideology. A coursebook is a teacher that introduces the relevant information regarding the language and the culture of

the countries where the target language is spoken. It functions as a map that provides an outline of linguistic and cultural elements within a structured program. For inexperienced teachers, a coursebook is a trainer that supports them with invaluable instructions and guidance. Written by experts in the field, a coursebook is considered to be an authority. A coursebook can also be a restrictor when teachers and learners are not creative and willing to adapt certain parts of the material to their needs. The final function of a coursebook is its being an ideology in that either consciously or subconsciously the recipients of the book may be affected by the world view presented in the book.

Focusing on the multiple roles of a coursebook, Cunningsworth (1995) specifies a coursebook as "a resource for the presentation of the material, a resource of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, etc., a source of stimulation and ideas for classroom activities, a syllabus including learning, a resource for self-directed learning" (p.7). Similar to some other researchers (Richards 2001 and Ur 1996), Cunningsworth supports the idea that a coursebook can be a mentor for novice teachers and enable them to gain confidence.

Although language learning and teaching has been witnessing a revolution due to the advent of the Internet and the evolution of the multimedia technologies, coursebooks have been the single most important resource in language classroom throughout the world and will definitely maintain their importance as an integral component of any language program in the future as well. When their above mentioned multiple roles and considerable advantages are taken into account, it obvious that both teachers and learners will continue to benefit from coursebooks for a variety of reasons and regard coursebooks as an indispensable part of their teaching and learning process.

2.2.Evaluating EFL coursebooks

2.2.1. Primary considerations

The idea and necessity of evaluation has been highlighted by different scholars focusing on a variety of aspects of the notion. Hutchinson and Waters (1987) define evaluation as "a matching process, matching needs to available solutions" (p.96). According to Sheldon (1988) it is "fundamentally a subjective, 'rule of thumb activity' and for evaluation no neat formula, grid, or system will ever provide a definitive yardstick" (p.245). Rea-Dickens and Germanie (1992) note that "there is a need to evaluate language

teaching methods, materials, and their effectiveness. They are all part of the curriculum taking place both prior to and during the implementation of a learning program, and they must be evaluated" (p.5).

Primary considerations regarding coursebook evaluation aim to highlight fundamental features of coursebooks in selecting the most appropriate material for a particular language program and a given instructional setting. When evaluating various aspects of a teaching and learning material, particularly coursebooks, teachers utilize different criteria to make their decisions with regard to evaluating, selecting, adapting or eliminating the material. Wright (1990) suggests that coursebook evaluations are among teachers' concerns as they are the users of the book who can make the most out of it. Sheldon (1987) claims that regardless of the teachers' opinion as to shortcomings of a particular coursebook, the learners' perceptions of the book need to be examined since they are the target audience for the learning material.

As expectations and factors regarding learning and teaching process are variable depending on numerous factor ranging from the role and qualities of learners, teacher and materials to issues related to institutional objectives and the syllabus followed, a perfect book for everyone and for each institution does not exist. As Cunningsworth (1995) suggests "the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable" (p.5) Similarly, Grant (1987) states that the best book available should meet the requirements of both learners and teachers. In addition, the coursebook should correspond to the official public teaching syllabuses and examinations within a particular country. Accordingly, there must be certain criteria while evaluating a coursebook and decide whether it can meet the needs of both learners and teachers.

Grant (1987:119) regards materials evaluation as an ongoing process. He suggests the three stages of evaluation as follows:

1. Initial Evaluation 2. Detailed Evaluation 3. In-use Evaluation

At the first stage, in order to determine whether it deserves to be examined in detail, the coursebook is evaluated according to a practical test entitled "CATALYST". Each letter of the acronym "CATALYST" represents the eight criteria specified for particular needs of students. The eight criteria in the form of questions are as follows:

· Communicative?

· Aims?

· Teachable?

· Available?

· Level?

· Your impression?

· Student interest?

· Tried and tested?

During detailed evaluation teachers make use of a questionnaire through which they try to come up with a decision based on some questions such as

1. Does the course suit your students?

2. Does it suit the teacher?

3. Does it suit the syllabus?

Grant (1987) concludes that no matter how meticulous the study is, it may not provide persuasive evidence to the question: "Does it work in the classroom?

McDonough and Shaw (1993) put forward an evaluation model with three stages: external evaluation, internal evaluation and overall evaluation. External evaluation refers to a general overview of the book which is usually to decide whether the coursebook deserves to be evaluated internally. In order to collect solid evidence regarding internal stage it is suggested to study minimum two units or more of the book. In the last stage " there is a need to make an overall assessment of the material as to the sustainability of the materials by considering the parameters, namely the usability factor, generalisability factor, adaptability factor and flexibility factor" (p.75)
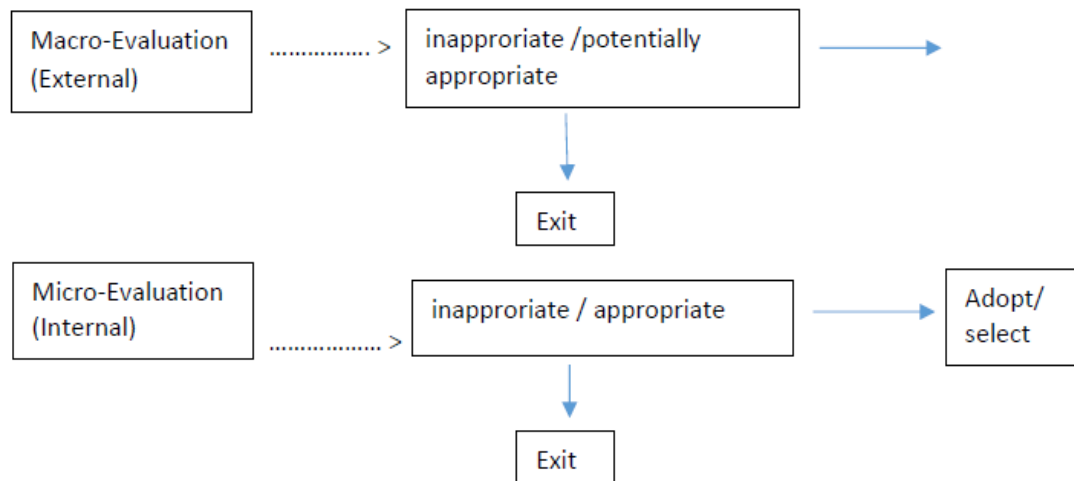
Figure 2.1. External and internal evaluation model (adapted from McDonough and Shaw, 1993)

Ellis (1997) maintains that through coursebook evaluation teachers can go beyond making summative and impressionistic judgements. He identifies two types of material evaluation: a predictive evaluation aiming to determine the materials to be used and a retrospective evaluation focusing on what have been used. Teachers carry out their predictive evaluation utilizing some checklists or guidelines accessible to them or they rely on evaluations conducted by some experts. As for retrospective evaluation, Ellis suggests that it can be performed empirically or impressionistically by collecting data regarding certain features of a material. Although retrospective evaluation provides valuable data and helps to test the validity of the predictive evaluation, it is rarely performed systematically. And yet, managing an empirical evaluation is probable through a micro-evaluation in which one particular task is chosen and evaluated empirically and a macro-evaluation in which an overall assessment of the whole set of material is conducted.

Similar to the classification of Ellis (1997), Cunningsworth (1995) suggests a model including a pre-use, in-use and post-use evaluation. He offers a set of checklists to be used while determining whether a coursebook is appropriate for a particular context. There are some other researchers (Hutchinson and Waters, 1987; Littlejohn, 1998; Ur, 1996) who have proposed checklists with various criteria to help teachers gain a more systematic and objective approach in their coursebook evaluation.

Sheldon (1988) has provided a comprehensive checklist for coursebook evaluation; however, she maintains that the criteria listed are not definite and the users of the material can come up with a set of factors that they associate with their context. She also claims that a checklist can be effective only when the decision makers and consumers contribute to the development process of the checklist. In other words, a certain set of criteria does not yield satisfactory outcomes unless required amendments have been made with regard to a particular context. In her evaluation model, Sheldon highlights 17 aspects of coursebooks with a rating and comments section. There are a total of 56 questions posed to identify certain features. The headings under which Sheldon has listed the criteria are as follows:

Factors		Rating (poor, fair, good, excellent) and Comments
1	rationale	
2	availability	
3	user definition	
4	layout/graphics	
5	accessibility	
6	linkage	
7	selection/grading	
8	physical considerations	
9	appropriacy	
10	authenticity	
11	sufficiency	
12	cultural bias	
13	educational validity	
14	stimulus/ practice /revision	
15	flexibility	
16	guidance	
17	overall value for money	

Figure 2.2. Criteria for coursebook evaluation (adapted from Sheldon, 1988)

Although the checklists provided by different researchers encompass different headings, a review of them indicates that the checklist actually share a common set of features. For instance, just as Daoud and Celce-Murcia (1979) suggest a checklist with five main sections as (1) subject matter, (2) vocabulary and structures, (3) exercises, (4) illustrations, and (5) physical make-up, Skierso (1991) highlights similar dimensions through seven headings as (1)bibliographical data, (2)layout and physical makeup, (3) aims and goal, (4) subject matter, (5) vocabulary and structures, (6)exercises and activities

and (7) layout and physical makeup. Both checklists are mostly in alignment with that of Cunningsworth's (1995).

2.2.2. Practical considerations

Evaluating a coursebook and determining how appropriate it is for a particular context requires focusing on some practical features such as cost, accessibility and durability. Harmer (2001) suggests that cost and availability need to be among the areas to be considered while evaluating a coursebook. In the same way, Williams (1983) proposes a coursebook evaluation checklist with items focusing on the quality of publishing, cost-effectiveness, availability, and durability of coursebook.

In her coursebook evaluation checklist, Sheldon (1988: 244) lists four questions under the headings of 'physical considerations' in order to measure the practicality of a coursebook. The questions are as follows:

1. Is there space to write in the book?
2. Is the book robust? too large? too heavy?
3. Is the spine labelled?
4. Is it a book that could be used more than once, especially if it is marked by previous students?

Similar features are highlighted in Cunningsworth's (1995) study. The questions through which he has outlined practical features of a coursebook are as follows:

1. What does the whole package cost? Does this represent good value for money?
2. Are the books strong and long-lasting? Are they attractive in appearance?
3. Are they easy to obtain? Can further supplies be obtained at short notice?
4. Does any part of the package require particular equipment?

<div align="right">(Cunningsworth, 1995:12)</div>

As is evident from the review of the related literature, although scholars have raised different questions which are considered to belong to the category of 'practical considerations', the answers that are associated with these various questions constitute the base of a coursebook with respect to the same dimension.

2.2.3. Evaluating the design of EFL coursebooks

Evaluating the design of a coursebook has to do with various features of the book such as layout and physical make-up, illustrations, appearance, the organization and presentation of language items and activities. Providing learners and teachers with an overview of the language areas and themes to be covered is also considered to be a feature of well-designed materials. Most of the commercial teaching materials include a content page through which the consumers are informed about the flow and content of each unit or sub-sections of a unit.

Sheldon (1988) states that as an essential element of design, attractive visuals in a coursebook can be a means to draw learners' attention as long as they correspond to a particular text or activity in the book. Sheldon also adds that "today's coursebook consumers have high expectations; it is now widely felt that colourful, motivating and accessible materials can legitimately be demanded" (p.8). In a similar vein, Williams (1983) claims that it is essential to check whether the design is alignment with the qualities of current technological developments. A material which reflects obsolete features may lead to lack of motivation and therefore hinder learners' involvement in classroom practices.

Cunningsworth (1995) maintains that the organization of a good coursebook provides learners with a sense of continuity and systematic reinforcement within the material. He also mentions that the content of the book should respect the basic learning principle of moving from previous knowledge and offer recycling through presenting and practising the previously learned items in a suitable context.

According to Graves (2000), offering a variety of illustrations that can appeal to target audience is of utmost importance since the visuals assist to convey an intended message. As long as they are well designed and in line with a particular meaning or aim, learners may turn to pictures, diagrams etc. to understand or communicate a linguistic message. On the other hand, illustrations that enable a particular race, culture or gender to stand out compared to others may hinder learners' motivation or interaction among learners. Creating a ground for inequality or disrespect may affect learners from all ages regardless of their attitudes towards each other, especially when the problem is recurrent.

2.2.4. Evaluating the language skills in EFL coursebooks

Reading, listening, speaking and writing are four language skills and according to Harmer (2001:16) they can be categorized into two: receptive and productive skills. In listening and reading, as receptive skills, learners are expected to comprehend the information or message they receive whereas speaking and writing, as productive skills, require language learners to communicate in spoken or written discourse.

Compared to the coursebooks of decades ago, thanks to prevalent communicative principles in foreign language learning, there has been a dramatic change in coursebook design in terms of the representation of language skills. Harmer (2001) and McDonough and Shaw (1993) are in favour of an integrated and multi-skills syllabus. In similar vein, Brown (2007) advocates the integration of four skills by offering a set of reasons:

1. Production and reception are quite simply two sides of the same coin.
2. Written and spoken language often (but not always) bears a relationship to each other.
3. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
4. By attending primarily to what learners can do with language, and only secondarily to the forms of the language, we invite any or all of the four skills.
5. Often one skill will reinforce another; we learn to speak, for example, in part by modelling what we hear and we learn to write by examining what we can read.

<div align="right">(Brown, 2007, p.286)</div>

Cunningsworth (1995) suggests that the coursebook needs to offer receptive and productive skills in balance considering the aims and requirements of the syllabus. He regards integration of skills as a 'fifth skill' and explains how essential it is to support skills integration adding that "writing activity develops naturally from other skills work, equipping learners not only with individual skills but also , and very importantly, with the ability to use language skills in association with one another, as happens in authentic discourse" (p.65).

According to Breen and Candlin (1987), there are three different stages in order to evaluate the presentation of skills in a coursebook. One step is to diagnose the skills that are underlined throughout the material. Another stage is to determine whether each skill

is actually conducted appropriately. As for the third step, how successful the book is in terms of offering opportunities to practise particular skills should be evaluated.

2.2.5. Evaluating the presentation of grammar in EFL coursebooks

The way grammar is presented in a coursebook should be evaluated by considering the needs of target audience and seeking answers for critical issues such as whether the context is meaningful, the language points are in line with the learners' proficiency level and there is a smooth transition from known to unknown.

Three criteria suggested by Tucker (1975) are as follows:

1. 'Adequacy of pattern inventory': The coursebook should provide sufficient amount of patterns including all forms
2. 'Appropriate sequencing' :The order of structured should be designed to enhance learners performance rather than challenge them
3. 'Adequacy of practice': Contextual and meaningful exercises should be offered.

<div align="right">(Tucker, 1975, p.360)</div>

Over the years the key questions raised about grammar presentation in coursebooks have changed. The checklist suggested by Cunningsworth (1995) to evaluate the presentation of grammar highlights certain points:

1. What grammar items are included? Do they correspond to students' language needs?
2. Are they presented in small enough units for easy learning?
3. Is there an emphasis on language use (meaning)
4. Is there an emphasis on language form?
5. How balanced is the treatment of form and use?
6. Are newly introduced items related to and contrasted with items already familiar to the learners?
7. Where one the grammatical form has more than one meaning (e.g the present continuous tense), are all the relevant meanings taught ?

<div align="right">(Cunningsworth, 1995, p.34)</div>

Presenting grammar in a meaningful context and providing learners with a variety of practice definitely enhance their chances of moving from form-focused accuracy to fluency since learners feel the urge to convey a message using the newly learned

structures. As Swain (1998) suggested 'teaching grammar lessons out of context, as paradigms to be rehearsed and memorized, is insufficient.

2.2.6. Evaluating the presentation of vocabulary in EFL coursebooks

Certain aspects such as the load, sequence and recycling of vocabulary need to be considered while evaluating the way vocabulary is presented in EFL coursebooks. Most of the contemporary coursebooks include sections devoted to vocabulary teaching, yet how structured the activities are and how much they serve the needs of learners by helping them develop some vocabulary learning strategies should be considered. As Cunningsworth (1995) maintains, learners' knowledge of vocabulary assists them, in particular at lower levels, more in their production compared to their knowledge of grammar. Similarly Schmitt (2000) supports this claim saying that 'lexical knowledge is central to communicative competence and to the acquisition of a second language' (p. 55) That is, vocabulary bears a primary role in language learning regardless of the language proficiency level and needs to be supported in a structured way.

The checklist suggested by Cunningsworth (1995) to evaluate the presentation of vocabulary includes certain questions to guide the practitioners:

1. Is vocabulary learning material central to the course?
2. How much vocabulary is taught?
3. Is there any principal basis for selection of vocabulary?
4. Is there any distinction between active and passive vocabulary or classroom vocabulary?
5. Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?

<div align="right">(Cunningsworth, 1995, p.41)</div>

Nation (1990) suggests that knowing a word refers to having familiarity with different aspects of the word such as form, meaning, collocations and appropriacy. Therefore, a coursebook is expected to provide learners with suitable and supportive opportunities.

2.2.7. Evaluating the presentation of exercises/ tasks/ activities in EFL coursebooks

Regarding the tasks presented in a coursebook, certain aspects need to be considered since they have a variety of functions ranging from getting learners ready for learning through interacting with each other to enabling them to evaluate their own performance.

Ur (1996) states that tasks need to be both interesting and varied in order to cater for different levels, aims and interests. With the help of various exercises, students can gain competence and feel more motivated to perform in the target language. According to Common European Framework of reference for Languages-CEFR (2001) "Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (p.9). Given that most of the recent coursebooks at market have been designed in alignment with CEFR, the activities included in these books are expected to help learners achieve specific communicative goals.

When the tasks are introduced to learners in a structured way, they are simply encouraged to develop their cognitive abilities such as analysing and problem solving. Moreover, when the students are asked to work in pairs or in groups, a real-life like learning environment is created in which learners feel the urge to convey a message using the newly learned item or revisiting the existing knowledge. Providing that the focus of the coursebook activities is on the functions of language and learning how to do certain things in the target language, learners get ready for the experience of understanding and communicating in the target language in real life.

2.2.8. Evaluating the cultural issues in EFL coursebooks

The representation of culture in EFL coursebooks forms a popular criterion in coursebook evaluation checklists. As incorporating culture into language classes has been a controversial issue, there are various views regarding what is acceptable or appropriate when it comes to choosing a coursebook that represents certain cultural elements. There are scholars who are of the opinion that how learners interpret the characters, relationships or moral values seen in a book has a profound effect on their understanding of the context used in particular situations. Cunningsworth (1995) explains the importance of the issue saying that "we need to ensure that the coursebook sets its material in social and cultural context that are comprehensible and recognizable to the learners" (p.98). He thinks that

looking at the coursebook in detail in order to unveil the unstated and implicit values presented in the book because they are as effective as the elements such as language content and methodology.

Some researchers focus on the positive outcomes of cultural elements in coursebooks and claim that studying a language through a coursebook with cultural items promotes learners intercultural competence. The world view presented in coursebooks may have favourable impacts on learners interpersonal relationships such as learning new cultures, realizing values of their own culture through comparison and learning how to respect variations in culture. Learners' existing scheme as to culture can form a bridge while learning a language as long as it is guided accordingly. The CEFR (2011) regards intercultural awareness as an important competence that helps learners become effective communicators. Alptekin (1993) underlines the need for coursebook writers to provide transition from learners' culture to the target culture. Cortazzi and Jin (1999) highlight that the ideology to which learners have been exposed through coursebooks can shape their perception of culture. Sheldon (1988) discusses the role of individual differences and addresses the issue from learners' perspective saying that "cultural content can be motivating and informative to those learners who believe that language and culture are intertwined, while to others it may be irrelevant or even 'imperialistic' " (p. 350).

Peterson and Coltrane (2003), on the other hand, draw attention to fact that it is vital that cultural elements be introduced without being judgemental and no comparison or judgement be made regarding the features of learners' native culture and that of the culture which is associated with the target language. Similarly, Cunningsworth (1995) concludes that sexism, gender and negative stereotypes such as representing a particular culture or gender as aggressive need to be identified carefully and may be a conclusive evidence for not using a given coursebook.

An elaborated review of the literature explains the role of culture in language learning and why coursebook evaluation studies often address this issue.

2.2.9. Evaluating the topics in EFL coursebooks

The topics covered in a coursebook play an important role in teaching and learning process and thus need to be considered while evaluating a coursebook. Coursebooks aim to enhance learners' knowledge of the target language; yet, it is not achievable to

introduce or comprehend the language unless it represents real situations. As language is an abstract system, learners can learn how to convey a message only when they are exposed to a meaningful context.

According to Cunningsworth (1995), through the topics they present, "coursebooks can provide opportunities for expanding students' experience in general, as well as in language learning."(p.94). In the same way Ur (1999) proposes that the extent to which learners relate the topic to their own lives may have a profound effect on their learning process. The more the theme that accompanies the target language corresponds to the learner's life, the easier and meaningful it becomes for the individual to internalize the learning experience.

When the coursebook offers topics which are informative, amusing, exciting or challenging, the learners feel the need to focus on the topic in addition to the target language, which is likely to help them learn better. On the other hand, when the book does not engage learners or cater for learners of different backgrounds, it may fail to fulfill the intended aims regardless of its powerful features. Moreover, as in cultural elements presented in coursebooks, it essential that topics which learners may find uncomfortable or simply uninteresting be avoided. Moreover, cognitively challenging topics enrich the learners' personal knowledge.

Harmer (2001) underlines that learners may have individual preferences and interests, yet still including some common topics that appeal to most of the learners in a given context is possible. The focus can be more on universal themes accessible to all rather than to a specific group of learners. Similarly, in his checklist, Skierso (1991) questions not only whether interesting and up to date subject matter (content, topic) is presented, but also which text types are included in the coursebook. Moreover, he focuses on cultural awareness and authenticity with respect to the content.

2.3. Coursebook evaluation studies

As the number of EFL learners is growing at an accelerated rate, so is the need to investigate the coursebook evaluation process. With the increasing number of materials available at market, it has become challenging for teachers and administrators to come up with the most suitable book for their context and their institutional goals. Whether the

target is to choose a coursebook or to design a coursebook, the process requires elaborate study on certain factors.

2.3.1. Coursebook Evaluation Checklists

Checklists are popular instruments through which practitioners identify certain features of a coursebook and act accordingly in choosing, adapting or eliminating the material. As Cunningsworth (1995) suggests, checklists serve as an economic and systematic means in providing sound evidence in the evaluation process. There are two types of checklists: qualitative and quantitative. The quantitative checklists provide more reliable data whereas the latter are more effective in profound evaluation of coursebooks.

The review of the most commonly used coursebook evaluation checklists reveals that there are certain criteria that are required to be considered over the evaluation process. Although it is claimed by some that a universal checklist cannot be created due to the unique qualities of any learning and teaching context, it is evident that many scholars have come up with checklists focusing on some common dimensions. The way they have categorized the qualities of coursebooks may vary depending on their perspective, though. The checklist development studies in the last three decades are going to be discussed in this section with the aim of providing an in-depth insight into the issue.

Of the studies that date back to 1990s, the checklist proposed by Skierso (1991) is an elaborate one. In the checklist, there are six main criteria: (1) bibliographical data, (2) aims and goals, (3) subject matter, (4) vocabulary and structures, (5) exercises and activities, (6) layout and physical makeup. Although classification of the criteria seems to be different, the checklist bears some similarities with the checklists proposed by Barlett and Morgan (1991) in terms of 'layout and physical make up' and Harmer (1991) with regard to 'exercises and activities'.

Cunningsworth's (1995) checklist encompasses forty-five questions to evaluate and select a coursebook. The criteria enable the practitioners to evaluate a coursebook in terms of aims, design, language content, skills, methodology and practical considerations. The qualities which are addressed by Littlejohn (1998) are akin to that of other aforementioned studies over the decade; however, the checklist is made up of two main categories named as 'publication" and 'design', each of which encompasses seven sub-categories such as

continuity, access, principles of sequencing, types of teaching and learning activities, aims and objectives,

McGrath (2002) maintains that apart from general criteria that a coursebook is expected to meet, a good coursebook should also offer the consumers with supplementary materials such as online resources, a teachers' guide, self-assessment checklists and a vocabulary list. In McGrath's checklist, practical considerations, which play an important role in decision making with regard to coursebooks, form the first section. The other criteria which follow practical considerations are (1) support for teaching and learning, (2) context relevance and (3) likely appeal to learners.

Mukundan, Hajimohammadi and Nimehchisalem (2011) classify coursebook evaluation considering two criteria as 'general attributes' and 'learning and teaching content'. There are five sub-categories in the former group whereas the latter is made up of nine sub categories.

Coursebook Evaluation Criteria			
A. General Attributes		B. Learning-teaching Context	
1. relation to syllabus and curriculum		1. general	6. vocabulary
2. methodology		2. listening	7. grammar
3. suitability to learners		3. speaking	8. pronunciation
4. physical and utilitarian attributes		4. reading	9. exercises
5. supplementary materials		5. writing	

Figure 2.3. Classification of coursebook evaluation criteria (adapted from Mukundan, Hajimohammadi and Nimehchisalem, 2011)

Apart from the aforementioned studies on developing checklists for coursebooks, there are some other studies dedicated to coming up with an eclectic checklist. Having an eclectic checklist may help practitioners avoid some practicality issues such as dealing with too many criteria and criteria that leads to ambiguity when considered by different individuals. Upon a comprehensive review of the related literature, Demir and Ertaş (2014) created a checklist with 56 items under four categories as 'subjects and contents',

'skills and sub-skills', 'layout and physical make-up' and 'practical considerations'. The researchers suggest that the eclectic checklist needs to be modified as deemed necessary. That is, necessary amendments that are done considering a particular teaching and learning context can enhance the efficacy of the checklist as a practical means in decision making process with regard to coursebooks.

Before making a decision on a teaching and learning material, particularly a coursebook, it is suggested that a broad range of variables with regard to a given context such as teacher's role, student's role and the role of syllabus and materials be taken into consideration. Being offered a wide variety of evaluation instruments may lead teachers and other practitioners to enjoy the advantages of this abundance. On the other hand, it is essential to bear in mind that there may be some shortcomings that accompany having a lot of options or too many criteria to consider while evaluating a coursebook. Cunningsworth (1995) stresses the importance of restricting the amount of criteria to be used in order to avoid 'being swamped in a sea of details' (p.5). It is also fundamental to note that 'the framework used must be determined by the reasons, objectives and circumstances of evaluation'. (Tomlinson, 1999, p.11)

2.3.2. Empirical studies on coursebook evaluation

There are various empirical studies conducted in pursuit of coursebook evaluation. Some of these studies focus on the efficacy of either in-house or international coursebooks and considers perspectives of both teachers and students whereas in some studies only teachers or learners are chosen as the focus group. Another variation is that a whole series of coursebook or a particular level within a series can be chosen while conducting a study. All the above-mentioned perspectives regarding coursebook evaluation research have matured in time and each has unique value that paves the way for further research.

Ayman (1997) conducted a macro-evaluating study in Bilkent University School of Foreign Language (BUSEL). The study involving 90 upper-intermediate students and 45 instructors aimed to determine and evaluate the perceptions of two different groups, teachers and learners, regarding the in-house coursebook, Bilkent Academic Studies in English 3 (BASE 3). In order to gather data, Ayman utilized questionnaires and interviews. The questionnaire administered to the students focused on seven areas as 1.Physical Appearance, 2.Coverage/content, 3.Organisation and linkage, 4.Level, 5.Activities, 6.Supporting Resources, 7.Language and readibility whereas in the teachers'

version an additional part for teacher's book was included apart from these seven sub-titles. The findings indicated that both parties were generally satisfied with the coursebook although they were of the opinion that a revision was essential for the book in terms of content and activities.

In her study, Inözü (1999) tried to specify a list of criteria in selecting English language teaching coursebooks. The subjects were teachers and students from two high schools who were asked to evaluate preparatory class coursebooks. In order to collect data, Inözü made use of questionnaires and interviews applied to both parties. The obtained data revealed that it is required for teachers to get training to be able to select and evaluate coursebooks. In this respect, such studies may have shed light on designing in-service teacher training activities run by the government or some private institutions because for the last 20 years, there have been more opportunities for teachers to improve their knowledge of coursebook evaluation process. As for students it was concluded that the themes and visuals needed to be appealing so that the material could boost motivation among learners, which subsequently could result in favourable learning outcomes.

In another research, Coşkuner (2002) conducted a study to find out how effective the ESP coursebook 'English for Business Studies' was for the students from two particular faculties of Başkent University, Faculty of Administrative Sciences and Faculty of Applied Sciences. 189 teachers and 10 instructors made up the subjects of the study and in order to gather data, Coşkuner used questionnaires as well as interviews with both parties. In the study, Coşkuner specified nine criteria at macro level and drew attention to criteria such as aims and needs of the students in learning English, promoting classroom interaction and encouraging learner autonomy learning process, which did not use to be among the criteria included in most previous studies. In terms of these criteria, Coşkuner's study provided the related research with a broad perspective through which the focus on students as individuals became obvious for researchers. The data revealed that overall both parties were content with the material, thinking that the coursebook was in alignment with the course objectives and met the needs of not only the learners but also the teachers. However, both parties complained that the book needed to be enriched regarding teaching listening.

In her study, which she carried out at a Turkish university, Uslu (2003) aimed to identify the abilities of teachers to evaluate a coursebook and to determine any possible change in their abilities after a training program was administered. The data collection instruments

were questionnaires, think-aloud protocols before training and guided think aloud protocols conducted after the training. The researcher's aim with think aloud protocols was to detect the criteria used by the teachers during the evaluation process and whether the criteria used by them changed the training. The questionnaire showed an inconsistency in terms of materials evaluation process run by the teachers. The results gathered through pre and post training think-aloud protocols revealed that the coursebook evaluation training which they participated raised the teachers' awareness as well as knowledge with regard to the target issue. The researcher concluded that teacher who participated the training benefited from this study and it would be effective to offer teachers a pre- or in-service training in the following years as a part of their professional development, in particular with respect to materials evaluation.

Apart from most studies in the literature that focused on coursebooks employed in universities or for adults, some researchers focused on evaluating materials designed for young learners and teenagers, which became an important issue following the reform movement of the Ministry of Education in Turkey as of early 2000's.

A good example of the studies that focused on coursebooks published by the ministry of education was done by Çakıt (2006). In her study related to the coursebook, New Bridge to Success 3, Çakıt desired to unveil the teachers' and students' perceptions of the book that was published by the ministry of education. The researcher utilized questionnaires to collect data from 300 9th grade students. Moreover she interviewed eight teachers and students. The data was grouped into 11 categories in order to evaluate the book. Based on the gathered data, the researcher concluded that the book was found inefficient in terms of meeting the learners' needs. The subjects complained that the book did not correspond to their language proficiency level. Another point criticized was that the book was not flexible or suitable for different learning styles. The coursebook was also criticized since it did not present materials consistent with the students' language levels. The reading passages were found to include structures and vocabulary that are beyond the learners' proficiency level.

Aytuğ (2007) conducted a study on the same coursebook and aimed to identify teachers' perceptions with regard to the evaluation of the EFL coursebook 'New Bridge to Success' for 9th grades. The data collection instruments were questionnaires that were administered to 60 teachers and demi-structured interviews with 12 teachers who had already done the questionnaire. Based on the analysed data, the researcher concluded that

teachers agreed on some features of the book whereas disagreement was evident regarding some other features given in the checklist. The researcher's evaluation of the coursebook was akin to that of the participants. However, there were also discrepancies between the researcher's own evaluation and the data collected from participants.

Similarly in her study, Özdemir (2007) desired to evaluate the efficacy of the coursebook Time for English 4, which was another book delivered by the Ministry of Education, from the perspectives of the teachers and students. 15 fourth-grade English teachers and 102 fourth-grade students from public schools in Ankara made up the subjects of the study. Three data collection instruments that were the student questionnaire, the teacher questionnaire, and the teacher interview were used in the study. The findings unveiled the fact that although both parties were content with the book, the teachers and the students prioritized different criteria while evaluating the coursebook in that they came up with different ideas when they were asked which parts of the book needed improvement. Based on the findings, the researcher added some suggestions to the supplier of the coursebook, the ministry of education. Some of these suggestions highlighted the need to train teachers, provide them the opportunity to meet the authors and supply the course materials before the beginning of the instructional year so that the teachers could get to know the material beforehand.

In his study Tok (2010) desired to evaluate how effective Spot On-Pre ıntermediate, which was a coursebook for 8th grade primary school students, was from the perspectives of teachers. Tok collected data from 46 randomly chosen teachers by using a five-point Likert type questionnaire. Tok narrowed down his research into certain aspects of the coursebook such as layout and design, activities, skills, language type and content. It was obvious from the obtained data that 48.7 % of the teachers were not satisfied with the book thinking that the book neither met the needs of 8th grade learners nor raised their students' awareness or interest in further language learning.

Solak (2011) conducted a study to evaluate the English coursebook 'Spot on English' series through a teacher evaluation checklist. In the checklist there were fifteen items under categorized into groups as practical considerations, content, vocabulary, grammar and methodology. The findings revealed that teachers were satisfied with 10 out 15 qualities of the book listed in the items of the checklist. According to the findings, the researcher summarized that teachers found the coursebook suitable as a teaching and

learning material; however, they stated the necessity of revision and modification of the teacher's book.

There have been some studies with a focus on how coursebooks deal with critical thinking ability. As a good example of such studies, Birjandi & Alizadeh (2013) desired to compare the effectiveness of three coursebook series, Interchange, Top Notch and English File, in terms of developing critical thinking skills among university students in Iran. They used a used Likert-scale items of which were basically developed based on Bloom's taxonomy. They identified 12 skills, some of which were knowledge, comprehension, analysis and synthesis findings revealed no significant difference among the series. The books were found to deal with lower-level cognitive skills. And yet it was concluded that Top Notch series included more critical thinking practice than the other series. Such comparative studies could have valuable implications on coursebook evaluation process because teachers, as decision-makers can gain insight into a variety of perspectives that guide them while choosing or eliminating books considering their context.

Another study that dealt with the efficacy of a coursebook delivered by the ministry of the National Education as the commissioned course was that of Ertürk (2013). In her study, Ertürk aimed to find out 6th grade learners' and EFL teachers' perspectives on the coursebook Unique-6 through questionnaires and interviews. 100 6th grade students and 150 teachers from different schools in Konya made up participants of the study. Based on the obtained data the researcher concluded that the students were mostly satisfied with the book when the given evaluation criteria considered whereas the teachers thought that the negative features associated with the book overshadowed the positive features. The teachers complained that the book failed to encourage learners for further language studies. Another complaint was that the book did not meet the needs of the learners in the given context. When it comes to students', most of them expressed positive attitudes towards the book. However, the majority of them stated that they were not willing to study the same book again. The researcher suggested that some amendments in alignment with the comments of the teachers and students were essential if the book was to be used efficiently. Similar to other studies focusing on the effectiveness of the delivered by the ministry of education, Ertürk's study maintained that pilot implementation of the coursebooks was vital before using them as teaching materials nationwide.

In her study Karakılıç (2014) aimed at finding out how effective the coursebook Language Leader coursebook is from the perspectives of the students studying the book at Preparatory school of Ufuk University. The researcher utilized a questionnaire to collect data and analysed the data quantitatively collected through the questionnaire. The findings revealed that the students' perceptions of the book varied depending on certain aspects of the book. Most of the students thought that the book is not suitable for their linguistic them and the activities to practice language skills, particularly reading and writing activities, are beyond their language proficiency level. Given that some mismatches were revealed between the students' abilities and the objectives of the coursebook, the researcher proposed that some modifications and adaptations be made in order to use the material efficiently.

Sabrina (2016) carried out a study in Algeria to find out how effective the coursebook distributed by the national ministry of education was from teachers' perspectives. In order to collect data about the coursebook, *Spotlight on English One*, the researcher employed questionnaires for teachers, classroom observations and an achievement test for students. The researcher noted that she regarded the teachers' evaluation more accurate, which accounted for the rationale for focusing on teachers' perspective throughout this study. The results indicated that in spite of the merits regarding visuals, themes and some grammar activities, the coursebook was not thought to meet the needs of the learners. Moreover, it was found to fit neither Algerian education nor learners' level.

Similarly Mahmud (2017) carried out a study to evaluate the coursebook Sunrise 9, employed in state schools in the Northern Iraq, considering certain aspects such as layout and design, activities, skills and content. The researcher narrowed down his research into statistical comparison of teachers' and learners' perceptions of the book based on the given criteria. The data was collected through a questionnaire applied to 375 9th grade learners and 40 9th grade teachers. Apart from the questionnaire, the researcher held an interview with 13 teachers who had already took the questionnaire. The results have unveiled a significant difference between two parties in that teachers stated their dissatisfaction with some aspects of the book while the learners were generally content with Sunrise 9.

These studies have all contributed to a great extent to existing knowledge of coursebook evaluation process. The findings have shed light on the understanding of how detailed the

process is required to be designed and how carefully the findings need to be analysed. Especially in most of the studies where both teachers and learners are participants, it has been observed that there is a significant difference between teachers' and learners' perception of a given coursebook. So as to enlighten the unknown aspects of the literature with regard to this issue, further research could be done not only to determine the variables that result in this inconsistency but also to identify the possible consequences of this mismatch, which in turn illuminate the unknown aspects of the literature in this respect.

CHAPTER 3

METHODOLOGY

3.1. Introduction

The main aim of this study is to find out to what extent the teachers and learners using the coursebook New Language Leader-Intermediate are satisfied with the coursebook and how they evaluate the book based on the pre-established criteria. The research methodology and components of this study are presented in this chapter. Information regarding research design, participants and setting, data collection instruments, data collection procedure, data analysis procedure and the description of the coursebook are provided in this chapter. In order to scrutinize the specified issue, this study addresses the following research questions:

1. *What are the students' views on the present coursebook regarding the pre-established criteria presented in the questionnaire?*

2. *What are the teachers' views on the present coursebook regarding the pre-established criteria presented in the checklist and the semi-structured interviews?*

3.2. Research design

The present study utilizes a mixed-methods research design in which both quantitative and qualitative data are gathered. In the present study, a triangulation of questionnaires, checklists and semi-structured interviews are employed with the aim of enhancing the validity of conclusions to be drawn. The design of this study 'is characterized by the collection and analysis of quantitative data in the first phase of research followed by the collection and analysis of qualitative data in the second phase that builds on the results of the initial quantitative results (Creswell, 2009, p. 211). As Dörnyei (2007, p.42) states, 'a mixed-methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process'. The present study employs a questionnaire for students and a checklist for teachers to collect quantitative data from the given groups whereas subsequent interviews with teachers are utilized for qualitative data collection. Dörnyei (2007) and Kendall (2008) regard interviews as effective means of data collection since the data provided through interviews enable the researcher to draw

meaningful conclusions based on the interviewees' perceptions, actions or evaluations as to a specified issue.

In this study, descriptive statistics like means, frequencies and percentages are used for the analysis of teachers' and students' views regarding the present coursebook. Items evaluated by the teachers in the checklists and by the students in the questionnaires are analysed both individually and as groups that belong to pre-determined categories. The semi-structured interviews make up the qualitative part of this study. The data gathered from the interviewees are transcribed and categorized considering the issues mentioned in the interviews. The content analysis is utilized to explore empirical evidence that is consistent with or can shed light on the present descriptive statistics. Any comment that could enlighten a certain aspect of the coursebook evaluation process run by the teachers is taken into consideration.

3.3. Participants and settings

The present study was carried out at a state university in Ankara, Turkey. As English is the medium of instruction for all departments of the university, the students who are not found to be proficient enough in English to follow the academic studies in their departments are to attend courses at the School of Foreign Languages where they are given 25 hour-instruction weekly. The course material is the five-level coursebook series called New Language Leader and depending on the proficiency level of the students a particular book from the series ranging from elementary to advanced is used in each level.

A total of 100 students and 20 teachers who use the same book for Intermediate level English courses executed at the School of Foreign Languages of the university participated in this research study on a voluntary basis. The School of Foreign Languages where this study was conducted had five classes studying the coursebook, New Language Leader-Intermediate and in each classroom there were about 20 students. A total of 100 university students, 60 females and 40 males, were informed individually about the study and their consent regarding the questionnaires to be administered was obtained. The documents including the consent form and questionnaire were provided in their native language, Turkish, as the participants' low level of proficiency in English, which was expected to be low intermediate, could have put the data to be gathered at risk due to possible misinterpretations or misconceptions.

Twenty teachers, 15 females and 5 males, executing English courses at the School of Foreign Languages were chosen randomly. The teachers with a teaching experience ranging from 5 to 20 years were informed about the aim of the current research study and were asked for their voluntary participation. The participants were given a checklist including 56 questions through which they were expected to evaluate the coursebook they used and subsequently a semi-structured interview with five questions was carried out with each participant who had already fulfilled the checklist to evaluate the present coursebook.

3.4. Data collection instruments

The current study which adopted a mixed methods research design employed checklists, interviews and semi-structured interviews in order to gather data from the aforementioned participants who contributed to this research study. Coursebook evaluation checklists administered to a group of teachers and coursebook evaluation questionnaires fulfilled by the students were utilized for quantitative data collection whereas semi-structured interviews with teachers were carried out for qualitative data collection.

3.4.1. Questionnaires

In order to collect data about students' attitudes on the coursebook, New Language Leader-Intermediate, a questionnaire was administered as a data collection instrument in the current study. The 20-item questionnaire prepared by Arıkan (2008) was borrowed to gather information about six pre-determined aspects of the book (A: Layout and Design, B: Activities, C: Skills, D: Language Type, E: Subject and Content, F: Overall Evaluation). The students were asked to indicate their views on the current coursebook through the questionnaire using a 5-point Likert-type scale. The scales were labelled as 'I totally agree' =5, 'I agree' = 4, ' I am not sure' = 3, 'I do not agree' = 2, 'I do not agree at all' =1.

Statements 1-2 were about layout and design. Statements 3-6 focused on activities in the book whereas statements 7-9 were related to the skills covered in the book. Statements 10-14 were about the language of the book while statements 15-18 were designed to elicit data about subjects and content of the book. The last two statements, 19-20, aimed to reveal the students' overall evaluation of the target book. Since the participants were low-intermediate level students, the researcher preferred to administer the questionnaire in Turkish. As it was deemed validated, the questionnaire in Turkish which was included in

Arıkan's (2008) study was administered in this present research study so as to avoid any probable misinterpretations that could have threatened the validity of the data to be gathered through the questionnaires.

3.4.2. Checklists

Often regarded as effective means of enhancing quality in education, coursebooks are required to undergo the process of evaluation to ensure that they are suitable for a particular context. In selection and evaluation of coursebooks teachers are considered to be end-users who observe strengths and shortcomings of a particular book over a particular time. This current study utilized a checklist in order to collect data from 20 teachers who used the target coursebook over a certain time, no less than a semester. According to McGrath (2002), checklists are the most convenient means of collecting systematic data. Similarly, Cunningsworth (1995) highlights the advantage of using checklists since they enable the practitioners to gather data systematically and in an economic fashion.

In order to collect data, an eclectic checklist prepared by Demir and Ertaş (2014) by borrowing items from various coursebook evaluation instruments available in the field was administered to the teachers. The eclectic evaluation checklist was made up of 56 items under four sections as 'Subjects and Contents', 'Skills and Sub-skills', 'Layout and Physical Make-up' and 'Practical Considerations' . In each section, participants were expected to choose either 'yes' or 'no' to answer questions which were designed to elicit their views regarding the particular aspect of the coursebook. Questions 1-10 were about subjects and content of the book. Questions 11-35 were related to skills and sub-skills covered in the book whereas questions 36-42 aimed to elicit data regarding layout and physical make-up. In the last section, questions 43-56 focused on teachers' views on practical considerations related to the target book.

3.4.3. Interviews

A semi-structured interview was conducted with 20 teachers who also participated in the data collection through checklists. There were 5 questions that were designed to collect detailed information about the target coursebook and to support the data gathered from the checklist.

The questions were related to the research questions in particular; however, as a semi-structured interview the flow was not rigid by nature so as to let the interviewees speak freely and new information emerge. This type of interview enabled the researcher to make out 'tacit and unobservable aspects of participants' (Glesne & Peshkin, 1992, cited in Borg, 2006). The ideas of the teachers with regard to the coursebooks were identified and noted down without placing any restrictions on the responses of the participants.

Before the interviews, each participant was informed about the confidentiality of the answers they were going to give to the questions and their consent for the researchers' transcribing the interview in order to use the emerging data later was obtained. Upon fulfilling the interviews, the answers gathered were transcribed and content analysis was utilized by identifying certain categories referred in the answers. Content anaysis, defined by Holsti (1969) as   'any technique for making inferences by objectively and systematically identifying characteristics of messages' enlightened the route of this current study thanks to the information which were in line with the data gathered from checklists.

3.5.Data collection procedure

A questionnaire was borrowed from Arıkan (2008) and employed in the present study in order to gather data from a total of 100 students who study at the School of Foreign Languages of a state university in Ankara. The questionnaires were distributed to the students on February 25, 2019 and administered to all of the participants on the same day. Owing to time constraints, the researcher did not have the opportunity to distribute and collect each questionnaire. Therefore, five other teachers were requested to assist the researcher during the administration of the questionnaire. The students completed the questionnaire in their classrooms in about 10 minutes.

The collected data were inputted into Statistics Package for Social Sciences 21.0. (SPSS) to calculate the Cronbach's alpha score. The reliability of the questionnaire was calculated to be 0,90 through Cronbach's Alpha. Cronbach's Alpha is defined as a measure that investigates internal consistency of items and reveals to what extent a set of answers given on a scale are consistent as a group. (Brown, 2001). The internal consistency of this tool is ensured with a Cronbach's alpha of .90, which is generally considered to be excellent for most social sciences research contexts.

Table 3.1: Reliability of the questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.90	.90	20

In addition to the data collected from the students, 20 teachers were asked to go through a checklist with 56 questions in order to evaluate the target coursebook taking the pre-determined aspects of it into consideration. The checklist which was borrowed from Demir and Ertaş (2014) was distributed on February 26, 2019 and the respondents were asked to choose either yes or no to communicate their views regarding various features of the book that each question aimed to identify. The instrument provided the researcher with descriptive data about teachers' views on the coursebook.

As the current study employed a mixed-methods research design, qualitative data was collected through semi-structured interviews with 20 teachers who had already shared their views on the book through the eclectic coursebook evaluation checklist. Apart from supplying meaningful data that was in line with the data collected from checklists, the interviews enabled the researcher to delve into some other aspects of the target coursebook that the teachers took into consideration during coursebook evaluation process.

3.6. Data analysis procedure

As the current study employed a mixed-methods research design, the procedures that were followed in order to analyse the data were determined based on the nature of the data. The data collected from the students through a questionnaire were analysed through SPSS 21.0. In order to draw conclusion regarding one of the research questions of the current study, 'What are the students' views on the present coursebook regarding the pre-established criteria presented in the questionnaire?, descriptive statistics like means and frequencies were used. As for the other instrument to collect quantitative data from teachers, an eclectic checklist was administered to a total of 20 teachers and the percentages of their answers to each question as yes or no were analysed in order to reach

a conclusion for another research question of the current study, 'What are the teachers' views on the present coursebook regarding the pre-established criteria presented in the checklist and the semi-structured interviews?' For the data acquired from the interviews, the current study employed a content analysis with the aim of identifying the recurrent themes available in the participants' responses to the interview questions.

3.7. The description of the coursebook

As the book itself is undoubtedly a component of this research study, a general description of the target coursebook, New Language Leader-Intermediate is provided as a part of the chapter that presents the methodology adopted in this research study. The researcher expects the evaluations made by the students through the questionnaires and the views of the teachers elicited through a checklist as well as semi-structured interviews to be more meaningful when combined with the description provided in this section.

The coursebook is a component of five-level New Language Leader series aimed for adult English courses for academic purposes. The coursebook is made up of 176 pages and 12 units, each of which is comprised of 10 pages and centers around a particular theme such as engineering, design and travel.

The content page of the book reveals that in each unit is designed focusing on a specific theme and to introduce certain structures, functions and skills there are sections as grammar, vocabulary, reading, listening, speaking/pronunciation, scenario, study skills/writing and video. The themes of the units 1-12 are 'personality, travel, work, language, advertising, education, design, business, engineering, trends, arts and media and crime' respectively.

The organization of the units vary in terms of presenting language areas and skills isolated or integrated. There are units which start with a speaking, a vocabulary, a reading or a combination of speaking and vocabulary practice. Some commonly used combinations are listening and speaking or reading and writing where learners become familiar with certain structures and a topic, later are expected to share their ideas producing language either in spoken or written discourse. In some units listening or reading sections serve as a means to present a new vocabulary set. As for grammar, in each unit two grammar points are introduced to learners and they are presented through a listening or a reading text. The book provides the students with summary of the formula or the rules through tables on the particular page where the structure is studies. There is also 'language

reference' section at the end of the book where learners can have access to detailed information and extra practice. On the same page, learners are provided with a list of vocabulary items and functional language items which are covered throughout a particular unit. At the end of each unit there is a scenario with a case study that asks the students to fulfill a task using the functional language and strategies that have been studied throughout the unit. In the 'meet the expert' section the students are provided with videos of professionals from various fields. At the end of the coursebook there are exercises designed for these videos and after watching the videos the learners are provided with extra practice. With the study skills sections of each unit, the students are informed about the strategies for high-stakes tests like IELTS and other Cambridge examinations.

Different interaction patterns are supported by the coursebook. The coursebook includes a variety of activities which can enable teachers to ask learners to work individually, in pairs or in groups. In addition to the exercises within any unit, there are also some speaking activities provided at the end of the book through which teachers can determine the suitable interaction pattern and thus effectively direct the pace of the lesson.

Upon purchasing the book, the users have access to the online version of the workbook. The CD-ROM that accompanies the coursebook includes self-study materials as well as recycling of input covered in class time.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. Introduction

This research study mainly focuses on identifying the views of teachers and students on the EFL coursebook, New Language Leader-Intermediate. In this chapter, the analysis of the findings of the current research study is introduced. The quantitative data gathered through student questionnaires were analysed through SPSS 21.0 while percentages of yes or no answers for the questions were taken into consideration while analysing the data from teacher checklists. As for the qualitative data gathered through semi-structured interviews with the teachers, a content analysis was utilized to draw conclusions. This chapter presents the analysis of the quantitative and the qualitative data respectively and the related discussions of the findings in line with the literature are presented after the analysis of each data.

4.2. Findings and discussions for research question 1:

What are the students' views on the present coursebook regarding the pre-established criteria presented in the questionnaire?

As mentioned in the previous chapter, in order to identify students' views on the present coursebook, a questionnaire with 20 items was administered to 100 university students. The items were grouped into six categories according to focus of each. The responses of the participants were analysed considering six sub-headings as 'Layout and Design', 'the Activities', 'he Skills', 'the Language Type', 'the Subject and Sontent' and 'Overall Evaluation'.

The findings and discussions for the student questionnaire are presented following the same order as the sub-headings. Each category was presented through a table including frequency only. That is, the percentage of the responses were not included as a separate column in the tables because administering the questionnaire to 100 students resulted in having the same numeric data both as percentage and as frequency for each item. Therefore, the tables showing data gathered from the student questionnaires present the frequency (f) and the percentages (%) in the same column.

The analysis and discussions in this section are in line with the first research question of this study:

What are the students' views on the present coursebook regarding the pre-established criteria presented in the questionnaire?

Table 4.1 presents the frequency and percentage of the students' responses to the items listed under the heading of 'layout and design'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
1	20	48	11	15	6
2	15	35	28	14	8

N= 100

Table 4.1 Students' views on the layout and design of the coursebook

Item 1: The layout and design is appropriate and clear.

Item 2: The coursebook is organised effectively.

As can be seen from the table above, more than half of the students find the layout and the design of the course book which basically refers to the style, arrangement of the language points covered and publishing properties, appropriate and clear. The responses of the students who either totally agree or agree with the first item constitute such a high frequency that the book is appreciated by the students in terms of layout and design. 11 out of 100 students are unsure about this particular feature of the coursebook whereas 21 out of 100 students find the book inappropriate in terms of layout and design.

When students' responses to Item 2 which focuses on the organization of the coursebook are analysed, it is clear that half of the students regard the book as a well-organized course material. 28 out of 100 students are hesitant to make a decision on the issue while there are 22 students who think the material lacks an effective organization.

Item	N	Min	Max	Mean	Std. Dev
1- The layout and design is appropriate and clear.	100	1	5	3,61	1,145
2- The coursebook is organised effectively.	100	1	5	3,35	1,140
All items related to layout and design	100	1	5	3,48	1,084

Table 4.2 Descriptive statistics of students' views on the layout and design of the coursebook

(5= I totally agree, 4= I agree, 3= I am not sure, 2= I do not agree 1= I do not agree at all)

Table 4.2 illustrates the mean scores and standard deviation of the students' views on the layout and design of the coursebook. Students tend to find the layout and design suitable and clear (M=3,61; SD=1,145) while the data show that they are hesitant when it comes to the effective organization in the book (M=3,35; SD=1,140). When the two items in this category are taken into consideration, it becomes evident that the respondents almost agree with the statements related to layout and design of the coursebook (M=3,48 ; SD=1,084).

The results of analysis regarding items 1 and 2 in the student questionnaire have revealed that the coursebook is found to be satisfactory in terms of the layout and design. As is clear from the table of contents page which is at the beginning of the coursebook, the coursebook is made up of 12 units, each of which follows a standard procedure regarding the organization. The students are aware of the fact that in each unit two grammar points are going to be presented and they are going to learn new vocabulary items within a context related to a specific theme. They also know that language skills are going to be covered through isolated or integrated practice. Being aware of this flow enhances students' familiarity with the coursebook and once covering several units it becomes likely for the students to know what to expect. The idea of 'impressionistic overview' coined by Cunningsworth (1995, p.1) can be associated with the students' attitude towards this particular coursebook because the way they evaluate the coursebook is not systematic or principled. Instead the students are inclined to decide based on their impressions of the coursebook.

Scholars have stressed layout and design as one of the areas to be considered while evaluating a coursebook. In his checklist Cunningsworth (1995, p.30) proposes some

questions to evaluate the organization of a coursebook: "Is it easy to find your way around the course book? Is the layout clear? What route is the learner expected to take through the material? Is there one predetermined route, or are alternatives/ optional routes given?" Similarly, Alamri (2008, p.105) has come up with some checklist items through which a coursebook can be tested on to what extend its layout and design is effective: "There is an informative orientation page. The book has a complete and detailed table of contents. There is consistency in the use of headings, icons, labels, italics, etc."

Cunningsworth (1995) claims that following a direct route during a course makes most teachers and learners satisfied and feel secure although providing flexibility is seen as a positive feature of coursebooks. As can be drawn from the related literature, as long as the coursebook provides a consistent pattern throughout the units, it becomes easier for learners to navigate. Thus as a learning material the coursebook plays a more active role in meeting the needs of the users.

Table 4.3 presents the frequency and percentage of the students' responses to the items listed under the heading of 'activities'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
3	10	38	18	27	7
4	43	46	9	1	1
5	9	41	25	17	8
6	4	27	26	22	21

N= 100

Table 4.3 Students' views on the activities in the coursebook

Item 3: The activities encourage sufficient communicative and meaningful practice.

Item 4: The activities incorporate individual, pair and group work.

Item 5: The grammar points and vocabulary items are introduced through effective activities.

Item 6: The activities promote creative, original and independent responses.

The results show that almost half of the students find the activities in the book encouraging in terms of providing satisfactory amount of communicative and meaningful practice. 18 out of 100 students are unsure about this feature of the book whereas 34 students think that the book fails to encourage their having a communicative practice.

As table 4.3 indicates, the vast majority of students (89 out of 100 of respondents) express that the activities in the book incorporate individual and pair work. There are few students who are unsure while there are only two students disagreeing with the statement.

Of all the participants half indicate that they regard the activities through which grammar and vocabulary are introduced as effective. A quarter of the students are unsure while another quarter express a negative attitude with regard to the idea that the book provides them with effective grammar and vocabulary activities.

As for the item 6, which focuses on the activities' promoting creative, original and independent responses, it is evident that the counter responses with regard to the item constitute almost half of data gathered from the participants. On the other hand, there are slightly more than a quarter of the students claiming that the book holds this feature while the rest of the participant feel unsure about this statement.

Item	N	Min	Max	Mean	Std. Dev
3-The activities encourage sufficient communicative and meaningful practice.	100	1	5	3,17	1,146
4- The activities incorporate individual, pair and group work.	100	1	5	4,29	,756
5- The grammar points and vocabulary items are introduced through effective activities.	100	1	5	3,26	1,097
6- The activities promote creative, original and independent responses.	100	1	5	2,71	1,192
All items related to the activities	100	1	5,00	3,3575	,78194

Table 4.4 Descriptive statistics of students' views on the activities in the coursebook

(5= I totally agree, 4= I agree, 3= I am not sure, 2= I do not agree 1= I do not agree at all)

Table 4.4 depicts the mean scores and standard deviations of the students' views on the activities in the coursebook. The respondents share no clear view point about the item which claims that the coursebook motivates them to have enough communicative practice (M=3,17; SD=1,146). The coursebook is appreciated by the students due to its providing activities with a variety of interaction types. (M=4,29; SD=,756). Just as the students are unsure whether effective activities are available in the book in order to present grammar and vocabulary (M=3,26; SD=1,097), they state no certain view point regarding the activities' encouraging their creative, original and independent responses (M=2,71; SD=1,192). When all of the items in this category are considered, the data reveal that there is a significant degree of uncertainty among students about the questionnaire items that focus on the activities in the book (M=3,35; SD=,781).

The results of the analysis regarding items 3-6 in the student questionnaire have shown that the participants think that the coursebook offers a variety of interaction patterns through the activities; however, as for the overall communicative nature of the activities the participants are unsure. Grant (1987) and Skierso (1991) claim that coursebooks are expected to cater for learners' needs with regard to communicating in the target language. With the help of communicative tasks, activities and exercises, learners are offered opportunities of meaningful communication.

Richards and Rodgers (1986) list the characteristics of language as a means of communication:

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

(Richards and Rodgers 1986: 71)

Cunningsworth (1995) argues that although coursebook can provide the users with communicative activities, they may not include a huge variety of realistic activities. The checklist suggested by Cunningsworth (1995) to evaluate to what extent a coursebook is communicative higlights certain questions:

1. Does the coursebook claim to be communicative in its aims?

2. Are specific communicative aims or objectives indicated, either generally or in connection with individual units?

3. If communicative activities are used as learning material, are they real, in terms of the real world, or realistic, ie communicative in the classroom situation only?

4. Do realistic activities promote the learning of communicative skills and strategies which are transferable to real-life communication?

(Cunningsworth, 1995: 118)

The findings have revealed that the participants find the activities communicative to some extent while they almost agree that the grammar and vocabulary are presented through effective activities. However, the students disagree that the coursebook promote creative, original and independent responses. The coursebook has a variety of activities which provide the students with different perspectives and ask them to share their ideas on a given issue; however, the instructions or the context through which the activity is presented may lead the students feel restricted. Therefore, they may think that the book does not enhance their creativity or independence while producing language.

Table 4.5 illustrates the frequency of the students' responses to the items listed under the heading of 'skills'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
7	7	37	26	20	10
8	29	34	21	9	7
9	8	30	35	20	6

N= 100

Table 4.5 Students' views on the skills covered in the coursebook

Item 7: The materials include and focus on the skills that I need to practice

Item 8: The materials provide an appropriate balance of the four language skills.

Item 9: The textbook highlights and practices natural pronunciation.

As table 4.3 indicates, almost half of the students (7% strongly agreeing and 37% agreeing with the related item) state that the skills included and focused on in the coursebook correspond to the skills they want to practice as language learners. On the other hand, of 100 students 30 disagree with the item and express a negative attitude towards the coursebook. It can be noted that slightly more than a quarter of the participants were unsure regarding the aforementioned item.

Most of the students (29 % strongly agreeing and 34 % agreeing with the related item) express that the coursebook presents four language skills in a balanced way. There are slightly less than a quarter of the students who feel unsure while only 16 out of 100 students express a negative attitude with respect to the aforementioned item.

As for the item 9, which seeks the respondents' views on whether the coursebook highlights and practices natural pronunciation, 38 out of 100 students agree with the statement and has a positive attitude regarding this feature of the coursebook whereas the number of uncertain responses with respect to this item are gathered from a total of 35 participants. On the other hand, almost a quarter of the students disagree with the item and claim that the coursebook does not provide or highlight examples of natural pronunciation.

Item	N	Min	Max	Mean	Std. Dev
7-The materials include and focus on the skills that I need to practice	100	1	5	3,11	1,118
8-The materials provide an appropriate balance of the four language skills.	100	1	5	3,68	1,171
9-The textbook highlights and practices natural pronunciation.	99	1	5	3,14	1,030
All items related to the skills	99	1	5,00	3,3232	,85377

Table 4.6 Descriptive statistics of students' views on the skills covered in the coursebook

Table 4.6 outlines the mean scores and standard deviations of the students' views on the skills covered in the coursebook. The students are not sure whether the skills they need

to practice are included in the book (M=3,11; SD=1,118). On the other hand, the data reveal an agreement among the respondents who regard that the book has a balanced focus on four language skills (M=3,68; SD=1,171). As for the natural pronunciation highlighted and practiced in the coursebook, the respondents seem to be indecisive. (M=3,14; SD=1,030). As an overall evaluation of the skills in the coursebook, the data demonstrate that the participants hold a high degree of uncertainty regarding their satisfaction with the skills covered in the coursebook. (M=3,32; SD=,853).

The analyses of the findings with regard to items 7-9 in the student questionnaire have revealed that the participants agree that the skills are presented in a balanced way while they are uncertain that the book highlights the natural pronunciation and provide them with the skills they need to practice. It has long been suggested by various scholars that skills dimension and the knowledge base of grammar, lexis and phonology should complement each other in coursebooks. Learners' performance must be the main concern and according to Cunningsworth (1995) the skills at which the learners are expected to improve themselves are presented in isolation but most of the time they are integrated. In the coursebook, New Language Leader-Intermediate, the students are offered all four skills and subskills in a balanced way. In each unit there are speaking, reading, listening and writing sections and more often these skills are integrated in a variety of sections such as listening and speaking or reading and writing. It is clear that the coursebook includes a balanced distribution of receptive and productive skills.

When the participants are asked whether the coursebook includes and focuses on the skills that they need to practice, almost half of them have expressed that they agree with the statement. The students who disagree with or are uncertain about this item may have different expectations from the coursebook. To illustrate, some students tend to believe that the coursebook is designed to help them excel at receptive skills only or some of them may think that there needs to be more emphasis on productive skills. As the book offers a wide variety of practices with regard to all four skills, lessons can be planned and the coursebook can be used considering the institutional objectives and the expectations of learners and teachers.

As for providing natural pronunciation practices, the book fails to satisfy the participants. The audio recordings that accompany the book exemplify a wide range of accents and

they serve as good models for learners in terms of stress and appropriate use of intonation. However, there is no systematic instruction regarding pronunciation. Cunningsworth (1995) suggests that "on-going attention is given to pronunciation rather than devoting specific lessons to this area of language" (p.43).

Table 4.7 illustrates the frequency of the students' responses to the items listed under the heading of 'language type'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
10	6	39	26	22	7
11	10	59	20	5	5
12	15	48	26	11	0
13	17	44	21	14	4
14	10	40	29	15	6

N= 100

Table 4.7 Students' views on the language type presented in the coursebook

Item 10: The language used in the coursebook is authentic - i.e. like real-life English in movies or songs.
Item 11: The language used is at the right level for my current English ability.
Item 12: The progression of grammar points and vocabulary items is appropriate.
Item 13: The grammar points are presented with brief and easy examples and explanations.
Item 14: The language functions exemplify English that I will be likely to use in the future.

As table 4.7 indicates, almost half of the students (6 % totally agreeing and 39 % agreeing with the related item) state that the language used in the coursebook is authentic. Nonetheless, 29 out of 100 students do not acknowledge that the coursebook bears this feature.

Item 11 focuses on the language level of the book and the proficiency level of the students. The students who consider that the coursebook is appropriate for their proficiency in the target language account for the vast majority of the respondents. There are only 10 out of 100 students who disagree with the statement. There are 20 students with uncertain perceptions of the given item.

In relation to the item 12, the number of the students expressing that grammar points and vocabulary items progress appropriately makes it clear that the students are satisfied with this feature of the book considering their language proficiency. Almost a quarter of the students are not sure about this item while there are only 11 out of 100 students who find the progress of grammar and vocabulary inappropriate.

With regard to item 13 that focuses how grammar points are presented in the coursebook, the number of the students who believe that the grammar points are presented with brief and easy examples and explanations make up the highest rank. As for the opponents of this view, they constitute less than a fifth of respondents. On the other hand, there are 21 out of 100 students who do not express a certain point of view.

As for the last item in this category, half of the students suggest that the coursebook provides them with the examples of the target language which they will probably use in the following years of their lifetime. However, 21 out of 100 students maintain that they are not presented such examples. It should be noted that there are more than a quarter of the students who feel unsure about this item.

Item	N	Min	Max	Mean	Std. Dev
10- The language used in the coursebook is authentic - i.e. like real-life English in movies or songs.	100	1	5	3,15	1,058
11- The language used is at the right level for my current English ability.	99	1	5	3,65	,918
12- The progression of grammar points and vocabulary items is appropriate.	100	2	5	3,67	,865
13- The grammar points are presented with brief and easy examples and explanations	100	1	5	3,56	1,057

14- The language functions exemplify English that I will be likely to use in the future.	100	1	5	3,33	1,045
All items related to the language type	99	2	5	3,46	,617

Table 4.8 Descriptive statistics of students' views on the language type presented in the coursebook

As can be inferred from the figures shown on the table 4.8, the students are unsure about the authenticity of the language presented in the coursebook (M=3,15; SD= 1,058). The participants express that the language corresponds to their proficiency level in the target language. (M=3,65; SD=,918). Similarly the students agree with the item that claims the grammar and vocabulary progress appropriately (M=3,67; SD=,865). In the same way, there is a consensus among students who believe that easy examples and explanations are utilized to introduce grammar points. (M=3,56; SD=1,057). As for the last item in this category, the students claim no certain view points that the coursebook provides them with examples of language functions which they may use later. (M=3,3; SD=1,045). An overall evaluation of the items in this category indicates that although the participants are not exactly sure about the items, they almost agree with the statements related to the language presented in the book. (M=3,46; SD=,617).

The analyses of the findings with regard to items 10-14 in the student questionnaire have revealed that the students are uncertain whether the book presents examples of real-life language. As learners regard the coursebook as a learning material which is designed to help them improve their knowledge and skills in the target language, the positive impression that the coursebook creates in learners' mind and a sense of security are essential for a book to play an active role as an effective means. To what extent the coursebook is asscociated with the real life language and situations is also important in terms of creating a sense of confidence among learners. According to Tomlinson (2012) "every text that learners encounter should be authentic and that most tasks should be authentic too- otherwise the learners are not being prepared for the reality of language use" (p.156). New Language Leader-Intermediate includes a section named 'Meet the Expert' where learners are provided with videos of professionals with interesting experiences. In this section, the language is not simplified and the main aim is not to teach a particular skill or language area. However, throughout the coursebook the percentage

of authentic texts and tasks are dominated by the texts and tasks which are created considering course aims and language proficiency of the students.

The students agree that the language used in the coursebook is in line with their current language proficiency level and the progression of grammar points and vocabulary items is appropriate. As the coursebook is designed considering aims to be mastered at the related CEFR level, a smooth progress of skills and language areas such as lexis and grammar is evident throughout the units. In each unit there are two grammar points presented and they follow the pattern of from known to unknown. The same pattern applies to lexis in that when learners are presented new vocabulary, their existing knowledge of the related area is activated, which is likely to help them comprehend the target area easily.

It is also evident from the analysis that learners agree the grammar points are presented with brief and easy examples and explanations. Within each unit the grammar points are introduced in context and the students are provided with small tables where they can see the summary of the rules regarding a given structure. The students are often asked to complete the rules by making deductions with regard to the examples given in the context. At the end of the coursebook, there is a section called 'language reference' where the learners can find further explanations and exercises on a given grammar point.

The students are uncertain that the language functions given in the coursebook exemplify English that they will be likely to use in the future. As this particular group of learners are studying the given coursebook in order to improve their proficiency level and be able to follow the lectures given in their departments, they expect to see examples of academic English throughout the coursebook. The book offers learners a combination of general English and academic English. To illustrate, in one of the units the 'study skills' section where the learners are introduced particular skills, preparing a CV and analysing statistics are covered. The former is covered in any young adult or adult general English class whereas the latter is an essential issue of academic English classes.

Table 4.9 illustrates the frequency of the students' responses to the items listed under the heading of 'subject and content'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
15	8	36	32	11	13
16	10	44	17	19	10
17	2	12	26	37	23
18	4	37	27	16	16

N= 100

Table 4.9 Students' Views on the Subject and Content of the coursebook

Item 15: The subject and content of the coursebook is relevant to my needs as an English language learner

Item 16: The subject and content of the coursebook is generally realistic.

Item 17: The subject and content of the materials is interesting and motivating.

Item 18: There is sufficient variety in the subject and content of the coursebook.

As seen in table 4.5, the number of the students who think that the subject and content of the book are in line with their needs as language learners accounts for 40 percent of the total respondents. The students who feel unsure constitute the second highest ranking group for this item. Nevertheless, there are almost a quarter of students who disagree with the statement.

With regard to the item 16, more than half of the students state that the book is in harmony with real life in terms of the subjects and content. On the other hand, more than a quarter of the respondents suggest that the book does not include realistic subjects or content. The percentage of uncertain responses is slightly less than a fifth of the total responses.

Item 17 deals with how interesting and motivating the coursebook is in terms of the subject and content it includes. As can be seen in the table 4.5, 60 out of 100 students concur that the coursebook lacks in drawing their attention or motivating the learners. There are only 14 students who regard the book as interesting and motivating.

With respect to the last item in this category, 40 out of 100 students state that the coursebook provides a variety of subjects and content. However, 32 students disagree

with the item. There is also a quarter of students who state no certain point of view on this item.

Item	N	Min	Max	Mean	Std. Dev
15- The subject and content of the coursebook is relevant to my needs as an English language learner	100	1	5	3,15	1,140
16- The subject and content of the coursebook is generally realistic.	100	1	5	3,25	1,175
17- The subject and content of the materials is interesting and motivating.	100	1	5	2,33	1,025
18- There is sufficient variety in the subject and content of the coursebook.	100	1	5	2,97	1,159
All items related to the language type	100	1	5	2,925	,8261

Table 4.10 Descriptive statistics of students' views on the subject and content of the coursebook

Table 4.10 demonstrates the mean scores and standard deviations of students' views on the subject and content of the coursebook. From the respondents' point of view whether the subject and the content of the book is relevant to their requirements is not certain. (M=3,15; SD=1,140) as is the case in their being generally realistic (M=3,25; SD=1,175). On the other hand, the respondents find the content or the subjects neither interesting nor motivating. (M=2,33; SD=1,025). As for the variety of subjects and content, the participants claim no certain point of view. (M=2,97; SD=1,159). When all of the items in this category are analysed, it is seen that the students hesitate to agree with the statements. (M=2,925; SD=,8261).

As can be seen from the numeric data with regard to the item , the students are uncertain that the subject and content of the coursebook correspond to their needs. Students come to language classes with different backgrounds and their expectations from a language material may vary, too. Almost half of the students (44 out of 100) think that the subject and content presented in the book meet their needs as language learners whereas there is almost a quarter of them who disagree with the statement and more than a quarter of them

with no certain point of view, which shows that different individual needs may form various sets of expectations with regard to a particular coursebook.

The analysis shows that learners are uncertain that subject and content of the coursebook is generally realistic. Since studying a language as an abstract concept does not enable learners communicate in the target language in real life, subject and content covered in coursebooks are expected to be in line with real life situations. For some scholars using authentic materials is the key to achieve this whereas there are scholars who claim that what matters most is to what extent the coursebook provides learners with opportunities of interacting with a text or with each other. That is, although a coursebook is a material specifically designed to teach and practice particular language skills or areas, it can create opportunities to make the language classroom a community of language learners who interact with the language and other learners in the classroom just as language users are expected to act in real life. According to Cunningsworth (1995) the coursebook needs to present not only mechanics of communication but also chances of meaningful communication through suitable content.

The participants disagree that the subject and content of the materials is interesting and motivating. It is widely believed that interest and motivation lead to involvement of learners in classroom practices and thus enhance the learning process. Cunningsworth (1995) who claims that "a course material which fails to include relevant or interesting topics is in danger of losing the attention of its users" (p.88) suggests that being heavy or intellectual are not key features of an interesting content. Students can learn better when the coursebook gives them the chance to learn about other subjects such as science and literature rather than asking them to concentrate on studying the target language only. Although it is a theme-based coursebook, each unit of which centers around a particular theme such as personality, travel and engineering, New Language Leader-Intermediate has failed to attract the students attention in terms of the subject and content.

The students are uncertain that there is sufficient variety in the subject and content of the coursebook. Based on the analyses of the data gathered from the student questionnaire, it is evident that the students are aware that the coursebook includes different subjects and content and 41 out of 100 students are satisfied with the variety in this respect. However, 32 out of 100 students disagree that the variety is satisfactory. The range of topics covered

in coursebooks may change depending on the language proficiency or the age group of the target audience. According to Cunningsworth (1995) there is a significant variety in terms of the topics of coursebooks designed for adults and young adults and lists travel, crime and work as some common topics. All of these are included in New Language Leader as themes of different units.

Table 4.11 illustrates the frequency of the students' responses to the items listed under the heading of 'overall evaluation'.

Item Number	I totally agree	I agree	I am not sure	I do not agree	I do not agree at all
	f and %	f and %	f and %	f and %	f and %
19	5	14	25	30	26
20	2	5	30	20	43

N= 100

Table 4.11 Students' Views on the Overall Evaluation of the book

Item 19: The coursebook raises my interest in further English language study.

Item 20: I would choose to study this coursebook again.

A negative tendency of the respondents towards the coursebook is evident when they are asked to focus on the overall evaluation. 56 out of 100 students state that the coursebook fails to arouse their interest in further language study. A quarter of the respondents feel unsure while only 19 students agree that the book encourages them to do additional linguistic studies.

As for the last item that inquires whether the students would choose to study the same coursebook, it is clear that a vast majority of the students are not willing to use the same course material again. There are 30 students who show a degree of uncertainty regarding the item whereas only 7 students state that they would choose the same book again.

Item	N	Min	Max	Mean	Std. Dev
19- The coursebook raises my interest in further English language study.	100	1	5	2,42	1,165
20- I would choose to study this coursebook again.	100	1	5	2,03	1,058
All items related to the language type	100	1	5	2,2250	,99842

Table 4.12 Descriptive statistics of students' views on the Overall Evaluation of the book

Table 4.12 depicts the mean scores and standard deviations of students' views on 'the overall evaluation of the book'. The coursebook is claimed to have failed to raise learners' interest for further study. (M=2,42; SD=1,165). The respondents note that they would not prefer to study the same book again. (M=2,03; SD=,99842). As an overall evaluation of the items, there is a significant dissatisfaction among the students and only few students express a desire for having the target coursebook as a course material again. (M=2,2250; SD=,99842).

The analysis of the item 19 has shown that the students disagree that the coursebook raises their interest in further English language study. New Language Leader –Intermediate is not found to be effective in motivating learners to continue their studies in the target language. Since the participants study at a university where the medium of instruction is English, their attitude towards studying English is of vital importance. As mentioned in the previous chapters, coursebooks play an essential role in teaching and learning process; however, as Ajayi (2005) suggests to what extent they correspond to learners' interest is rarely considered in the coursebook evaluation process.

The last item of the student questionnaire summarizes the overall attitude of the students towards the coursebook and it is evident that the students are not satisfied with New Language Leader-Intermediate. The analyses of all the items in the questionnaire show that there are certain features of the coursebook that satisfy the students; however, when the students are asked to share an overall comment regarding the book, only few students (7 out of 100) have expressed that they would choose to study the same coursebook again. The majority of the participants (63 out f 100) have expressed their disagreement with the statement whereas slightly more than a quarter of them (30 out of 100) have been uncertain. There may be a variety of reasons, which lead to this dissatisfaction among the students and in order to use the book as an effective teaching material these reasons need to be determined and necessary amendments in the material should be made accordingly.

4.3. Findings and discussions for research question 2:

What are the teachers' views on the present coursebook regarding the pre-established criteria presented in the checklist and the semi-structured interviews?

As mentioned in the previous chapter, in order to identify teachers' views on the present coursebook a checklist with 56 items was administered to 20 teachers who work at a state university. The items were grouped into four categories according to focus of each. In each category, teachers were expected to choose either 'yes' or 'no' to answer questions regarding the particular aspect of the coursebook. Questions 1-10 were related to subjects and content of the book. Questions 11-35 were about skills and sub-skills covered in the book whereas questions 36-42 aimed to collect data on layout and physical make-up. In the last category, questions 43-56 focused on teachers' views on practical considerations related to the coursebook. The responses of the participants were analysed focusing on the percentages of yes and no answers for each question in the checklist. In addition to the checklist, a semi-structured interview was conducted with all the teachers who participated in the data collection through checklist. With the help of five questions, the researcher aimed to gather further data in order to support the data collected through checklists and to enlighten this research study by giving the participants the opportunity to express their point of views without restricting them.

The analysis and discussions in this section are in line with the second research question of this study:

What are the teachers' views on the present coursebook regarding the pre-established criteria presented in the checklist and the semi-structured interviews?

Item	Yes	No
1- Does the content serve as a window into learning about the target language culture (American, British etc.)?	95 %	5%
	19	1
2- Are the subject and content of the coursebook interesting?	75%	25%
	15	5
3- Is the content of the coursebook challenging enough to foster new learnings?	95 %	5%
	19	1
4- Are the subject and content of the coursebook motivating?	70 %	30%
	14	6
5- Is the thematic content understandable for students?	85 %	15%
	17	3
6- Is there sufficient variety in the subject and content of the coursebook?	85 %	15%
	17	3

7- Is the thematic content culturally appropriate?	**85 %**	**15%**
	17	3
8- Are the topics and texts free from any kind of discrimination (gender, race etc.)?	**95 %**	**5%**
	19	1
9- Is there a relationship between the content of the coursebook and real-life situations (society)?	**95 %**	**5%**
	19	1
10- Do the topics and texts in the coursebook include elements from both local and target culture?	**55 %**	**45%**
	11	9

Table 4.13 Teachers' views on the subjects and content of the coursebook

As can be seen from the numeric data in the table, most of the teachers (19 out of 20) regard the coursebook as a window into learning about the target language culture. According to Wendt (2003) "language is learnt in context and any approach to research on language learning needs to take this fully into account" (p.93). As New Language Leader-Intermediate presents language in context, the learners can interpret the language in the given social context, and therefore they become familiar with the target culture while studying the language. As a theme-based coursebook, New Language leader deals with a variety of topics ranging from advertising to design, which enables the students to get some information about the target culture. To illustrate, throughout the coursebook the learners have the opportunity to learn about history, family relationships and daily activities of the people that belong to the target culture. Cunningsworth (1995) claims that it is impossible for a curriculum to be neutral and adds that either with direct or indirect means theme based coursebooks tend to "communicate sets of social and cultural values which are inherent in their make-up" (p.90).

Three quarters of the participants (15 out of 20) express that the subject and content of the coursebook are interesting. When the finding is compared to the student questionnaire item which evaluates exactly the same feature of the book, teachers' and students' views on this issue differ significantly. That is, students disagree that the subject and content of the coursebook are neither interesting nor motivating. Expectations, attitudes or other factors with regard to these two groups of participants can account for the varying results.

The answers of some teachers who have responded to the questions "What is your overall opinion about the New Language Leader- Intermediate?" are worth mentioning as they support the data gathered through the checklist:

Interviewee 3:

"First of all, it is easy to follow the structure. Themes and topics are interesting and relevant. There is a lot of mechanical input or content."

Interviewee 20 :

"Overall, the book is a satisfactory resource. It includes up-to-date topics, which promotes learner engagement and thus comprehension."

As for item three, it is clear that the majority of the participants (19 out of 20) think that the content of the coursebook is challenging enough to foster new learnings. The coursebook presents the language skills and areas such as lexis and grammar starting from learners' existing knowledge. Teachers think that a certain level of challenge is included in the book and it helps learners for further learning practices.

According to the data related to item 4, most of the teachers (14 out of 20) think that the subject and content of the coursebook are motivating. Compared to the number of teachers who find the coursebook interesting, the number of them who find it motivating is slightly lesser. When teachers regard the content or subject motivating is highly likely that they can make the most of the material by highlighting certain aspects of it.

The majority of the participants (17 out of 20) have chosen 'yes' to the question in item five: *'Is the thematic content understandable for students?'*, which means most of the teachers believe that the themes covered in the coursebook are comprehensible by the students ,and thus themes do not hinder the learning process. Few teachers claim that some of the themes challenge the students since they are young adults who have not started their career as professionals yet, therefore some topics such as work are unfamiliar to their situation and they may not be able to relate the context to their lives.

Most of the teachers (17 out of 20) have stated that there is sufficient variety in the subject and content of the coursebook. Each unit of the New Language Leader offers exercises to improve and practice both general English skills and academic skills around a subject (a theme). Within each unit, sections to practice grammar, lexis, listening, speaking, reading and writing are presented in particular contexts that are all related to the theme of the given unit. The book also provides the students with some strategies for high-stakes tests like IELTS and other Cambridge examinations.

The answers of some teachers who have responded to the questions "Does the book provide learners with a variety of activities that cater for learners' differences?" are worth mentioning as they support the data gathered through the checklist:

Interviewee 6:

"Yes, the variety of activities and the content is good to have a learning atmosphere with different students."

Interviewee 15:

"The content and the activities are suitable for different teaching and learning styles."

As can be seen in the analysis of the first item of this checklist, almost all of the participants think that the coursebook serves as a window to the target culture and accordingly most of them regard the thematic content as culturally appropriate. According to Cunningsworth (1995) while evaluating a coursebook in terms of subject content, it is essential to consider to what extent the coursebook deals with the following points:

1. Range of topics
2. Characters depicted (portrayal of gender role, ethnic origin, occupation, disability)
3. Social relationships (family make-up, social networks)
4. Expression of personal feelings
5. Interactions (transactions, personal interactions)

<div align="right">(Cunningsworth, 1995, p.92)</div>

Almost all of the participants (19 out of 20) think that the topics and texts are free from any kind of discrimination (gender, race etc.). It is evident that New Language Leader-Intermediate gives equal prominence to both genders while presenting their social and professional positions. According to Cunningsworth (1995) apart from gender and race, the way people or societies are represented in terms of their professions, ages, or disabilities can be a matter of discrimination, which needs to be considered. The present coursebook can be regarded as a good example in this respect because both texts and illustrations form a balanced representation of the above mentioned considerations.

Almost all of the participants (19 out of 20) have expressed that there is a relationship between the content of the coursebook and real-life situations. The coursebook covers real-life related themes ranging from travel to personality and it is clear that themes are

portrayed realistically throughout the coursebook. The more the students and teachers relate the material to real life situations, the more likely it is for them to create meaningful communication practice.

As for the last item about the subjects and content of the coursebook, slightly more than half of the participants (11 out of 20) have stated that the topics and texts in the coursebook include elements from both local and target culture. New Language Leader-Intermediate is a coursebook which is marketed globally and thus offers an international course with a global focus. The target culture is presented throughout the coursebook; however, the target culture, which is Turkish culture in this case, is not presented in the book whereas there are texts referring to a variety of cultures.

When the items related to the subjects and content of the coursebook and the responses of the participants are taken into consideration, it is evident that teachers are satisfied with the way the coursebook deals with the subjects and the content covered in the coursebook.

Item	Yes	No
11- Are there adequate and appropriate exercises and tasks for improving reading comprehension?	90 %	10%
	18	2
12- Is there a wide range of different reading texts with different subject content?	85 %	15%
	17	3
13- Are the reading selections authentic pieces of language?	75 %	25%
	15	5
14- Does the coursebook have appropriate listening tasks with well-defined goals?	85 %	15%
	17	3
15- Is the listening material well recorded, as authentic as possible?	95 %	5%
	19	1
16- Is the listening material accompanied by background information, questions and activities which help comprehension?	85 %	10%
	17	2
17- Does the coursebook include speech situations relevant to students' background?	55 %	45%
	10	9
18- Are the activities developed to initiate meaningful communication?	85 %	10%
	17	2
19- Does the coursebook include adequate individual and group speaking activities?	80 %	15%
	16	3
20- Are models provided for different genres?	95 %	5%
	19	1

21- Do the tasks have achievable goals and take into consideration learner capabilities?	**85 %**	**15%**
	17	3
22- Is practice provided in controlled and guided composition in the early stages?	**70 %**	**30%**
	14	6
23- Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?	**55 %**	**45%**
	11	9
24- Is there a good distribution (simple to complex) of vocabulary load across chapters and the whole book?	**65 %**	**35%**
	13	7
25- Do the vocabulary exercises promote internalization of previously and newly introduced items?	**40 %**	**60%**
	8	12
26- Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?	**30 %**	**65%**
	6	13
27- Is the new vocabulary integrated in varying contexts and situations?	**65 %**	**35%**
	13	7
28- Are the grammar points presented with brief and easy examples and explanations?	**95 %**	**5%**
	19	1
29- Is the primary function of new structures for interaction and communication?	**80 %**	**15%**
	16	3
30- Do the structures gradually increase in complexity to suit the growing reading ability of students?	**90 %**	**10%**
	18	2
31-Are the new structures presented systematically and in a meaningful context?	**90 %**	**10%**
	18	2
32- Are the grammar points recycled in the following units?	**55 %**	**45%**
	11	9
33- Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds?	**55 %**	**45%**
	11	9
34- Are the pronunciation points repeated and reinforced in subsequent lessons?	**25 %**	**70%**
	5	14
35- Does the coursebook cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.?	**95 %**	**5%**
	19	1

Table 4.14 Teachers' views on skills and sub-skills covered in the coursebook

Most of the teachers (18 out of 20) have expressed that in the coursebook there are adequate and appropriate exercises and tasks for improving reading comprehension. Each of the twelve units include a section for reading where learners are provided with strategy

training as well as reading practice with regard to the particular sub-skills. In addition, there are sections where reading is integrated with another skill or language area such as grammar or lexis.

Similarly, the majority of teachers (17 out of 20) are of the opinion that there is a wide range of different reading texts with different subject content. Since each unit has a core theme, the reading texts in these units are related to the particular theme, which enables learners to encounter with texts with a minimum of twelve different themes.

Three quarters of the participants (15 out of 20) have expresses that the reading selections are authentic pieces of language. Most of the reading texts in the coursebook are simplified texts; however, there are some examples of authentic materials such as extracts from magazines or advertisements. Berardo (2006) lists some features and functions of authentic materials to explain why they should be utilized in CLT:

1. Having a positive effect on student motivation
2. Giving cultural information
3. Exposing students to real language
4. Relating more closely to students' needs

(Berardo, 2006,p.64)

When it comes to the listening skills covered in the coursebook, most of the teachers think that the coursebook has appropriate listening tasks with well- defined goals. The content page of the book introduces the listening sub-skills studied in each unit, however further details regarding the aims of each can be found in the teacher's resource book.

Almost all of the participants (19 out of 20) have stated that the listening material is well recorded, as authentic as possible. The audio recordings of the coursebook material are satisfactory in terms of technical quality. As for authenticity, with the help of the recordings the learners are exposed to varieties of English because the speakers exemplify both standard English and other varieties of the target language.

Most of the teachers (17 out of 19) think that the listening material is accompanied by background information, questions and activities that help comprehension. Before the listening practice, the students are prepared to the listening text through some pre-listening questions. When the listening text is too long for the learners to comprehend,

the recording is presented in two or three parts and the comprehension questions follow the part that they are particularly related to.

Almost half of the participants (10 out of 20) have stated that the coursebook includes speech situations relevant to students' background. The target audience for the New Language Leader-Intermediate is young adults and some of the speech situations aim to prepare the learners for their academic careers. Although the learners have some common future goals, their backgrounds may differ. Therefore, the speech situations may not be associated with each student's background.

Most of the participants (17 out of 19) think that the activities are developed to initiate meaningful communication. The coursebook provides the learners with real-life situations and the speaking activities are presented in a context and give the students a purpose to communicate with each other. To illustrate, in the scenario sections the students are expected to have a debate or make a decision as a group.

The majority of the participants (16 out of 19) have agreed that the coursebook includes adequate individual and group speaking activities. Each unit is divided into five lessons and at the beginning of almost each lesson, the students have some discussion questions which they discuss either in pairs or in groups. In the scenario sections where the students are expected to deal with some real life situations as groups, they practice speaking in small or extended groups depending on the instructions of the activity. As for the individual practice, most of practices with regard to the receptive skills make the students work on their own and as a follow up practice the book of ten asks them to work in pairs or in groups to exchange ideas.

Almost all of the participants (19 out of 20) think that writing models are provided for different genres. At the end of each unit there is a section called study skills where the students are exposed to different genres of writing. To illustrate, depending on the theme and objectives of a particular unit, they study how to write a formal email, writing a covering letter or an opinion essay. The input is provided through an example and later the students are expected to produce their own piece of writing following the instructions.

As agreed by most of the teachers (17 out of 20) the writing tasks have achievable goals and take learner capabilities into consideration. The tasks are given within a context and the students are provided with some background information and practice in order to help

them fulfill the task successfully. The goals of the tasks are in line with the abilities that are expected from language learners who are in intermediate level according to CEFR.

Slightly less than three quarters of the participants (14 out of 20) think that writing practice is provided in controlled and guided composition in the early stages. Some of the writing practices in the coursebook ask the students to prepare an outline and discuss how to improve the ideas listed in the outline. In that case, they follow some steps and are guided towards a well-developed piece of writing. On the other hand, there are some writing activities for which only an instruction or a few discussion questions are given to the students. For these practices self, peer or teacher feedback can improve the product; however providing some guidance in the pre and while writing stages could be more beneficial.

When the vocabulary load in the coursebook is considered, almost half of the participants believe that the vocabulary load seem to be reasonable for the students of intermediate level. In each unit there is a vocabulary section that is introduced either isolated or integrated. In these sections a list of vocabulary items, often consisting of at least ten or more lexical items, are covered. The students study these items in context and later they have some controlled or semi controlled practice related to the vocabulary they have been introduced.

Slightly more than half of the participants (13 out of 20) have agreed that there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. When the number of the lexical items studied in each unit is considered, it is clear that there is a balance. That is, the number of the items introduced to the students in the first is almost the same as the number of the items covered in the last unit of the coursebook. However, the distribution of the lexical items regarding complexity changes depending on the units. To illustrate, collocations, compound nouns and phrasal verbs are introduced in the following parts of the coursebook.

More than half of the participants (12 out of 20) disagree that the vocabulary exercises promote internalization of previously and newly introduced items. Wormeli (2005) claims that internalizing vocabulary is possible providing that these items are easily accessible. Internalizing requires a language learner to store the particular concepts or vocabulary mentally and be able to use them without turning to a reference book. Recycling the previously studied items and providing more opportunities to practice the

use of the particular items in a variety of contexts may enhance the learners' chances of internalizing vocabulary.

More than half of the teachers (16 out of 20) disagree that the new words are repeated in subsequent lessons to reinforce their meaning and use. Similar to the analysis of the abovementioned item, most of the teachers think that the coursebook does not provide a satisfactory progress in terms of recycling the lexical items. The students encounter with new sets of vocabulary in each unit and they do not practice these items unless they revise their notes or use some additional course materials including a similar set of vocabulary.

More than half of the participants (13 out of 20) think that the new vocabulary is integrated in varying contexts and situations. Since each unit has a core theme with related contexts, the target vocabulary studied in a particular unit is presented in a specific context. When the theme-based characteristic of the coursebook is considered, it is evident that new vocabulary is presented in a different context from the previous sets of vocabulary. However, the same set of vocabulary is not introduced in a different context in the following parts of the same unit.

Almost all of the teachers are of the opinion that the grammar points are presented with brief and easy examples and explanations. In each unit, two grammar points are covered and after introducing them in a context, the book provides the learners with small tables including a summary of the rules related to that particular grammar point. The students are usually asked to complete the rules in these boxes by making deductions related to the examples that have been given in the context. For detailed explanations and extra grammar practice, the students can refer to the 'language reference' pages at the end of the coursebook.

Most of the teachers agree that (16 out of 19) the primary function of new grammar structures are for interaction and communication. The coursebook aims to create opportunities to have meaningful communication. To illustrate, when learners are introduced a verb tense they study functions and meaning as well as the form, which enables them to produce language meaningfully to fulfil a task and convey a message. In addition, as the structures are contextualized, it becomes easier for learners to form associations of a particular structure with specific contexts.

Almost all of the teachers (18 out of 20) agree that the structures gradually increase in complexity to suit the growing reading ability of the students. When the texts and structures that appear in the first half of the units are analysed, it is evident that the texts are more challenging and the structures are more comprehensive in the second half of the coursebook. It seems that as an integrated coursebook, New Language Leader-Intermediate takes the students' level of proficiency and improvement into consideration while designing the materials in terms of complexity.

Most of the teachers (18 out of 20) agree that the new structures are presented systematically and in a meaningful context. As mentioned while analysing the previous items in the checklist, each unit has a different theme and the structures are presented in a context related to a particular theme.

Almost half of the participants (11 out of 20) agree that the grammar points are recycled in the following units. Once a grammar point is covered in a unit, the students can recognize the structure if it appears in the following units. However, there is no particular recycling system for each grammar point in the book. To illustrate, while presenting second conditional as a grammar point, the coursebook recycles learners' previous knowledge of first conditional which has already been covered in the previous units whereas the same recycling process may not necessarily be the case for each grammar point covered in the coursebook.

Almost half of the teachers (11 out of 20) have expressed that there is sufficient work on recognition and production of stress patterns, intonation and individual sounds. Although there is not a pronunciation section in each unit, in some of the units the coursebook attracts the learners' attention to stress patterns, intonation or individual sounds. To illustrate, while presenting form of present continuous tense the book focuses on how the gerund, –ing ending, form of the verbs are pronounced and the students are provided with some practice on the velar nasal consonant shown in IPA as [ŋ]. In some units, some the students have some practice on sentence intonation. When the amount of such practices in the book is considered, it is not surprising that some teachers find them insufficient.

The majority of the participants (14 out of 20) disagree that the pronunciation points are repeated and reinforced in subsequent lessons. As mentioned in the analysis of the previous item, there is no specific section in each unit dedicated to practising pronunciation. Accordingly, the points which have been covered in the previous units are

not systematically recycled or reinforced. However, if the students use the online workbook of the coursebook, they can practice the previously studied areas regarding pronunciation.

Item	Yes	No
36- Is the printing quality high?	**90 %**	**10%**
	18	2
37- Does the coursebook look interesting and fun?	**60 %**	**40%**
	12	8
38- Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit?	**70 %**	**30%**
	14	6
39- Does the coursebook reflect learners' preferences in terms of layout, design, and organization?	**50 %**	**45%**
	10	9
40- Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text?	**85 %**	**15%**
	17	3
41- Are the illustrations informative and functional?	**90 %**	**10%**
	18	2
42- Do the size and weight of the coursebook seem convenient for students to handle	**95 %**	**5%**
	19	1

Table 4.15 Teachers' views on the layout and physical makeup of the coursebook

Almost all of the participants (18 out of 20) think that the printing quality is high. The printing quality of the book in regards to the paper looks good. In addition, the pictures, illustrations and colours used in the coursebook seem to be satisfactory.

Slightly more than half of the teachers (12 out of 20) think that the coursebook looks interesting and fun. The book uses colours to highlight certain parts of the units and utilizes visuals to attract the audience. Some pictures and visuals serve as means to create the intended context and create curiosity among the students.

Almost three quarters of the participants, (14 out of 20) have expressed that the coursebook includes a detailed overview of the functions and structures that will be taught in each unit. As mentioned before, the coursebook includes a table of contents page at the beginning and the structures to be covered in each unit are presented on this page. For further information, the students can look at the language reference pages where information about grammar points, target vocabulary items, functional language structures etc. are given in detail. Moreover, teachers can get access detailed information in the teacher's resource book.

Nearly half of the teachers (10 out of 19) think that the coursebook reflects learners' preferences in terms of layout, design, and organization. Unless students share how they feel about these features of the coursebook, teachers' observation can only depend on their own assumptions. Each teacher may have different assumptions regarding learners' preferences; however, the findings gathered from the questionnaire administered to 100 students have revealed that the students are satisfied with the layout and design of the coursebook.

Most of the teachers (17 out of 20) have stated that the coursebook contains enough pictures, diagrams, tables etc. helping students understand the printed text. The visuals are often utilized to enhance learners' comprehension. Especially in 'study skills' sections where the students are taught some academic skills such as analysing a chart or summarizing a long text, visuals accompany the exercises.

The majority of the participants (18 out of 20) think that the illustrations are informative and functional. It is essential that the visuals are appropriate and cater for particular needs otherwise the coursebook may be full of pictures which have no instructional value. To exemplify, visuals are effectively used by the coursebook to encourage discussions and teach vocabulary.

Almost all of the teachers (19 out of 20) have stated that the size and weight of the coursebook seem convenient for students to handle. The coursebook is made up of 176 pages and the size of each page is exactly the same size as an A4 paper, which makes the coursebook easy for its target audience to carry.

Item	Yes	No
43- Is the coursebook up-to-date (e.g. published within the past 10 years)?	**100 %**	**0 %**
	20	0
44- Is the coursebook easily accessible?	**100 %**	**0 %**
	20	0
45- Is the coursebook affordable?	**35 %**	**65%**
	7	13
46- Does the coursebook have supplementary materials (tapes, visuals etc.)?	**85 %**	**15%**
	17	3
47- Does the coursebook have supporting online materials/tests and e-format?	**100%**	**0 %**
	20	0

48- Does the book address different learning styles and strategies?	**75 %**	**25%**
	15	5
49- Do the activities and exercises introduce the main principles of Communicative Language Teaching?	**100 %**	**0 %**
	20	0
50- Does the coursebook include self-assessment parts?	**30 %**	**70%**
	6	14
51- Can the activities be exploited fully and embrace various methodologies in ELT?	**85 %**	**15%**
	17	3
52- Is / are the type(s) of syllabus design used in the book appropriate for learners?	**65 %**	**35%**
	13	7
53- Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school?	**90%**	**10%**
	18	2
54- Does the coursebook fit curriculum/goals?	**100%**	**0%**
	20	0
55- Are the objectives specified explicitly in the coursebook?	**70 %**	**30%**
	14	6
56- Is the coursebook designed by taking into account the learners' socially and historically English-free status?	**45 %**	**50%**
	9	10

Table 4.16 Teachers' views on practical considerations related to the coursebook

All of the teachers agree that the coursebook is up-to-date (e.g. published within the past 10 years). The coursebook was published in 2015 and due to its being a recently published book New Language Leader-Intermediate includes up-to-date content and utilizes effective visuals, which can draw the attention of its target audience.

All of the teachers think that the coursebook is easily accessible. The coursebook is marketed globally, so it can be purchased easily. When it comes to the price, more than half of the teachers (13 out of 20) disagree that the coursebook is affordable. The price of the coursebook is about $50 and due to the high current exchange rate it has become more costly to buy imported books.

Most of the teachers (17 out of 20) agree that the coursebook has supplementary materials (tapes, visuals etc.) When the students buy the coursebook, they are given an access code through which they have the access to the online workbook. In addition, a CD-ROM accompanies the book on which they are provided with the audio files of the coursebook's listening activities. Apart from these materials, the students can benefit from the web page of the coursebook on which they can find extra activities and videos.

All of the participants agree that the coursebook has supporting online materials/tests and e-format. As mentioned in the analysis of the previous item, the students can use the online workbook and web page of the coursebook in order to do extra practice. They can

also have access to the answer key of the exercises, which enables them to practice and check their performance without the help of their teacher or a friend.

More than half of the teachers (15 out of 20) have stated that the book addresses different learning styles and strategies. It is widely believed that how learners perceive information may vary depending on their preferences and a variety of factors. According to Oxford and Burry-Stock (1995) not only the way learners use memory but also their cognitive, compensation, metacognitive, affective and social strategies have a crucial role in the learning process. The coursebook offers opportunities to students who adopt different strategies. To illustrate, for the students who utilize social strategies, certain parts of the coursebook which promote cultural awareness and cooperating with others may be effective. On the other hand, the coursebook provides practices of analysing, reasoning and summarizing as examples of cognitive strategies. The answers of some teachers who have responded to the questions "Does the book enable learners to personalize the learning process?" are worth mentioning as they support the data gathered through the checklist:

Interviewee 5:

"The book has the potential to be personalized throughout the learning process if the student or the teacher is willing to do that."

Interviewee 9:

 "Most of the lessons have an opener into the lesson and post-skill/ sub-skill part where students need to share their feelings, preferences or opinions."

Interviewee 10:

"Yes, especially in speaking sections there are certain questions that encourage learners to think about their own life. To produce the language structures, learners are also asked to reflect on their own beliefs and performance."

Interviewee 20:

"Overall it does. For example while teaching note taking as a sub skill, the book introduces different strategies and suggests that learners can benefit from the ones which best fit their style. Moreover, including different types of interaction in exercises cater for

learners with different styles in that some learners prefer working alone whereas there learners who feel more motivated when they work in pairs or groups."

All of the participants agree that the activities and exercises introduce the main principles of Communicative Language Teaching. CLT in its current form cannot be explained as a single model. Rather it adopts a holistic approach through which all aspects of communicative competence and linguistic features such as themes, skills, grammar, lexis and functional language are combined and regarded as integral to language learning. (Richards, 2006). As is the case for most of the globally marketed EFL coursebooks, New Language Leader-Intermediate is mostly under the influence of CLT. Thus, the coursebook includes a variety of real-life situations and communicative tasks as well as presenting certain structures, lexis, functional language and language skills to the language learners. Utterances of some interviewees responding to the question: "What opportunities do the book offer to help learners develop communication skills?" mentioned here as they are found to be related to this item of the checklist:

Interviewee 4:

"The book provides an example task in the listening section, the necessary vocabulary and then asks for a production-sometimes as individual task or sometimes as a pair work. The students have all the necessary input."

Interviewee 7:

"I love the scenario parts especially where the students need to use the 21st century skills. In many warm-up and post-reading or listening sections, there is always a pair or group discussion. The book also includes some conversation strategy training."

Interviewee 10:

"Scenario sections include tasks that are generally used to enhance communication skills of language learners. In the productive stage of grammar lessons students also try to use the language with the help of the questions and tasks in the coursebook."

Only few participants agree that (6 out of 20) the coursebook includes self-assessment parts. The coursebook rarely asks the students to reflect on their own performance after fulfilling a task. The book does not include a section where the students evaluate themselves systematically. Upon fulfilling some of the speaking tasks, the students are

asked to focus on their strengths and weaknesses and sometimes they are expected to evaluate themselves as a group. This kind of practice enables them to internalize the learning process and become actively involved in the evaluation process as well.

Most of the teachers (17 out of 20) believe that the activities can be exploited fully and embrace various methodologies in ELT. The objectives of the book are specified and teachers are offered some flexibility and options on how to make use of the coursebook as a material. As O'Neill (1982) suggests "It is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation both by teacher and class is possible" (p.107) Although the coursebook is seen by a bedrock of the course by some practitioners, having flexibility to deal with emergent language needs of the learners or to add some spice to the pace of the lesson is undoubtedly has positive impact on teaching and the learning process in any context. The answers of some interviewees responding to the question "Does the book allow you to utilize different teaching styles?" are worth mentioning at this point since   they claim that the coursebook all them to use different teaching styles and benefit from various methodologies:

Interviewee 5:

 "If you would like to experiment with teacher-authoritative style or student centered coach or activity style, you can go for your preference with this book."

Interviewee 7:

"Sometimes I can work as the facilitator especially during the whole-class, group discussions. Sometimes I work as the demonstrator, but mostly I conduct my lessons adopting a blended style."

Interviewee 10:

"I believe the book is appropriate for various teaching styles. It is easy to reach students who have different language learning styles."

Interviewee 15:

"The sequence and the content of the activities are appropriate for different teaching styles. Teachers can manipulate the book the way they like. They can design individual, pair or group tasks as well as incorporating extra activities into units.

More than half of the participants (13 out of 20) think that the type of syllabus design used in the book is appropriate for the learners. Richards (2001) lists types of syllabus as " the grammatical/ structural syllabus , the lexical syllabus, the functional syllabus, the situational syllabus , theme/ content-based syllabus , the competency-based syllabus, the skills-based syllabus , the task-based syllabus and the text-based syllabus" p.153. The coursebook offers some degree of integration in terms of syllabus design and yet overall it can be said that it has a theme-based content. This type of syllabus is enriched through realistic context that results in stimulus for learning. To exemplify, each unit begins with a topic of interest such as personality, travel or education and while the students learn and discuss some aspects of these topics they are also presented some structures and lexical items which enable them to express their ideas in the target language.

Almost all of the teachers (18 out of 20) think that the coursebook can easily be integrated into technology, thereby allowing for individual study outside the school. The e-book version of the coursebook is available to teachers only; however, the students can benefit from the online workbook or the CD-Rom that accompany the coursebook. On the CD-ROM, the students have access to the audio files of the listening material as well their tapescripts. Therefore, whenever they need some practice in addition to the in-class activities, they can benefit from these self-study resources.

All of the participants think that the coursebook the fits curriculum/goals. As Nation and Macalister (2010) maintain, it is essential to adopt a systematic aprroach in coursebook evaluation and determine to what extent a coursebook suits the environment where it is going to be used. The state university where this research study was conducted has aims that are in line with the Common European Framework (CEFR) and Global Scale of English (GSE). Accordingly, New Language Leader series are thought to be appropriate for the context and the institutional goals since the coursebook is designed considering CEFR objectives and GSE academic aims.

More than half of the teachers (14 out of 20) think that the objectives are specified explicitly in the coursebook. The objectives with regard to each section or activity have been given not in the coursebook but in the teacher's resource book. In this respect, the coursebook cannot support the learners as a self-study course material. That is, looking at the table of content may give the students an idea of what they have ahead, yet for the learners who are curious about the objectives teacher support is indispensable to provide them with detailed information.

Almost half of the teachers (9 out of 20) agree that the coursebook is designed by taking into account the learners' socially and historically English-free status. As new structures are introduced to students in natural context of conversations and texts, the students are exposed to a variety of social and historical features of English and yet students' knowledge of these aspects is not a prerequisite for their comprehension with regard to the input. To illustrate, in one of the units the students read a text about university education in some European countries and have a discussion of their policy of higher education; however, they are not expected to have social or historical background information in order to comprehend the text and practice the discussion. Instead, they get some information from the text and utilize this information while exchanging ideas in the target language.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

1.1. Introduction

This chapter mainly introduces the summary of the study, overall evaluation of the findings, pedagogical implications and suggestions for further research. The summary part presents information about the chapters of the study. The evaluation part focuses on the discussion of the findings with respect to the research questions. The last part introduces the pedagogical implications and suggestions for further research regarding coursebook evaluation, particularly considering the method used in this research study.

1.2. Summary of the study

The main aim of the study is to evaluate the EFL coursebook New Language Leader-Intermediate from the perspectives of students and teachers. The data regarding the focus of the study have been collected from both parties using different instruments focusing on certain features of the coursebook and findings were evaluated separately.

The first chapter of the study presents an introduction to the study through giving background information about coursebook evaluation, statement of the problem, purpose and significance of the study. The scope of the study is described and limitations of the study are mentioned in order to provide an elaborated introduction. Lastly, definitions of terms which have been widely used within the study are also included at the end of this chapter.

The second chapter reviews the literature on the evaluation of coursebooks as EFL instructional materials. First of all, some information about language teaching and learning materials is provided and as a widely used form of these materials coursebooks and their roles described by various scholars are presented. Secondly, different perspectives with regard to coursebook evaluation are presented according to their foci which are primary considerations, practical considerations, evaluating the design, evaluating the language skills, evaluating the presentation of grammar, evaluating the presentation of vocabulary, evaluating the exercises/tasks/activities, evaluating cultural issues and evaluating the topics in EFL coursebooks. Lastly, an overall review of the

literature with regard to coursebook evaluation studies are presented. As checklists are widely used as means of evaluating coursebooks, studies devoted to creating checklists are included in this part. Also, in order to provide further background information, the majority of this section is allocated to recent empirical studies as well as the ones carried out in the last two decades. This part mainly deals with studies which vary in terms of their scope and research design in that variety is thought to have shed light on this current study as well as the further studies in the field.

The third chapter presents information as to the methodology of the study. The study adopted a mixed methods research design in which both quantitative and qualitative data were collected. In order to draw more comprehensive conclusions a triangulation of questionnaires, checklists and semi-structured interviews were employed in the current study. A questionnaire, which was administered to a group of students, and a checklist, which was employed to collect data from teachers, constituted quantitative data of the study whereas subsequent interviews with teachers were employed for qualitative data collection. Descriptive statistics were used to analyse the data gathered through student questionnaire and teacher checklist. As for the interviews, content analysis was utilized to investigate empirical data.

The fourth chapter mainly deals with the findings of the current research and discussions of the findings considering the research questions of the current study. The quantitative data gathered through student questionnaires were analysed through SPSS 21.0 whereas percentages formed a basis while analysing the data from teacher checklists. The analyses of the qualitative and quantitative data were presented respectively in this chapter and related discussions are included subsequently.

1.3. Overall evaluation of the findings

An overall evaluation of the findings is introduced based on the research questions of the study. The aim of the first research question was to determine the students' views on the present coursebook regarding the pre-established criteria presented in the student questionnaire. The responses of the students were analysed considering six sub-headings: 'layout and design', 'the activities', 'the skills', 'the language type', 'the subject and content' and 'overall evaluation'. When the items evaluating 'layout and design" were

analysed, it was seen that students found the layout and design suitable and clear (M=3,61) while the data showed that they were uncertain about the effective organization in the book (M=3,35). When the items evaluating "activities" were analysed, it was clear that the students were unsure about whether the coursebook motivated them to have enough communicative practice (M=3,17). The coursebook was appreciated by the students due to its providing activities with a variety of interaction types. (M=4,29). Just as the students were unsure whether effective activities were available in the book to present grammar and vocabulary (M=3,26), the participants stated no certain view point regarding the activities' encouraging their creative, original and independent responses (M=2,71). When the items evaluating 'skills" were analysed, it was found that the students were not sure whether the skills they need to practice were included in the book (M=3,11). On the other hand, the data revealed an agreement among the respondents who regarded that the book had a balanced focus on four language skills (M=3,68). As for the natural pronunciation highlighted and practiced in the coursebook, the respondents seemed to be indecisive. (M=3,14).

The analysis of the items evaluating 'language type" revealed that the students were unsure about the authenticity of the language presented in the coursebook (M=3,15). The participants expressed that the language corresponded to their proficiency level in the target language. (M=3,65). The students agreed with the item which claimed that the grammar and vocabulary progressed appropriately (M=3,67). In the same way, there was a consensus among students who believed that easy examples and explanations were used to introduce grammar points. (M=3,56). The students claimed no certain view point about whether the coursebook provided them with examples of language functions which they could use later. (M=3,3).

The analysis of the items evaluating 'subject and content" showed that the participants were unsure about whether the subject and the content of the book was relevant to their requirements (M=3,15), as was the case in the topics' being generally realistic (M=3,25). On the other hand, the respondents found the content or the subjects neither interesting nor motivating (M=2,33). As for the variety of subjects and content, the participants claimed no certain point of view (M=2,97). When the items about "overall evaluation" were analysed, it was clear that the coursebook failed to raise learners' interest for further

study. (M=2,42). The respondents noted that they would not prefer to study the same book again. (M=2,03).

As can be seen from the statistical data, the students' views with regard to the coursebook varied according to particular features which were highlighted in the questionnaire items. However, when the analysis of the overall evaluation part in the checklist was taken into consideration it was clear that the students were not satisfied with the coursebook as an instructional material.

The main purpose of the second research question was to determine the teachers' views on the present coursebook regarding the pre-established criteria presented in the checklist and the semi-structured interviews. As mentioned in the previous chapters, a coursebook evaluation checklist with 56 items was administered to a group of teachers. The items were grouped into four categories according to focus of each and the data analysed considering the categories which were "subjects and content", skills and subskills", "layout and physical make-up" and "practical considerations".

The data revealed that most of the teachers have positive attitudes towards the coursebook in terms of the "subjects and the content". While almost all of the items that belonged to this category of the checklist were agreed by the majority of teachers, only the last item which claimed that 'the topics and texts in the coursebook include elements from both local and target culture' was agreed by slightly more than half of the participants. The analysis of the data with regard to "skills and sub-skills" revealed that overall the teachers were satisfied with the way skills and sub-skills were covered in the coursebook.

However, there were some items which unveiled the participants' negative attitudes towards the coursebook. The teachers' disagreement with the checklist items were significant particularly in three items. Firstly, more than half of the teachers disagreed that 'the vocabulary exercises promoted internalization of previously and newly introduced items'. Secondly, more than three quarters of the participants disagreed that the new words were repeated in subsequent lessons to reinforce their meaning and use. Lastly, the majority of the teachers disagreed that the pronunciation points were repeated and reinforced in subsequent lessons. The analysis of the data with regard to "layout and

physical make-up" showed that most of the teachers have positive views regarding this aspect of the coursebook.

On the other hand, half of the teachers disagree that the coursebook reflected learners' preferences in terms of layout, design, and organization. When the data with regard to "practical considerations" were analysed, it was found that no overall conclusion could be drawn in that teachers agreed with one item significantly whereas most of them disagreed with another item under the same category. Most of the teachers have positive views about the book in terms of its being up-to-date, accessible, being in line with the curriculum goals and providing supplementary and online materials. On the other hand, most of the teachers criticized the coursebook for not being affordable, not including self-assessment parts and not taking into account the learners' socially and historically English-free status. In addition to the data gathered from the checklist, the responses of the teachers to the interview questions supported the analyses of the findings.

Taking the analyses of the data gathered through checklists and interviews, it was evident that although the majority of the teachers were satisfied with most of the features of the coursebook, they found some aspects of the coursebook ineffective or inappropriate, and thus suggested adaptation of the material.

1.4. Pedagogical implications

Based on the data gathered from two parties, teachers and students, various implications can be drawn and beneficiaries of the study may range from policy makers to students, depending on the foci of these implications.

The coursebook was evaluated in terms of its layout and physical make-up both through student questionnaire and teacher checklist. While the students were satisfied with the layout in general, they were uncertain that the organization of the coursebook was effective. When the teachers were asked whether they thought the book reflected the learners' preferences, they were uncertain, too. It can be concluded that what students expect from a coursebook in terms of its organization and in what ways the organization influence their learning practices need to be investigated.

Both teachers and students appreciated the book as it offered meaningful communication and a balanced range of individual and pair/ group activities. However, the activities in the coursebook were criticized for not encouraging creative, original or independent responses. The findings could imply that from learners' perspective the coursebook is expected to offer flexibility as well as opportunities for exchanging ideas.

As for the skills and sub-skills covered in the coursebook, both parties stated that there was a balanced distribution of skills. However, the students expressed that the coursebook did not focus on the skills they needed to practice. It can be concluded that students' expectations with regard to language skills need to be investigated and necessary amendments could be incorporated as a part of the evaluation process.

With respect to the subjects and content of the coursebook, it was found that neither teachers not students were totally satisfied. Although they had partially convergent views on whether the situations and topics are realistic, both parties were unsure that the topics were interesting and motivating. The findings could imply that while choosing a theme-based coursebook it is of utmost importance to have determined the interest areas of the ultimate users. Providing that the foci of the implications regarding this study are considered elaborately, they could shed light on further research and coursebook evaluation studies.

1.5. Suggestions for further research

It is worth mentioning that for more comprehensive and conclusive evidence, it is essential that certain limitations be overcome. First of all, one thing to bear in mind is that no questionnaire or checklist is enough to determine views of participants. Therefore, allocating enough time for the study in order to have post conferences with the participants and interview all or most of them for detailed information will definitely result in gathering invaluable data. Especially participants with extremely optimistic or pessimistic attitudes need to be interviewed. Secondly, variables such as age, experience and exposure to the coursebook could be considered while evaluating the collected data. As a final suggestion, including correlation of teachers' and students' attitudes towards certain features of the given coursebook could broaden the scope of the study and thus provide conclusive evidence.

When the review of the related literature is considered, it seems highly unlikely to generalize certain findings of a study to different contexts; and yet carrying out a study which aims to be as elaborate as possible will definitely throw light on further research.

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APPENDICES

APPENDIX 1: STUDENT QUESTIONNAIRE: ENGLISH

Dear Students,

This questionnaire is designed to identify your views about the English Language Coursebook: New Language Leader- Intermediate which you are studying. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below and put a check mark (x) next to the item which best reflects your view.

Before you start the questionnaire, please read the following statements in *italic* and sign to indicate your consent.

Thank you for your contribution.

Elif ÖZTEKİN

"I voluntarily agree to participate in this study. I know that even if I agree to participate now, I can withdraw or refuse to answer any question."

Your Signature: _____

Coursebook Evaluation Questionnaire	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL
A-Layout and Design					
1- The layout and design is appropriate and clear.					
2- The coursebook is organised effectively.					
B-Activities					
3- The activities encourage sufficient communicative and meaningful practice.					
4- The activities incorporate individual, pair and group work.					
5- The grammar points and vocabulary items are introduced through effective activities.					
6- The activities promote creative, original and independent responses.					
C-Skills					
7- The materials include and focus on the skills that I need to practice.					
8- The materials provide an appropriate balance of the four language skills.					
9- The textbook highlights and practices natural pronunciation.					

	I TOTALLY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL
D-Language Type					
10- The language used in the coursebook is authentic - i.e. like real-life English in movies or songs.					
11- The language used is at the right level for my current English ability.					
12- The progression of grammar points and vocabulary items is appropriate.					
13-The grammar points are presented with brief and easy examples and explanations.					
14-The language functions exemplify English that I will be likely to use in the future.					
E- Subject and Content					
15-The subject and content of the coursebook is relevant to my needs as an English language learner.					
16-The subject and content of the coursebook is generally realistic.					
17-The subject and content of the materials is interesting and motivating.					
18-There is sufficient variety in the subject and content of the coursebook.					
F-Conclusion					
19-The coursebook raises my interest in further English language study.					
20-I would choose to study this coursebook again.					

APPENDIX 2: STUDENT QUESTIONNAIRE: TURKISH

Sevgili Öğrenciler,

Bu anket kullanmakta olduğunuz ders kitabınız New Language Leader-Intermediate hakkında görüşlerinizi belirlemek amacıyla oluşturulmuştur. Anket sonuçları gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Aşağıdaki cümleleri dikkatlice okuyunuz ve düşüncenizi en iyi ifade eden seçeneği, işaretle (x) belirtiniz.

Ankete başlamadan önce, lütfen *italik* yazılmış ifadeleri okuyup kabulünüzü belirtmek için imzalayınız.

Katkılarınızdan dolayı teşekkür ederim.

Elif ÖZTEKİN

"Bu çalışmaya gönüllü olarak katılıyorum. Şimdi katılmayı kabul etsem bile, vazgeçebileceğimi ya da herhangi bir soruyu cevaplamayı reddedebileceğimi biliyorum."

İmza: _____

Ders Kitabı Değerlendirme Anketi	TAMAMEN KATILIYORUM	KATILIYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
A- Kitabın Düzen ve Tasarımı					
1- Kitabın düzen ve tasarımı yeterince açık ve uygun					
2- Ders kitabı etkili bir şekilde düzenlenmiş.					
B- Kitaptaki Etkinlikler					
3- Kitaptaki etkinlikler İngilizce'de yeterli olarak iletişim kurmamı ve anlamlı bir şekilde uygulama yapmamı destekliyor.					
4- Kitaptaki etkinlikler tek, ikili ve grup olarak çalışmamızı sağlıyor.					
5- Kitapta İngilizce dilbilgisi kuralları ve kelimeler, etkili etkinlikler yoluyla öğretiliyor.					
6- Kitaptaki etkinlikler yaratıcı, özgün ve bağımsız cevaplar vermemizi sağlıyor.					

	TAMAMEN KATILIYORUM	KATILIYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
Beceriler					
7- Kitaptaki ders malzemeleri, ihtiyacım olan dil becerilerini içeriyor.					
8- Kitaptaki ders malzemeleri, dört dil becerisini (okuma, yazma, konuşma ve dinleme) dengeli olarak sunuyor					
9- Ders kitabı, İngilizce telaffuzu doğal şekliyle çalışmamızı sağlıyor.					
C- **Kitaptaki Dil**					
10- Ders kitabında kullanılan dil gerçek hayatta kullanılan dili (film ya da şarkılarda olduğu gibi) yansıtıyor.					
11- Ders kitabında benim şimdiki İngilizce seviyeme uygun bir dil kullanılıyor.					
12- Kitaptaki dilbilgisi konularının ve kelimelerin öğretilme sırasını uygun buluyorum.					
13- Kitaptaki dilbilgisi konuları, kısa ve basit örnek ve açıklamalarla sunuluyor.					
14- Kitaptaki dil öğeleri ileride kullanabileceğim İngilizce'yi yansıtıyor.					
D- **Ders Kitabının Konu ve İçeriği**					
15- Ders kitabının konuları ve içeriği, İngilizce öğrenen birisi olarak ihtiyaçlarıma uygun.					
16- Ders kitabının konuları ve içeriği, genel olarak gerçek yaşamla ilişkili.					
17- Ders malzemelerinin konusu ve içeriği, yeterince ilginç ve teşvik edici.					
18- Ders kitabının konularında ve içeriğinde yeterince çeşitlilik var.					
E- **Genel Değerlendirme**					
19- Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
20- Seçme şansım olsa, yine bu kitabı tercih ederim.					

APPENDIX 3: TEACHER CHECKLIST

Dear colleagues,

This checklist is designed to identify your views about an ELT Coursebook: Language Leader -Intermediate.
Your answers will be kept confidential and used only for research purposes. Read the questions below and for each item put a check mark (×) to choose either "Yes" or "No" based on your view.

Before you answer the questions, please read the following statements in *italic* and sign to indicate your consent.

Thank you for your contribution.

Elif ÖZTEKİN

"I voluntarily agree to participate in this study. I know that even if I agree to participate now, I can withdraw or refuse to answer any question."

Your Signature: _____

			Yes	No
Subjects & Contents		**1-** Does the content serve as a window into learning about the target language culture (American, British etc.)?		
		2- Are the subject and content of the coursebook interesting?		
		3- Is the content of the coursebook challenging enough to foster new learnings?		
		4- Are the subject and content of the coursebook motivating?		
		5- Is the thematic content understandable for students?		
		6- Is there sufficient variety in the subject and content of the coursebook?		
		7- Is the thematic content culturally appropriate?		
		8- Are the topics and texts free from any kind of discrimination (gender, race etc.)?		
		9- Is there a relationship between the content of the coursebook and real-life situations (society)?		
		10- Do the topics and texts in the coursebook include elements from both local and target culture?		
Sub-skills & Skills	Reading	**11-** Are there adequate and appropriate exercises and tasks for improving reading comprehension?		
		12- Is there a wide range of different reading texts with different subject content?		
		13- Are the reading selections authentic pieces of language?		

			Yes	No
	Listening	**14-** Does the coursebook have appropriate listening tasks with well- defined goals?		
		15- Is the listening material well recorded, as authentic as possible?		
		16- Is the listening material accompanied by background information, questions and activities which help comprehension?		
	Speaking	**17-** Does the coursebook include speech situations relevant to students' background?		
		18- Are the activities developed to initiate meaningful communication?		
		19- Does the coursebook include adequate individual and group speaking activities?		
	Writing	**20-** Are models provided for different genres?		
		21- Do the tasks have achievable goals and take into consideration learner capabilities?		
		22- Is practice provided in controlled and guided composition in the early stages?		
	Vocabulary	**23-** Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?		
		24- Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book?		
		25- Do the vocabulary exercises promote internalization of previously and newly introduced items?		
		26- Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?		
		27- Is the new vocabulary integrated in varying contexts and situations?		
	Grammar	**28-** Are the grammar points presented with brief and easy examples and explanations?		
		29- Is the primary function of new structures for interaction and communication?		
		30- Do the structures gradually increase in complexity to suit the growing reading ability of students?		
		31- Are the new structures presented systematically and in a meaningful context?		
		32- Are the grammar points recycled in the following units?		

			Yes	No
	Pronunciation	**33-** Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds?		
		34- Are the pronunciation points repeated and reinforced in subsequent lessons?		
	35- Does the coursebook cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.?			
Layout & Physical Makeup	**36-** Is the printing quality high?			
	37- Does the coursebook look interesting and fun?			
	38- Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit?			
	39- Does the coursebook reflect learners' preferences in terms of layout, design, and organization?			
	40- Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text?			
	41- Are the illustrations informative and functional? (13)			
	42- Do the size and weight of the coursebook seem convenient for students to handle?			
Practical Considerations	**43-** Is the coursebook up-to-date (e.g. published within the past 10 years)?			
	44- Is the coursebook easily accessible?			
	45- Is the coursebook affordable?			
	46- Does the coursebook have supplementary materials (tapes, visuals etc.)?			
	47- Does the coursebook have supporting online materials/tests and e-format?			
	48- Does the book address different learning styles and strategies?			
	49- Do the activities and exercises introduce the main principles of Communicative Language Teaching?			
	50- Does the coursebook include self-assessment parts?			
	51- Can the activities be exploited fully and embrace various methodologies in ELT?			
	52- Is / are the type/s of syllabus design used in the book appropriate for learners?			
	53- Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school?			
	54- Does the coursebook fit curriculum/goals?			
	55- Are the objectives specified explicitly in the coursebook?			
	56- Is the coursebook designed by taking into account the learners' socially and historically English-free status?			

APPENDIX 4: TEACHER INTERVIEW QUESTIONS

1. Does the book allow you to utilize different teaching styles?
2. Does the book enable learners to personalize the learning process?
3. Does the book provide learners with a variety of activities that cater for learners' differences?
4. What opportunities does the book offer to help learners develop communication skills?
5. What is your overall opinion about the New Language Leader-Intermediate?

APPENDIX 5: TRANSCRIPTION OF INTERVIEW RESPONSES

Responses for question 1:

Interviewee 5:

"Yes, it does. If you would like to experiment with teacher-authoritative style or student centered coach or activity style, you can go for your preference with this book."

Interviewee 7:

"Yes, it does. Sometimes I can work as the facilitator especially during the whole-class, group discussions. Sometimes I work as the demonstrator, but mostly I conduct my lessons adopting a blended style."

Interviewee 10:

"Yes, I believe the book is appropriate for various teaching styles. It is easy to reach students who have different language learning styles."

Interviewee 15:

"The sequence and the content of the activities are appropriate for different teaching styles. Teachers can manipulate the book the way they like. They can design individual, pair or group tasks as well as incorporating extra activities into units."

Responses for question 2:

Interviewee 5:

"Yes, it does. The book has the potential to be personalized throughout the learning process if the student or the teacher is willing to do that."

Interviewee 9:

"Most of the lessons have an opener into the lesson and post-skill/ sub-skill part where students need to share their feelings, preferences or opinions."

Interviewee 10:

"Yes, especially in speaking sections there are certain questions that encourage learners to think about their own life. To produce the language structures, learners are also asked to reflect on their own beliefs and performance."

Interviewee 20:

"Overall it does. For example while teaching note taking as a sub skill, the book introduces different strategies and suggests that learners can benefit from the ones which best fit their style. Moreover, including different types of interaction in exercises cater for learners with different styles in that some learners prefer working alone whereas there learners who feel more motivated when they work in pairs or groups."

Responses for question 3:

Interviewee 6:

"Yes, the variety of activities and the content is good to have a learning atmosphere with different students."

Interviewee 15:

"The content and the activities are suitable for different teaching and learning styles."

Responses for question 4:

Interviewee 4:

"The book provides an example task in the listening section, the necessary vocabulary and then asks for a production-sometimes as individual task or sometimes as a pair work. The students have all the necessary input."

Interviewee 7:

"*I love the scenario parts especially where the students need to use the 21st century skills. In many warm-up and post-reading or listening sections, there is always a pair or group discussion. The book also includes some conversation strategy training."*

Interviewee 10:

"*Scenario sections include tasks that are generally used to enhance communication skills of language learners. In the productive stage of grammar lessons students also try to use the language with the help of the questions and tasks in the coursebook."*

Responses for question 5:

Interviewee 10:

"First of all, it is easy to follow the structure. Themes and topics are interesting and relevant. There is a lot of mechanical input or content."

Interviewee 20:

"Overall, the book is a satisfactory resource. It includes up-to-date topics, which promotes learner engagement and thus comprehension."

APPENDIX 6: CURRICULUM VITAE

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Elif ÖZTEKİN

Doğum Yeri ve Tarihi : Maçka, 25.09.1985

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi

Yüksek Lisans Öğrenimi : Ufuk Üniversitesi İngiliz Dili Eğitimi

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Stajlar : Balgat Mustafa Kemal İlköğretim Okulu, Ankara

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