Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

EVALUATION OF THE EFL COURSEBOOK "LANGUAGE LEADER" FROM UFUK UNIVERSITY PREPARATORY SCHOOL STUDENTS' PERSPECTIVES

Sezin Karakılıç

Master's Thesis

Ankara, 2014

EVALUATION OF THE EFL COURSEBOOK "LANGUAGE LEADER" FROM
UFUK UNIVERSITY PREPARATORY SCHOOL STUDENTS' PERSPECTIVES

Sezin Karakılıç

Master's Thesis

Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

Ankara, 2014

KABUL VE ONAY

Sezin Karakılıç tarafından hazırlanan "*Language Leader* adlı İngilizce Ders Kitabının Ufuk Üniversitesi Hazırlık Sınıfı Öğrencilerinin Bakış Açıları ile Değerlendirilmesi" başlıklı bu çalışma, 14.10.2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Yrd. Doç. Dr. Neslihan Özkan (Başkan)

Prof. Dr. Gülsev Pakkan (Danışman)

Yrd. Doç. Dr. Gülşen Demir (Üye)

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

[   ]

Enstitü Müdürü

T.C.
UFUK ÜNİVERSİTESİ
Prof. Dr. Mehmet TOMANBAY
Sosyal Bilimler Enstitüsü Müdürü

B LD R M

Hazırladı ım tezin/raporun tamamen kendi çalı mam oldu unu ve her alıntıya kaynak gösterdi imi taahhüt eder, tezimin/raporumun ka ıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü ar ivlerinde a a ıda belirtti im ko ullarda saklanmasına izin verdi im:

☐   Tezimin/Raporumun tamamı her yerden eri ime açılabilir.

☐   Tezim/Raporum sadece Ufuk Üniversitesi yerle kelerinden eri ime açılabilir.

☐   Tezimin/Raporumun ….. yıl süreyle eri ime açılmasını istemiyorum. Bu sürenin sonunda uzatma için ba vuruda bulunmadı ım takdirde, tezimin/raporumun tamamı her yerden eri ime açılabilir.

[   ]

Sezin Karakılıç

To my beloved husband

I thank you very much for your love, patience and support

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis advisor Prof. Dr. Gülsev Pakkan for her invaluable assistance, continual guidance, and endless encouragement. Her stimulating suggestions enabled me to coordinate my studies and contributed to my thesis. Without her support, I would not broaden my view about the field and continue my study determinedly and patiently.

I am thankful to the members of my thesis committee, Yrd. Doç. Dr. Neslihan Özkan and Yrd. Doç. Dr. Gül en Demir for their time and the constructive feedback they have provided.

Furthermore, I am grateful to Ar . Gör. Emrah Dolgunsöz and Ar . Gör. Ceyhun Karabıyık for sharing their profound knowledge, rendering invaluable suggestions and making contribution to the statistical analysis of the data.

I owe too much to my husband and all my family members who sincerely supported me and encouraged me in any stage of this study with their endless patience and understanding when it was most required.

ABSTRACT

The study aimed at evaluating the coursebook 'Language Leader' used at Ufuk University Preparatory School from Preparatory Classes students' point of view. In this context, the demographic information form and the evaluative criteria were administered on the participants to find out to what extent the coursebook meets the students' needs and expectations in terms of seven components, namely physical appearance, the layout and organization, appropriacy, the methodology, the content, exercises and activities, cultural elements. Accordingly, 203 students out of 312 who studied at Ufuk University Preparatory School in the academic year 2012-2013 participated in the study. The data were collected through the questionnaire. The questionnaire consists of the demographic information form asking the students to indicate their age, gender, graduated school, perceptions about the language skills, duration of using the coursebook, and the level of the coursebook that is being used and the list of criteria formed for coursebook evaluation. The gathered data were analysed quantitatively. The results of the study were presented in accordance with the research questions.

The findings of the study showed that the students' views about the coursebook seem to change substantially. While the participants at large have a positive view about the physical appearance, layout and organization and the methodology of the coursebook, most of the students have a more sceptical view on the appropriacy of the coursebook for their proficiency level and their purpose of language learning. The results also revealed that there were some mismatches between the students' linguistic level and language skills in the coursebook; and most of the students found reading texts and writing activities so challenging. At this point, the results suggested that it needed to be made some modifications and adaptations on the coursebook so that the coursebook appeals to the students' needs and expectations in terms of language skills and the appropriacy of these skills for the students' proficiency level. In this sense, some implications and suggestions were presented with the purpose of developing the coursebook in the way of meeting the students' needs and expectations, and encouraging the students to use the target language.

ÖZET

Bu çalı ma, Ufuk Üniversitesi Hazırlık Okulunda ders kitabı olarak kullanılan 'Language Leader' adlı kitabı Hazırlık Sınıfları ö rencilerinin bakı açısıyla de erlendirmeyi amaçlamı tır. Bu kapsamda, kitabın dı görünüm, düzen ve plan, uygunluk düzeyi, benimsedi i metodoloji, içeri i, etkinlikleri, sosyal ve kültürel de erler açısından ne ölçüde ö renci ihtiyaç ve beklentilerini kar ıladı ını belirlemek için demografik bilgiler ve de erlendirme ölçütlerinden olu an bir anket katılımcılar üzerinde uygulanmı tır. Buna göre 2012-2013 akademik yılında Ufuk Üniversitesi Hazırlık Okulunda okuyan 312 ö renci arasından 203 ö renci çalı maya katılmı tır. Veriler bir ö renci anketi aracılı ıyla toplanmı tır. Ö renci anketi, ö rencilerden ya larını, cinsiyetlerini, mezun oldukları okulu, dil becerileri üzerine görü lerini, kitabı kullanma sürelerini, kullanmakta oldukları kitabın seviyesini belirtmelerini isteyen bir demografik bilgi formu ve kitabın de erlendirilmesi için düzenlenmi de erlendirme ölçütlerinden olu maktadır. Toplanan veriler nicel olarak incelenmi tir. Çalı manın sonuçları ara tırma soruları do rultusunda sunulmu tur.

Çalı manın sonuçları, ö rencilerin kitap ile ilgili görü lerinin önemli ölçüde de i ti ini göstermektedir. Katılımcıların büyük ço unlu u kitabın dı görünümü, düzeni ve planı ve kitabın benimsedi i metodoloji üzerine olumlu bir bakı açısına sahipken , büyük bir ço unluk ise kitabın ö renci seviyesi ve ö rencilerin dil ö renme hedeflerine uygunluk düzeyi üzerine daha ku kucu bir yakla ıma sahiptirler. Sonuçlar aynı zamanda, kitaptaki dil becerileri ve ö rencilerin dil seviyeleri arasında bazı uyu mazlıklar oldu unu ve bir çok ö rencinin kitaptaki okuma metinlerini ve yazma etkinlerini zor buldu unu ortaya koymu tur. Bu noktada sonuçlar kitabın dil becerileri ve bu becerilerin ö rencilerin seviyelerine ugunluk düzeyi açısından ö renci ihtiyaç ve beklentilerini kar ılayabilecek ekilde bazı düzenlemelere ve de i ikliklere gereksinim duydu unu göstermi tir. Bu ba lamda, kitabın ö renci beklenti ve ihtiyaçlarına cevap verebilecek ve ö rencileri hedef dili kullanmaya te vik edebilecek ekilde geli tirilebilmesi amacıyla bazı çıkarımlarda ve önerilerde bulunulmu tur.

Anahtar Sözcükler: Ders Kitabı, Materyal Geli tirme, Materyal De erlendirme, De erlendirme Ölçütleri

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1.   Background of the Study

The current study is conducted to evaluate the coursebook *'Language Leader'* which is used in Preparatory School of Ufuk University with regard to learners' perceptions. Before giving insight into the selection process of the coursebook, it might be helpful to begin by giving general information about English Language Preparatory Program of Ufuk University and the general portfolio of the learners.

The language program is conducted under the chairmanship of the Program Coordinator of Preparatory Classes and the cooperation of 18 language instructors. It is observed that as there are no academic units such as curriculum development unit, material development unit, test development and evaluation unit in Preparatory Classes of Ufuk University, 18 instructors all are responsible for each unit and are required to work in a coordinated manner. The lack of these academic units brings about some problems related to timing, the coordination of the instructors, the proceeding of the language program, the selection of language materials, the evaluation of the learners' performance, and the success of the learners. The primary concern that occurs as the subsequent to, and dependent on, the lack of the curriculum development unit, is that a systematic study cannot be conducted on both need analysis and curriculum planning.

It should be stated that curriculum planning is very important for a structured learning environment. It is the process in which the goals and objectives are specified according to the need analysis, and the materials to be taught is planned out and scheduled.

Therefore, curriculum can be considered as the starting point for any language teaching program. Brown (1995:19) states, "Like any other educational experiences, the quality of language teaching depends upon the use of curriculum development process".

Before curriculum planning is carried out, some knowledge about learners such as their age, different characteristics and interests, level of proficiency in the target language, educational background, attitudes to foreign language learning, their motivation and so on should be identified. What to teach, how to teach and what materials to be taught are shaped by the aforementioned factors. However, since Preparatory School of Ufuk University does not conduct the curriculum planning and need analysis in a systematic and comprehensive way, it can be implied that it is difficult for the instructors to assess the coursebook and make right choices about the teaching materials.

Given the fact that learners are at the centre of the teaching-learning process in which they are expected to be actively involved in this process, need analysis is of crucial importance for the process of curriculum planning. Need analysis is "an important means of carrying out research prior to designing and evaluating lessons/ materials/ syllabus and it helps draw a profile of students / course in order to determine and prioritize the needs for which students require English (L2)" (Richards et al., 1992, cited in Jordan, 1997: 20). Therefore, it is essential to identify a wide range of different learner characteristics in each class, and to analyse particular teaching situations, all of which have a great impact on the specification of the goal and objective, the selection of the content, and the decisions made on the material.

The instructors in Preparatory Program of Ufuk University base their impressions about their learners strictly on their observations in the teaching process. Accordingly, they make their evaluations and selections of the coursebook. However, such an observation is thought to be insufficient to evaluate and select the appropriate coursebook that meets the learners' needs and interests. Given the fact that there are so many variables affecting the teaching and learning process, it is essential to use some techniques and procedures for identifying the needs and collecting the data about the target language situation. In addition, the role of learners in language teaching necessitates taking

learners' perceptions about the coursebook. In order to make sure that whether the coursebook really satisfies the needs and interests of the learners as it claims, the data must be taken from the learners through learners' performance in class, the results of the achievement tests, as well as more subjective means such as questionnaires and interviews directed to learners and teachers.

It should be stated that instead of planning and developing the curriculum, depending on the need analysis, and identifying the goals and objectives, the content of the coursebook is used as the curriculum in the institution. As there is no specified curriculum about the language program of Preparatory Classes of Ufuk University, the teachers strictly rely on the selected coursebook. Therefore, the coursebook *'Language Leader'* plays an important role in providing the framework for the teachers to set their own objectives and to specify the content of the course. In fact, the teachers' dependence on the coursebook increases both the teachers' and the students' expectations from the coursebook. It is observed that the coursebook is not supported by the other teaching materials such as self-study workbooks, cassette tapes, videotaped materials, tests, and the extra materials that are developed by the teachers adequately.

As for the evaluation and selection process, the teachers in the institution have a good deal of choice in the selection of the coursebook that have been presented to them by publishers. Luckily, they are not exposed to adopt the language materials passed on to them by the institution for classroom use without regard to their observations and evaluations. Before the education term starts, 18 instructors come together and analyse the coursebooks and teaching materials by considering their target groups. They take on responsibility for discriminating effectively among the coursebooks. Therefore, they are under both professional and financial pressure of selecting the ideal coursebook that matches up with the learners' needs and requirements, serves the purpose of the language program, and meets the teachers' and the learners' expectations. However, the evaluation of language materials is not conducted in a systematic and organized way. Their assessment of the coursebook is grounded on the feedback and the impressions about the learners who attended the preparatory classes in the previous term. Such an

evaluation is considered to be insufficient for making right choices about the coursebook.

As for the assessment of the learners' proficiency in the target language, learners take the proficiency exam in order to pass the compulsory language program. The pass grade is determined by the institution as 60 on the scale of 100. Learners who cannot take the required grade are placed into preparatory classes. These learners take twenty seven hours of English classes each week, composed of the main course and skill courses. Learners are expected to acquire all language skills and use them accurately at the end of the two semesters. The only assessment that determines their progress in the target language is not proficiency exam. Learners are required to take 3 pop quizzes, one mid-term and one final exam each term that is based on monitoring their progress periodically. Learners' project works in the learning process, their assignments, their participation to courses and the grades taken from the above mentioned exams all have a significant contribution to the proficiency exam they will take again at the end of the two semesters.

At Ufuk University Preparatory School, the learners are exposed to a 27 hour language program each week that is supported by only the coursebook. Listening and speaking skills are integrated into the main course, and a separate coursebook is not preferred for these skills. Therefore, the coursebook *'Language Leader'* is expected to present all skills in an integrated and balanced way and to give the learners the opportunity of practicing these skills with the exercises, activities and tasks. The importance of the coursebook in the institution calls for more systematic and organized evaluation of the coursebook. It is believed that learners should be involved into the evaluation process as they are the active users of the coursebook. In the evaluation process, learners' perceptions about the coursebook will be guide for the latter studies and determine teachers' decisions on whether the same coursebook will be used again or needs to be replaced with a new one or whether it needs any modification and adaptation.

The results of the study are aimed at finding out to what extent the coursebook meets learners' expectations and needs. The current study is expected to make a major

contribution to latter studies on coursebook evaluation and selection with regards to learners' perceptions. The questionnaire formulated by the considerations of the evaluative criteria is considered to raise awareness of both the teachers and the learners, and to provide them with assessing their own performance within the class.

1.2.   The Statement of the Problem

Systematic curriculum development has been largely neglected throughout the history of language teaching. In the case of Turkey, it can be implied that one of the fundamental problems is that a systematic study is not carried out on the curriculum planning. In fact, curriculum development in language teaching sets ground for developing, managing, and evaluating effective second and foreign language programs and teaching materials. The curriculum development process reflects the ideologies about language, language teaching and language learning. It also includes the key stages for effective language teaching such as situation analysis, need analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation. All these stages should be considered as the integral parts of the curriculum planning process. Therefore, the coursebook evaluation and selection process is directly related to the curriculum planning process.

When the language program of Ufuk University Preparatory Classes is observed, it is recognized that such a systematic study is not carried out on the curriculum planning. In fact, curriculum planning is essential to set the goals and objectives. According to these objectives, the content of the course, the methodology of the language program, and the materials to be taught are determined by the teachers. Depending on the lack of the curriculum development unit and materials development unit in the institution, the teachers have great difficulty in evaluating and selecting the coursebook and other teaching materials.

Another problem is that the need analysis is not conducted in a systematic and comprehensive way in the Preparatory Classes of Ufuk University. The lack of the need analysis also affects the coursebook selection process negatively. In fact, the first step in

the curriculum process should be the collection of information about learners in order to diagnose their current proficiency level, age, educational background, previous learning experiences, their learning goals, learning-style preferences, and so on. The need analysis is carried out through different ways such as questionnaires presented to learners, interviews, and observations that take place in the learning process. All these data give teachers a clue about their learners - their needs, interests, purpose of learning and expectations from language learning. Therefore, the language program is shaped by the aforementioned factors.

It should be stated that the coursebook *'Language Leader'* plays a crucial role in the language program of the institution. As there is not the curriculum specified before, the content of the coursebook serves as the curriculum. Therefore, the teachers strictly depend on the coursebook for the management of the program. The wide spread use of the coursebook in the Preparatory Classrooms necessitates the assessment of the coursebook in a principled way. However, it is observed that few efforts are made for the coursebook evaluation and selection process in order to define the effectiveness and the quality of the coursebook in the actual classroom use.

The learners' unsatisfactory performance in the classroom and their lack of motivation leads to analyse and evaluate the coursebook from the learners' perceptions. It is thought that the decrease in the learners' performance and success can be related to the wrong choice of the coursebook. As learners play an important role in the coursebook evaluation as the real users of the coursebook, the most reasonable results about the effectiveness and efficiency of the coursebook is believed to be taken from the learners themselves.

1.3. The Purpose of the Study

The aim of the study is to conduct a systematic evaluation of the coursebook *'Language Leader'* by considering the learners' perceptions about the coursebook in order to assess its weak and strong points, and so maximize its effectiveness on the learning and teaching English. The results are considered to become effective on future studies on the

coursebook evaluation and contribute to materials design and development. Furthermore, the study is considered to add new dimensions to our English language teaching knowledge as teachers by introducing us to some principled criteria for evaluating the coursebook systematically and is believed to raise the awareness of the learners by providing them with the chance of assessing their own performance in class and evaluating the effectiveness of the coursebook on their motivation and success.

The current study aims for both teachers and students to realize the importance of the coursebook in language teaching and learning so that they can make comprehensive and systematic evaluations to make wiser and more reasonable decisions on the instructional materials and coursebooks. The results are believed to help the teachers make decisions on whether they can use the same coursebook in next terms to come or on whether they can modify or adapt it for their own needs and purposes. With this purpose in mind, the research questions are aimed to be answered in this study:

1. What is the general order of importance for skill development in a coursebook regarding all of the participants and what is the most important skill in terms of gender, age, graduated school regarding medium of instruction?

2. What is the general attitude of participants towards the coursebook?

3. Is there a significant statistical difference between gender groups in terms of evaluation scale and its 7 components, namely the physical appearance, the layout and organization, appropriacy, the methodology, the content, exercises and activities, cultural elements?

4. Is there a significant statistical difference between age groups in terms of evaluation scale and its 7 components, namely the physical appearance, the layout and organization, the methodology, the content, exercises and activities, cultural elements?

5. Is there a significant statistical difference between school graduation groups in terms of evaluation scale and its 7 components, namely the physical appearance, the layout and organization, appropriacy, the methodology, the content, exercises and activities, cultural elements?

6. Is there a significant statistical difference between Foreign Language medium school graduates and Native Languages medium school graduates in terms of evaluation scale and its 7 components, namely the physical appearance, the layout and organization, appropriacy, the methodology, the content, exercises and activities, cultural elements?

1.4.   The Scope of the Study

The content of the current study is limited to identifying the perceptions of the learners who study at Ufuk University Preparatory Classes about the coursebook *"Language Leader"* by using the evaluative checklist that is formulated in order to assess the quality and effectiveness of the coursebook in terms of the learners. Since this study is only carried out at Ufuk University Preparatory Classes, a generalizations of the findings to different contexts is not appropriate.

1.5.   Limitations

Though this study was systematically conducted, making use of the studies in the literature, it is considered that there are several factors that may have a great impact on the study outcomes and the quality of the study.

First of all, since this study is based on the coursebook evaluation, learners are considered as the main stakeholders who are the active users of the coursebook. Therefore, their perceptions about the coursebook are of crucial importance in the coursebook evaluation and selection process. However, this self-reported data that are only based on the learners' notions and evaluations may be regarded as lacking reliability and generalizability. In order to ground the current study on a more reliable

and valid basis, it may be useful to make use of both learners' and teachers' perceptions about the coursebook, the observations of the learners' performance in class , achievement test, interviews with both teachers and learners and so on.

Secondly, this study was conducted in a certain interval of time when the learners went into the intensive study term for the proficiency exam. Accordingly, the learners are believed to feel confused because of the exam anxiety. Therefore, the factors dependent on aforementioned conditions might have affected the outcome of the study.

1.6.   Definitions of Terms

The following terms are used frequently in the study with the meanings given below. Therefore, it is believed to be important to clarify how these key terms are used in this particular study in order to make the current study comprehensible and clear.

EFL: This abbreviation refers to "English as a Foreign Language".

ESL: This abbreviation refers to "English as a Second Language".

ELT: This abbreviation refers to "English Language Teaching".

Instructional Materials: "Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied hand out, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned" (Tomlinson, 1998: xi).

Coursebook: "A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening and speaking" (Tomlinson, 1998: ix).

Materials development: " Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake : in other words the supplying of information about and/or experience of the language in ways designed to promote language learning" (Tomlinson, 1998: 2).

Materials evaluation: "The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them" (Tomlinson, 1998: xi).

Materials adaptation: "Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing" (Tomlinson, 1998: xi).

Authentic texts: "Authentic texts are those that have been produced in the course of genuine communication, not specially written for purposes of language teaching. They provide learners with opportunities to experience language as it is used beyond the classroom" (Nunan, 1999.79).

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

During the past 20 years there has been a revolution in the way in which language can be studied. Because of the rapid developments in English language teaching, the attitude to the nature of language, language teaching and learning has changed. It seems clear that the major trends in language materials and methodology have provided both teachers and students with raising their awareness of language teaching and learning. The process of curriculum planning, materials development and design, and the evaluation of the language program have started to become conducted in a more systematic and comprehensive way. The impact of current trends in approaches and materials design on the roles of teachers and learners has been remarkable.

This chapter will include a brief overview of the materials development in English language teaching followed by a review of the impact of communicative approach on current trends in materials development and design. The purpose of this chapter is to present a review of the significant role of coursebook in English language teaching, and provide a portrait of how coursebook evaluation and selection can be carried out in a systematic and effective way. Previous researches on the materials evaluation serve as the guide to conduct the current study.

2.2. Materials Development in English Language Teaching

In the field of language teaching, teachers encounter many innovations and new approaches to methodology every passing year. As the methodology of language teaching changes, expectations and needs change, as well. Revolutions in the approach

and method have come with many practices that lead one syllabus model give way to another. The impact of these revolutions on the current practices in language teaching and learning has been observed. These changes in the field of language teaching have spread new ideas and suggestions in materials design and development, and have caused arguments among many linguists.

Harwood (2010: 3) uses the term 'material' "to encompass both texts and language learning tasks: texts presented to the learner in a paper-based, audio, or visual form, and / or exercises and activities built around such texts. This definition is intentionally broad in order to include locally produced hand outs a teacher uses with a single class, as well as the textbooks produced by major publishing houses and distributed globally". Tomlinson (2001: 66) states that "They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet". Whatever they are, "instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (Richards, 2007: 251).

When compared to the practices of the past, materials development has become an important field in language teaching (Littlejohn, 2011). The need and requirement of using coursebook as the major source in language teaching and learning raise the importance of materials development. Tomlinson (2001: 66) stresses that "Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, implementation and evaluation of language teaching materials, by teachers for their own classrooms and by material writers for sale or distribution. Ideally, these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials". Littlejohn (2011: 212) puts forth that as the use of teaching materials is now more widespread than ever before, materials themselves have turned into more complex objects, which require a serious and systematic analysis of language teaching materials. The presence of UK publishers in all corners of the world justifies the importance of the coursebook as "one of the main tools of trade of language teaching".

Materials development covers all the processes that are "made use of by practitioners who produce and/ or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally all of these processes should be given consideration and should interact in the making of language-learning materials" (Tomlinson, 2012: 143).

Methodological innovations and transformations in the field of language teaching make materials design and development so significant for language teachers. It requires the involvement of many stakeholders from teachers to students, material writers, researchers and practitioners. Littlejohn (2011: 212) lays stress on the importance of materials development with the following statements:

> In the early days textbooks contained mainly readings, perhaps with some questions and sentences to translate. Now materials frequently offer complete 'packages' for language learning and teaching, with precise indications of the work that teachers and students are to do together. The extent to which materials now effectively structure classroom time has thus increased considerably.

2.2.1. The Impact of Communicative Approach on Materials Development

The field of second (or foreign) language teaching has undergone many changes over the years. When the historical bases of the many methodological options are observed, it seems clear that the nature of the language has been reconceptualised, and the roles of the learners and the teachers within the learning and teaching process have been revaluated. Some dramatic developments in language teaching have pushed us to generate new insights into second language acquisition.

The ineffectiveness and impracticality of traditional approaches in language education led to the rise of modern approaches. The foundation of contemporary language teaching was developed during the early part of the twentieth century when the major trends arose with different theory or view of how people learn second or foreign languages or how people use languages. With the rise of contemporary methods,

language teaching was based on some basic principles and procedures that guided language teachers to develop teaching methods and materials. As Richards and Rodgers (2002:1) stress, "The method concept in teaching- the notion of a systematic set of teaching practices based on the particular theory of language and language learning- is a powerful one, and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century".

Changes in language teaching methods throughout history reflected on the goals of the language study. A move toward oral proficiency rather than reading comprehension changed the kind of proficiency learners needed as the goal. Changes in language teaching method also reflected on the theories of the nature of language and of language learning. By the twentieth century when contemporary methods began to enter the curriculum of the language program, the standard way of teaching and learning foreign languages was based on a list of abstract grammar rules, lists of vocabulary, and sentences for translation around which coursebooks or lessons were organized. Nunan (1999: 9) stresses that " Up to, and including the 1960's, language was generally seen as a system of rules, and the task for language learners was to internalize these rules by whatever means were at their disposal (or, more usually, in formal contexts, at the disposal of the teacher or teaching institution)". In this term, the priority for learners was to master the structures of the language without regard to meaning.

Speaking the foreign language and using it for communicative purposes were not the goal of the language study. Oral practice was limited to students' speaking the sentences they had translated. Consequently, the language used in this approach had no relation to the language of real communication. Many books published during this period consisted of statements of grammar rules that were presented in "disconnected sentences" (Richards and Rodgers, 2002: 5).

In grammar-translation classrooms, tremendous efforts were made by both students and teachers to learn and teach English, yet the results obtained by traditional methods applied in many schools showed that many of the students were less likely to be exposed to the use of the target language for communication. They had a good

knowledge of the language but were unable to use this knowledge to communicate appropriately and effectively. All instructions in the classroom were given in the native language of the students. A typical exercise was to translate sentences from the target language into the mother tongue.

In the mid- and late nineteenth century, as a reaction to the Grammar-Translation method, alternative approaches to language teaching were promoted by language teaching specialists. The increased opportunities for communication among Europeans created the need for oral proficiency in language classes. The new approaches to foreign languages with the Reform Movement also created a demand for the publication of conversation books. The Frenchman C. Marcel developed a new model for language learning that emphasized the importance of meaning in learning. His model gave prior importance to reading rather than other skills. He tried to place language education into a broader educational framework. The Englishman T. Prendergast was one of the first who observed children's behaviours and developed a new model for language teaching. He observed that children can learn better when presented to them the contextual and situational cues to comprehend the sentences and give meanings to them. The Frenchman F. Gouin is the best known of these mid-nineteenth century reformers who approached to teaching a foreign language from the new perspective. He believed that language learning can be more effective if it is used for the purpose of accomplishing some events. Situations and themes are used as ways of organizing and presenting oral language. It is clear that from traditional approach to the current trends, the need to present the new teaching items in a meaningful context brought about new practices in language teaching that later became parts of such approaches and methods as Situational Language Teaching and Total Physical Response (Richards and Rodgers, 2001).

Celce-Murcia (2001) states that in systems where grammar-translation gave way to audio-lingualism, students were able to repeat the responses in predictable situations in the classroom, but they had difficulty in using the target language communicatively in unpredictable situations outside the classroom. Teachers, textbook writers who follow Grammar-Translation Approach, The Direct Approach, The Audio lingual Approach, The Cognitive Approach, and The Comprehension-Based Approach organized their

language programme and language-teaching materials around the structural syllabus. Most of these approaches manipulated language without regard to meaning or context. They separated the teaching of grammatical form from communicative meaning. In all these approaches, students had a basic foundation of language knowledge, but they did not know how to put that knowledge to active use, and it was difficult for them to make connections between different parts of the grammatical system.

On the basis of this deficiency, it was gradually recognized and accepted that a new approach to language learning was needed. As Nunan (1999:71) stresses, "Learners needed to understand that language is not just a list of grammatical patterns and a collection of words. Language as communication involves the active use of grammar and vocabulary to listen and read effectively and to speak with and write to other people. Language needs to be learned functionally so that learners are able to see that different forms communicate different meanings".

During the 1970s, communicative language teaching emerged as the new and innovative way to foreign or second language teaching. Wilkins (1972) proposed a "functional" and "communicative" nature of the language in which the meaning is paramount. Wilkins analysed the communicative meanings of the language that a language learner needs to understand and express. Wilkins' "Notional Syllabuses" contributed to the emerging of Communicative Language Teaching (Richards and Rodgers, 2002: 154).

Teaching materials, curriculum planning, course descriptions were shaped by the communicative principles. "Language was seen as a system for the expression of meaning, rather than as a system of abstract syntactic rules" (Nunan, 1999: 9). Such an approach to the language had a profound effect on the way we teach language, the syllabus design and coursebook writing. McDonough and Shaw (2003: 20) state that the impact of communicative language teaching were felt on the teaching materials published during the 1970's. The following statements show the claims that were being made for a number of communicative materials:

> … for students interested in using language rather than learning more about structure

> ... students learn to use the appropriate language they need for communicating in real life.
>
> ... is a dynamic, functionally-based coursebook. It is intensely practical book, giving the students opportunity for through and meaningful rehearsal of the English they will need for effective communication.
>
> ... to use the language to communicate in real life.
>
> ... teaches students to communicate effectively by understanding and controlling the relationship between language forms and functions.
>
> ... places emphasis on developing skills of discourse within a wide range of communicative settings. It actively trains the learner in important discourse functions.... All the language practice is presented in real-life contexts and related to the learner's own experience.

Communicative language teaching marks the beginning of major changes in language teaching in the twentieth century whose reflections continue to be felt today. As an approach to language teaching, it aims to "(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards and Rodgers, 2002: 155). Communicative language teaching emphasizes interaction as both the means and the ultimate goal of learning a language and advocates that for most students language is best acquired when it is not studied in a direct and explicit way. Students should be exposed to real meaningful communication in that language. It can be stated that with the communicative language teaching, the focus has moved towards the "real-world" use of language "along the dimensions of context, topic, and roles of the people involved" (McDonough and Shaw, 2003: 40).

As Richards and Rodgers (2002: 155) state that, Communicative Language Teaching aims at "communicative competence", which requires "paying systematic attention to functional as well as structural aspects of language" (cited in Littlewood, 1981: 1).

Communicative coursebooks are designed according to communicative principles, and include a wide range of communicative contexts, events, practices, and tasks through which learners gradually expand "communicative competence", consisting of "grammatical competence, discourse competence, sociocultural competence, and strategic competence". All components are integral parts of communicative

competence, and cannot be measured or developed in isolation. Grammatical competence is related to "the lexical, morphological, syntactic, and phonological feature of a language". These features are important to form sentences, interpret and give meaning to sentences. Another component of communicative competence is discourse competence that refers to "interconnectedness of a series of utterances, written words, and/ or phrases to form a text, a meaningful whole". Unlike the grammatical competence that is concerned with sentence-level grammatical forms, the learners who develop discourse competence can interpret the overall meaning of the text by giving meaning to the isolated sounds or words in the text. Sociocultural competence is beyond the linguistic forms of the language and refers to "the social rules of language use". Language is used in many different social context where each participant has roles and purpose of interaction. The roles of these participants, the information they share, and the interaction they are involved in reflect the social dimension of the language. When learners develop sociocultural competence, they will be able to understand the social context in which language is used, and communicate appropriately in different social interactions. (Savignon, 2001: 17-18).

With the emergence of communicative approach, instructional materials have focused on functional and communicative methodology as specified by Richards and Rodgers (2002: 30);

> 1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.

> 2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.

> 3. Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

It seems that by comparison to the early methods and materials, the nature of approaches and methods turn into more learner-based language learning, which has a great impact on the role of instructional materials as stated by Richards and Rodgers (2002: 30);

Materials will allow learners to progress at their own rates of learning

Materials will allow for different styles of learning

Materials will provide opportunities for independent study and use

Materials will provide opportunities for self-evaluation and progress in learning.

It can be noted that the majority of published coursebook that are designed with the communicative principles focus on the functional nature of the language because "real-life interaction express itself most obviously in this way" (McDonough and Shaw, 2003: 22). However, this fact does not require that the grammatical structures are ignored or rejected completely. If meaning and form are combined in teaching, language learning will become more effective. McDonough and Shaw (2003: 20) give emphasis on the form-function relationship with these statements "It is clearly not possible to engage in purposeful communication in a language without being able to formulate the structures of that language as well". They claim that language should be considered as a whole with its "grammatical forms" and its "communicative function".

The objectives of the communicative coursebooks are " to develop students' ability to understand and express themselves in a foreign language; to foster students' positive attitude towards communicating in a foreign language, and to heighten their interest in language and culture, thus deepening international understanding" (Savignon, 2001: 13, cited in Wada, 1994: 1).

2.2.2. Current Trends in Materials Development and Design

As the new methodologies occurred, our beliefs and points of views about the nature of language and learning inevitably changed. However, these developments does not require that we have to throw out or reject past practices. Instead, we should incorporate new ways of teaching and learning into existing practices. In this sense, "current trends are basically evolutionary rather than revolutionary in nature" (Nunan, 1999: 69). In the phase of the evolution, contemporary trends added value to tried and tested practices rather than subvert them completely.

The communicative language teaching, learner-centred instruction, and task based language teaching that are currently dominant approaches have had important influence on the teaching methodology over the last twenty years. When the content of the contemporary coursebooks is observed, it seems clear that their impact on the developments in materials design is remarkable. These three ideas, which are all interrelated, argue against the notion that language learning is the system in which skills and knowledge are transmitted from the teacher to the learner. Instead, in order for learning to take place, "learners must reconstruct the skills and knowledge for themselves; they cannot simply receive these from external sources" (Nunan, 1999: 5). This shows the interpretative nature of language. Out of the notion that learners are at the centre of the learning process, today's teaching methodology has grown.

Tomlinson (2011: 3) uses the term "teaching" to "facilitate" the learning of the language. Teachers or instructional materials only function as a guide for students to make discoveries about the language use for themselves. Instead of transmitting information explicitly to the learners that is known as deductive learning, today's teaching methodology focuses on indirect teaching as "the most effective way of facilitating the learning of a language". With the inductive learning, students are given examples and activities and asked to induce principles, rules, and generalizations from these examples. By this way, students learn some facts about the language by themselves, and know "how to use it communicatively to express their ideas, to talk and write to other people, to read and listen to real language, and to learn how to cooperate with others". (Nunan, 1999: 74). Inductive approach incorporates content into process. With the emergence of communicative, skill-based approach, a rigid separation becomes difficult. Nunan (1999: 72) uses Breen's (1984) metaphor of the journey to describe new views on the nature of language teaching and states that "Traditionally, content was seen as the destination (we want learners to know how to contrast the simple past and past perfect tenses). Methodology was the route, the means whereby we reach the destination (we will get learners to do a set of substitution drills involving present perfect and simple past). However, with the emergence of new views on the nature of language teaching, and a reconceptualization of what it was to know and use the language, this separation was difficult to sustain". Until the 1999's, the typical PPP

teaching procedure which stands for presentation, practice, production was applied in language classes. However it took many criticisms as it was based on "teacher-centred" framework, and it was " extremely useful in a focus-on-forms lesson, especially at lower levels, but was irrelevant in a skills lesson, where focus-on- form may occur as a result of something students hear or read". It also seems to assume that students learn the target language by "starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet human learning probably isn't like that" (Harmer, 2007: 66-67). Lewis (1993: 190) suggested that "PPP was inadequate because it reflected neither the nature of language nor the nature of learning". In response to these criticisms, many alternatives to PPP aroused. One of them is Byrne's alternative approach as shown in Figure 1.
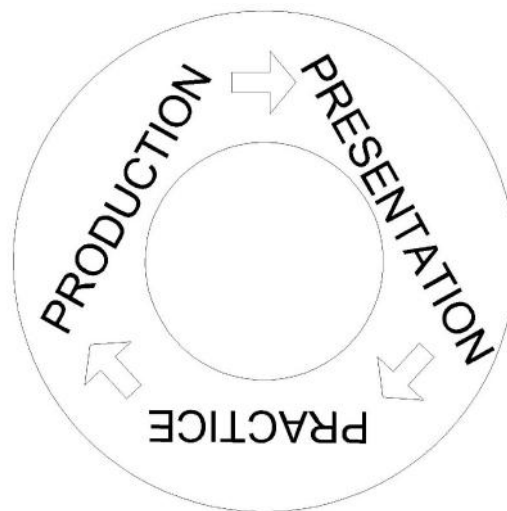
Figure 1 – Byrne's alternative lesson procedure

Current approaches advocate this teaching procedure as it is based on humanistic and learner-centred learning. This approach pushes students to immediate production with the communicative tasks that are designed to motivate students for activating their language knowledge. Therefore, the learning process starts with production, and when necessary after the production phase is over, teachers may return to presentation and practice. During the production phase, both students and teachers are able to realize

whether and where they have problems with using the language. Boomerang procedure is another alternative that follows more task-based approach. Figure 2 shows the order of teaching as EAS- engage, activate, study.

Engage

Study

Activate
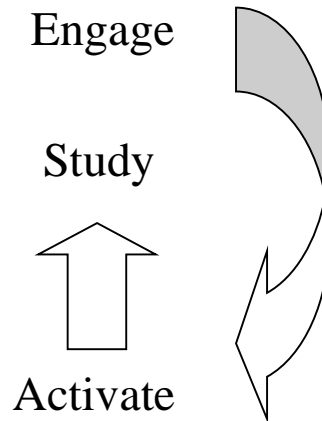
Figure 2 – Boomerang lesson procedure

At first, students are emotionally engaged for the communicative tasks such as communication game, or role play. Students are then asked to study some language points that they feel lacked, or they make mistakes after the communicative task has been completed. A look at modern coursebooks shows that alternative procedures to PPP have been applied in language classes.

When the content of the traditional language coursebooks is observed, it appears that they all include a structurally graded list of linguistic items, and expect learners to master those structural items without regard to functional uses of the language. As a result, learners often have difficulty using what they have learned outside the classroom. However, contemporary coursebooks support "experiential learning" that sees learning as a process, and provides learners with the opportunity of "self-discovery" of how grammatical structures are used in a different social contexts for effective communication (Nunan, 1999: 5). With inductive learning, learners are challenged to notice new forms in meaningful and authentic contexts, and provided with the chance to see the language in action so that learners can understand how and when language is

used. Contemporary coursebooks involve learners in the discovery of language patterns by asking them to identify how meaning and form are used together.

Current trends in language teaching and materials development adopt integrated approaches in which all approaches are brought together into a single design. Celce-Murcia (2001: 302) states that " Since the 1980's, we have witnessed a gradual movement away from rather narrow language teaching methods toward broader integrated approaches in language teaching, approaches that encourage the teaching of all four skills within the general framework of using language for learning as well as communication". Contemporary coursebooks are designed with this principle. The integrated approaches accept the fact that all aspects of language are interwoven and used together for effective and successful communication. All main language skills such as reading, writing, speaking and listening, and sub-skills such as grammar, vocabulary and pronunciation are used in an integrated and balanced way. There is no point in separating these skills as receptive (passive skills) and productive (active skills) because "they are seldom separated in real life" (Harmer, 2007: 265). Celce-Murcia (2001: 14) states that "Today, listeners and readers no longer are regarded as passive. They are seen as active participants in the negotiation of meaning". In order to speak or write about something, we need to get meaning from what we are seeing or hearing. In other words, "We cannot access meaning unless our brains are fully engaged with the texts we are interacting with" (Harmer, 2007: 265). As Hinkel (2006: 113) points out, "in meaningful communication, people employ incremental language skills not in isolation, but in tandem". When we are engaged in conversation, we need to listen as well as speak because otherwise we could not interact with the person we are speaking to. When we evaluate contemporary coursebooks in detail, we encounter how "input and output are connected in the classroom, how skills can be integrated, and how skill and language work are connected" (Harmer, 2007: 265).

McDonough and Shaw (2003: 46) consider "multi-syllabus", which is today accepted and implemented in a number of ELT context, "in terms of a merging of two broad approaches". One of these is concerned with the language in use, so it covers function, context and language skills. All these categories are prerequisite for meaningful

communication. The other approach is concerned with a more "formal linguistic syllabus" that includes grammar, pronunciation, and vocabulary. Pronunciation, vocabulary and grammar are practised in a context of use.

McDonough and Shaw (2003: 44) also explain integrated approaches in the following statements;

> When deciding what to teach to particular group of learners, we need to take into consideration several different meaning categories and several different formal categories. We must make sure that our students are taught to operate key functions ... to talk about basic notions ... to communicate appropriately in specific situations ... to discuss the topics which correspond to their main interests and needs ... At the same time, we shall need to draw up a list of phonological problems ... of high priority structures, and of the vocabulary which our students will need to learn. In addition, we will need a syllabus of skills ... (cited in Swan, 1985: 79).

Content-based language teaching is a part of integrated approaches since it integrates language and content by assuming that "language is best learned when it is used as a medium of instruction for learning something else, such as academic content" (Celce-Murcia, 2001: 302). Instead of traditional approaches in which content was defined as the linguistic structures of the target language, communicative approaches define content as "communicative purposes for which speakers use the second/foreign language" (Snow, 2001: 303). More recently, topics or themes based on students' interests or needs are used as the subject-matters for second or foreign language teaching purposes. Content-based language teaching has a strong impact on the English for Academic Purposes movement. Most of the contemporary coursebooks are designed with the goal of preparing students for academic and occupational tasks students may encounter in school, university, and business life. In content-based language teaching, content defines the selection and sequencing of teaching points.

Content-based language teaching also advocates that comprehensible input (content) is prerequisite for effective language learning. Snow (2001: 304 as cited in Kristen, 1984: 62) states that "comprehensible subject-matter teaching is language teaching". In content-based instruction, the focus is on the topics or themes, and not on the form.

Contemporary coursebooks that are designed with content-based instruction or theme-based model provide students with comprehensible input coupled with relevant language learning activities so that they are able to produce comprehensible output by using four major language skills in an integrated way. Content-based language materials "integrate the teaching of language skills with content" (Snow, 2001: 316). Theme-based language teaching is a type of content based instruction in which teachers use themes or topics that appeal to students 'needs and interests, and ground their instruction on the selected topics. The majority of language programs incorporate theme-based approach into their curriculum.

Coursebooks published in the last 20 years offer comprehensive focus on grammar and vocabulary, but present these linguistics items and vocabulary by integrating into function and pronunciation. Today, grammatical patterns are related to the particular communicative meanings so that students can see the connection between form and the function. By this way, learners are more likely to express the ideas and feelings by using the right pattern. They know how to use grammar to express different communicative meanings. The aim is to present grammar and vocabulary in a communicative context and meaningful discourse. Both grammar and words are taught through tasks involving "semantic networking, concept mapping, and classifying" (Nunan, 1999: 78). Such a methodology enables learners to achieve the creativity in language use. Learners are required to take part in real communicative tasks and express themselves in the target language in new and unexpected situations outside the classroom. Therefore, in designing courses, syllabus designers are guided by communicative tasks, and they identify target skills that learners need to acquire in order to perform these tasks at the end of their period of learning. By this way, the courses are shaped by skill-based and task-based teaching.

Task-based language teaching is an approach to the design of language courses that "makes the performance of meaningful tasks central to the learning process". The departure point of this approach is based on the belief that "if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms" (Harmer, 2007: 71). Unlike the traditional approach in

which a language structure or a function to be learnt are presented, students are given a task they have to perform, or a problem they have to solve. Only when the task has been completed, the teacher gives insight into the language that was used, making corrections. The aim of task-based language teaching is that students are able to focus on language form while performing the task, or as a result of doing them. A central claim of task-based language teaching is that "opportunities for production may force students to pay close attention to form and to the relationship between form and meaning" (Harmer, 2007: 73 as cited in Beglar and Hunt, 2002: 97). In short, task-based language teaching helps learners to acquire basic skills so that they learn real language for use in the real world. Therefore, task-based language teaching cannot be considered as separated from skill-based language teaching. As Nunan (1999: 88) states, "task-based language teaching is more than just a means of learning a language. It's a way of becoming a better communicator in the workplace, and in the social world beyond the classroom.

In addition, contemporary coursebooks also include authentic reading and listening texts. Authentic material is "language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, it is authentic, it is unlikely to be simplified or spoken slowly" (Harmer, 2007: 273). As authentic texts have been produced for the real communication, not specially written for purposes of language teaching, they provide learners with "opportunities to experience language as it is used beyond the classroom". Authentic materials can consist of a wide variety of contexts, including "TV and radio broadcasts, conversations, discussions and meetings of all kinds, talks, announcements". Learners also practice reading real language materials taken from "magazines, stories, printed material and instructions, hotel brochures and airport notices, bank instructions, and a wide range of written messages" (Nunan, 1999: 79-80). By this way, learners will learn how to use some strategies so that they can deal successfully with real communication outside the classroom.

What's more, today's teaching methodology is based on information technology and the internet. Computer-based language teaching/ learning helps learners to make connection between the classroom world and the world beyond. The current philosophy of computer-based language teaching is based on student-centred materials that allow learners to study on their own. Recently, computer- based materials have been preferred by language teachers due to the fact that they encourage interactive and individualised learning.

2.2.3. The Role and Importance of Coursebook in English Language Teaching

English language instruction has many important components but instructional materials which consist of printed ones such as coursebooks, workbooks, teacher's book, readers, and non-print ones such as audiotapes, videotapes and computer-based materials are important tools in foreign/ second language teaching. Language materials are seen as the core of the language program. Therefore, teachers are often under the pressure of adopting an ideal coursebook for their learners. McDonough and Shaw (2003: 60) state that "In many contexts materials are often the most visible representation of what happens in the classroom". Sheldon (1988: 237) claims that "Whether we like it or not, these represent for both teachers and students the visible heart of any ELT program".

With the rapid developments in the field of English language teaching, more and more coursebooks have made their way to the market. Byrd (2001: 415) states that "In addition to our students and us, another constant in the lives of most teachers is our textbook. Few teachers enter class without a textbook.- often a required textbook- that provides content and teaching/ learning activities that shape much of what happens in that classroom". Therefore, the role and the function of coursebooks cannot be denied.

As the core of language teaching and learning process, coursebooks are defined with different descriptions by several specialists. For example, Tomlinson (2011: 9) uses the term 'coursebook' in the place of 'textbook', and points out that "coursebook is a textbook that provides basic materials for a course and it serves as the only book used by learners during a course. It usually covers work on grammar, vocabulary,

pronunciation, functions and the four skills". Hutchinson and Torres (1994: 327) describe coursebook as "an important means of satisfying the range of needs that emerge from the classroom and its wider-context".

In his study on the coursebook selection and the evaluation, Inal (2006: 22) stresses the role and importance of coursebooks for language classes, and states that "Coursebooks take on a special role, as they become the most easily available opportunity for students to practice and function in the target language".

Cunningsworth (1995) also mentions about the role of coursebooks in the curriculum planning. He argues that coursebooks give learners the opportunity of studying outside the classroom. Therefore, they function as an effective resource for self-directed learning, an effective resource for presenting learners the knowledge and material they need to communicate in the target language, a source of ideas, exercises and tasks through which learners are asked to take on some roles and use the target language. In addition, the content of the coursebook can be used as a syllabus, and it reflects the learning objectives of the language program.

Kayapınar (2009: 69) puts great emphasis on the role of coursebooks in English language teaching, and underlines that "The use of coursebook in ELT is more popular than ever before, especially after innumerable ELT preparatory classes have been established for a large number of departments at universities, private schools and some state schools". Hutchinson and Torres (1994) point out that coursebooks introduce teachers to innovations in the field of language teaching, and raise awareness in terms of new and untried methodologies they present to teachers. Instructional materials and coursebooks are developed and designed by paying great attention to current approaches and changes in English language teaching. Therefore, coursebooks are considered to be the reflections of innovations in the field.

What is more, as Tok (2010) states, teachers make use of coursebooks as a guide in order to achieve their goals and objectives. Coursebooks offer a common syllabus for different classes, so they "provide the standards in instruction", and they serve as "the

primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence of knowledge available and apparent to the learner in a selected, easy and organized way" (Tok, 2010: 509).

Some teachers have strong reliance on the coursebook. They reject making only small essential changes and additions on the coursebook. Nation and Macalister (2010: 160) base teachers' dependency to the coursebook on the following reasons:

> 1. Their school of Ministry of Education requires them to follow it closely. This is usually because of a wish to standardize the quantity and quality of the education that all learners' get and sometimes because of a lack of trust in the skills of the teachers.
>
> 2. The teacher may be inexperienced or largely untrained and there is security in following a set of coursebooks closely. The teacher may also have no idea about how to adapt the coursebook.
>
> 4. The teacher is convinced of the high quality of the coursebook.
>
> 5. The learners wish to cover every part of the coursebook."

It is obvious that coursebooks are of crucial importance in English language teaching since they serve as the facilitators of language learning and teaching in classroom, and as the medium of individual study outside the classroom. On behalf of learners, a coursebook truly affects learners' attitudes and performance to the lesson throughout the course. It is a fact that when learners like their coursebooks, they like the course, as well and become active participants to the lesson.

2.3. Coursebook Evaluation and Selection

Evaluation is essential in any field of education that illuminates teachers about classroom practices and management, the planning of the courses, the roles of teachers and learners (Tok, 2010). Therefore, material evaluation should be the top priority of any curriculum. Rea-Dickins and Germaine (1994: 4) state that "evaluation is an intrinsic part of teaching and learning". Therefore, it is worth bearing in mind that coursebook evaluation is very essential in order to measure the value of the coursebook, to identify to what extent the course objectives are achieved and to what extent learners

are provided with the required input for effective learning, and to determine if the coursebook is effective and efficient in terms of learners' performance and broadly teachers' professional growth.

"Evaluation is a process of inquiry in which data are gathered through different instruments and from different sources" (Sarem et al., 2013: 372). In many cases, evaluation can be conducted "impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so" (Tomlinson, 2011: 3).

Jones (1999: 21) stresses that "evaluation in LL (language learning) and LT (language teaching) generally refers to the theoretical and empirical assessment of the curriculum itself and its components from various perspectives: assessment of teacher performance, learner achievement, materials and so on".

Murphy (1985: 10) complains that "the necessity for evaluation is not understood and recognized". However, this is not the case today. Over the last few years, a growing interest to the systematic coursebook evaluation has been recognized. Ellis (1998: 217) pinpoints that " Acceptance of the need for evaluation- both to determine to what extent a program has 'worked 'and, more broadly, to facilitate the whole process of curriculum development – is now widespread". It should be stated that with the growing importance of materials design and development in many parts of the world, choosing the right coursebook has taken on a new significance for all levels of English language teaching in schools. Therefore, as McDonough and Shaw (2003: 59) state, "The ability to evaluate teaching materials effectively is a very important activity for all EFL teachers". Coursebook evaluation provides teachers with access into the overall nature of the material in a more systematic, useful and accurate way than only impressionistic assessment about the material. Although most teachers do not have the chance of creating their own materials, or selecting and evaluating the coursebook, they need to make best use of the selected materials in order to carry out the purpose of the language program. Therefore, evaluation plays a key role in education and it is important for the

teacher since it can provide valuable information for the future going of classroom practice, for the planning of courses, for the management of learning tasks and students (Byrd, 2001).

Rea-Dickens and Germaine (1994: 5) claim that "there is a need to evaluate language teaching methods, materials, and effectiveness as teachers and also how materials are presented to learners, the types of learning tasks used and the way the courses are designed". They (1994: 28) also define evaluation as "the means by which we gain a better understanding of what's effective, what's less effective and what appears to be no use at all".

Materials evaluation is essential for the use of instructional materials such as coursebooks. Mukundan (2006: 175) believes that the major focus of evaluation should be on "the expected language learning outcomes" which results from using the materials. However good the materials are, they can hardly satisfy different students with different needs, objectives, wants, learning styles, attitudes, and cultural norms (Tomlinson, 2006). This is because each individual student thinks, feels, and believes in different ways, depending on the culture which they belong to. Therefore, the reason why coursebooks need to be evaluated is based on the fact that "they might be suitable and ideal in a particular situation and with some particular students but they might turn out to be unusual in a different situation (Richards, 2007: 256).

2.3.1. Approaches in Coursebook Evaluation

Many teachers find materials evaluation process too challenging to reach a consensus easily since it includes many aspects that should be examined and many variables that influence these aspects in a set of materials. Sheldon (1988: 237) emphasizes that "this issue is rather emotive and controversial for teachers". Even after the selection process is completed, the use of coursebook requires great attention. Some theorists in the field suggest different approaches to materials evaluation.

Tomlinson (2011) points out that evaluation can be pre-use focusing on predictions of potential value. It can also be while-use focusing on what the learners are doing with the materials in the learning process and it can be after-use in order to find out the learning outcomes as a result of using the instructional materials. Masuhara (1998) suggests that pre-use evaluation of materials should be given far more importance since it is based on gaining overall impression about future or potential performance of the coursebook. In this process, teachers come together and determine the criteria that they consider are essential for the prospective course. The first step of the pre-use evaluation is to identify the needs and wants of the learners, and prioritize them. Teachers are expected to discuss on the criteria and report some points that they find problematic for the course. After eliminating some items of the criteria, they pick up the candidates from the available collection of coursebooks and new sample copies. The criteria that are determined for the pre-use evaluation can be filed for the post-use evaluation. Teachers may find it useful to keep record of which parts of a coursebook are used and which are not. In the staff meetings, teachers analyse and discuss why some parts require being omitted or why some parts of the same coursebook can get used. This analysis reveals the forgotten needs and wants of the teachers and the learners. By this way, the purpose of target learners and their relationship with the coursebook can be specified and kept in files.

Post –use evaluation suggested by Masuhara (1998: 259) is conducted on the purpose of validating the pre-use selection criteria which are formed prior to the course. It can be called as "the re-evaluation of the materials for later use". Post-use evaluation is related to reaching a conclusion about the impact of the coursebook on the teachers, the learners, and the language program. It requires a period of continuous use in order to find out the weak and strength points of the material. As Cunningsworth (1995) states, post evaluation helps teachers to make decision about future use of the same material.

Ellis (1998) approaches materials evaluation in two aspects such as predictive evaluation and retrospective evaluation. A predictive evaluation is designed to make a decision regarding what materials to use. It is based on coming to a conclusion about what materials to adopt and implement in class. Teachers who carry out predictive

evaluation identify which materials are best suited to the purpose of the language program, its curriculum and target groups. Whether the materials worked out for them can be realized only after the selected material has been used in the learning process by the real users such as teachers and learners. At this point, further evaluation may be conducted in order to find out how far the material is suitable for the particular group or explore how effective and efficient the material is for the specified teaching context. This kind of evaluation can be considered as retrospective evaluation. Both predictive and retrospective evaluations aim at making teaching and learning process more effective in relation to teachers and learners. Tok (2010: 510) states, "They both help teachers to make appropriate judgment concerning the effectiveness of their teaching including the materials they used".

Retrospective evaluation is essential so as to determine if the selected material is worth using it again. In the light of the guidelines or checklist available, teachers may carry out in-depth analysis in the learning process by taking the actual feedback from the learners. As Cunningsworth (1995) emphasized, the need to evaluate materials retrospectively comes from identifying particular strengths and weaknesses in coursebooks in use. Predictive evaluation and retrospective one allow teachers to make optimum use of the strong points of the coursebook, and if it is necessary, the weaker areas can be developed by adapting, modifying and substituting materials from other books. Thus, Ellis (1998: 37) states that "a retrospective evaluation serves as a means of testing the validity of a predictive evaluation and what is more, it may point to ways in which the predictive instruments can be improved for future use".

Byrd (2001: 419) claims that teachers have to read the whole book from start to finish on the purpose of getting an overview of the elements in the coursebook in general that is called "initial reading of a textbook" before conducting detail analysis. Teachers can sometimes find some useful features in the late section of the coursebook, or even in the appendix that will be helpful for us for implementation of the coursebook. He believes that the basic rule of the implementation of the coursebook is to know what is going on in the coursebook and to know they are there.

Byrd (2001: 419) stresses that in the stage of initial reading, a teacher should ground his criteria of evaluation on such questions as "what kinds of units does the book have? How is each organized? What kinds of illustrations or other graphic elements are used? How many of these graphic elements are there? How are they connected to the rest of the materials in the unit? What additional features does the book have beyond the basic units- appendices, index, and glossary? Are there any ancillary materials such as workbooks or audiotapes?" In terms of content, initial reading focuses on the questions like "what does each unit give me to present? What is each unit about?" The questions about the practices include "what does each unit give me to use with my students for practice? Where are exercises and tasks placed and how do they relate to the presentation of the content? What connections are made between the activities provided in the various units?" With regard to evaluation, the textbook should need to be assessed under such criteria as "what does each unit give me to use for evaluation of student learning? When will assessment occur during the term? How long will each activity take?"

Ellis (1998: 218) distinguishes materials evaluation as macro and micro evaluation. Macro evaluation models are related to the overall assessment of coursebook or/ and teaching materials while micro evaluation models are related to an in-depth analysis of particular tasks for particular teaching context and particular groups of learners. Macro evaluation focuses on the following questions:

> To what extent was the program / project effective and efficient in meeting its goals?
>
> In what ways can the program / project be improved?

Macro-evaluation is related to identifying whether the language program has accomplished its aim as a whole, whether it needs to be improved or replaced whereas micro-evaluation focuses on specific activities or tasks, and aims at finding out whether the materials work in the context of teaching and learning.

Evaluators are in the need of analysing a particular language learning task or specific aspects of the curriculum by focusing on specific questions that are related to whether a

particular task in the material is effective and efficient or whether learners participate to the course actively and productively, whether the practices encourage the learners to participate to the course and motivate them for language use. All these day- by – day and lesson- by -lesson analysis is called as micro-evaluation that is essential to carry out macro-evolution.

McDonough and Shaw (2003: 61) suggest that evaluators first carry out external evaluation "that offers a brief overview from the outside" that should be followed by "a closer and more detailed internal evaluation". External evaluation is concerned with how the materials have been organized. External evaluation provides teachers with gaining an overview about the organization of the materials by looking at "the blurb or the claims made on the cover of the teacher's / students' book" and by examining "the introduction and table of contents" (McDonough and Shaw, 20003: 62). The introduction or table of contents help evaluators assess what Cunningsworth (1984: 2) has termed "what the books say about themselves".

External evaluation, no matter how much it is based on the organization of the materials, helps teachers and evaluators to have overall impression about the intended audience that the material addresses to, the proficiency level of the target group, the context in which the material will be exploited, the way of the presentation of the material and the writer's views on language and methodology. If we as evaluators realize that those materials do not work for a particular group as a result of a general assessment, there is no point in doing a more detailed evaluation for selection purposes.

Internal evaluation requires more in-depth look at two or more units in order to investigate the following factors:

- Ñ The presentation of the skills in the materials.

- Ñ The grading and sequencing of the materials.

- Ñ Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?

- Ñ Where listening skills are involved, are recordings 'authentic' or artificial?

Ñ Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?

When coming to a conclusion about suitability and desirability of the materials, it should be considered that materials need to be practical and useful to apply and inflexible to be adapted or make modifications on it easily.

2.3.2. How to Establish Evaluative Criteria

The choice of language teaching materials plays a determining role for effective learning-teaching process. As a part of the materials used in the language classroom, coursebooks are of crucial importance for students' success or failure. Therefore, materials, especially coursebooks, need to be evaluated at every stage of the course to find out their weaknesses and improve them. Also, the evaluation should be based on valid and reliable checklist. Mukundan et al. (2011: 100) uses the term "evaluation checklist" that refers to "an instrument that provides the evaluator with a list of features of successful learning-teaching materials. According to these criteria, evaluators like teachers, researchers as well as students can rate the quality of the material".

Hutchinson and Waters (1987: 97-98) believe that evaluation is a process of "matching needs to available solutions" and divide materials evaluation into four steps: "defining criteria, subjective analysis, objective analysis, and matching".

Undoubtedly that there are numerous checklists and guidelines we can use in the selection process. All these checklists provide a systematic and principled approach to materials evaluation. The nature of evaluation process necessitates a principled criteria that "will be brief, practical to use and comprehensive in its coverage of criteria, given that everyone in the field will need to evaluate materials at some time or other" (McDonough and Shaw, 2003: 61). Tomlinson (2010: 81) states that "language learning materials should ideally be driven by learning and teaching principles rather than be developed ad hoc or in imitation of bestselling coursebooks. Using the proposed principles as criteria, typical current ELT materials are evaluated, a characterization of

the typical ELT coursebook is made, and the author makes suggestions for improvement".

However, it should be stated that most of the checklists are prepared in haste and they are formed without regard to the particular teaching situation. Therefore, "their reliability is questionable" (Zohrabi, 2011: 216). Mukundan (2006: 171-172) stresses that material evaluation criteria can be ineffective, depending on some of the shortcomings, emphasizing that "the complexities of teaching-learning process cannot be evaluated by a checklist, some checklists include difficult and misleading terms, and some checklists contain complex and long-winded criteria". What aspects of language materials need to be considered in the evaluation process or crucially what aspects should be weighted in relation to other ones are always questioned. For example, most of the checklists focus on the authenticity since it is believed that authentic texts make learners feel like in a real-like atmosphere that encourages them to use the target language naturally. However, as Ellis (1998) stated, a positive rating on a criterion of the authenticity may conflict with a negative rating on the criterion of vocabulary load. No matter how authentic the text is, the excessive number of new words in this text may require questioning the suitability of the text for a particular group of learners with a particular level of proficiency. Therefore, a positive rating given to any aspect of the material may not reconcile to the other aspect of the same material. It should be noted that any criterion that is valid for a specific group or context may not work for the other language program. At this point, how can teachers or evaluators reconcile conflicting criteria?

In fact, on which criteria teachers should ground teaching materials, and to which principles they give priority relatively depend on their purpose. One of the basic questions to be asked is that "Does this book have the features that we want it to have so that we can adopt it?" After adoption, the question changes to "How do I as a teacher working with particular students on a particular program make this book to ensure effective and interesting lesson?"

Littlejohn (2011: 192) stresses that each criterion has important aspects that need to be evaluated, but the most underlying point evaluators should take into account is "the purpose one has in looking at the materials". "Making a comprehensive yet reasonable checklist for evaluation of textbooks is an enormous challenge that requires different list for different types of courses in different settings" (Byrd, 2001: 416).

In fact the purpose teachers depend on is shaped by the target group, the teaching context, the curriculum they need to conduct. There are many factors that influence decision-making process. Therefore, teachers need to be aware of how the selected material works in their own situation, depending on their own purpose.

The criteria in your hand might be general that is valid for any language coursebook without regard to particular objectives, and may include the essential features of a good coursebook such as "clear layout and print, or provides periodic review or test sections; whereas a specific one that is context-related might be attractive and have colourful illustrations (if it is meant for younger learners), or vocabulary and text relevant to topic (if it is for students of science and technology)" (Ur, 1996: 184). McGrath (2006: 32, cited in Tomlinson, 1999: 11-12) suggests four categories of specific criteria that are based on specific teaching situation and individual circumstances:

> 1. Media-specific criteria: i.e. those which relate to the particular medium used. In reference to audio-recorded material, for instance, one might consider the audibility of the recording.
>
> 2. Content-specific criteria: i.e. those which relate to the nature of the material, such as the choice of the topics, situations, or language in a business English book or the texts included and skills covered in a book focusing on the development of reading skills.
>
> 3. Age-specific criteria: i.e. the suitability of the material (e.g. visuals, cognitive challenge) for the age-group for which it is intended.
>
> 4. Local criteria: i.e. the appropriateness of the material for the particular environment in which it is to be used.

What is more, pedagogical factors shouldn't be overlooked as they provide teachers and evaluators with defining the usefulness and effectiveness of coursebooks available.

Littlejohn (2011: 193) proposes a detailed list of frameworks which need to be considered when evaluating materials from "a pedagogic view".

1. Publication

1. Place of the learner's materials in any wider set of materials

2. Published form of the learner's materials

3. Subdivision of the learner's materials into sections

4. Subdivision of sections into sub-sections

5. Continuity

6. Route

7. Access

2 Design

1. Aims

2. Principles of selection

3. Principles of sequencing

4. Subject matter and focus of subject matter

5. Types of learning/ teaching activities:

 - What they require the learner to do

 - Manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills)

6. Participation: who does what with whom?

7. Learner roles

8. Teacher roles

9. Role of materials as a whole

Figure 3- Aspects of an analysis of language teaching materials

Littlejohn (2011: 194) claims that "Armed with such an analytical description of a set of materials, teachers, materials designers, educational administrators, and learners would be in good position to take decisions about usefulness and desirability of the materials".

While evaluating materials, tasks are another important consideration as they provide learners with the opportunity of production at almost every stage of the learning. Therefore, an ideal material is expected to assist learners to gain self-confidence through interesting and challenging tasks that are slightly beyond their proficiency level so that learners can use their brain and develop comprehension skill. As activities and tasks are being evaluated, it should be considered that tasks need to be stimulating, challenging but achievable too. Materials should build the confidence through the tasks, which are not simplified for learners to achieve the tasks, but to push learners to develop learners' existing linguistic skills such as those that involve being imaginative, creative, analytical (Tomlinson, 2011).

Oura (2003: 65) focuses on two major aspects of teaching materials and believes that "task-based authentic materials" contribute to the overall effectiveness of the teaching and learning. He questions the following aspects:

Are the materials derived from authentic sources, reflecting real world language?

Are the materials task-based, involving the learner in the practical use of the language?

Ur (1996: 188) focuses on the following questions while evaluating the coursebook in terms of tasks and activities:

Do the tasks provide opportunities for plenty of use of the target language?

Are they heterogeneous, allowing for responses at different levels?

Do they cover a satisfactory range of language items and skills?

Are they interesting?

Are they relevant and useful for your class(es)?

> Is there a balance between accuracy and fluency practice: that is to say, activities whose objective is the production of correct language forms, and those whose objective is communicative language use?

Howard and Major (2004: 102) have a perspective on the organization, and puts forth that "Coursebooks are usually organized around an identifiable principle and follow a discernible pattern throughout. While this can be rather dull and boring (or 'unrelenting') it does provide both teachers and students with some security.... without some overall organizing principle, materials may be piecemeal and can result in poorly focused activities lacking clear direction. This is frustrating and confusing for learners who may not be able to see how their English is developing".

In addition, Brown (1995: 160, cited in Stevick (1971) suggests that materials should be evaluated under three categories such as three qualities "strength, lightness, transparency (as opposed to weakness, heaviness, opacity)", three dimensions "linguistic, social, topical", and four components like "occasions for use, sample of language use, lexical exploration, exploration of structural relationships".

The checklist provided by Brown (1995: 161- 162) consists of five perspectives:

Table 1. Checklist for Adopting Textbooks

A. Materials background
1. Author's credentials (education and experience)
2. Publisher's reputation

B. Fit to curriculum
1. Approach
2. Syllabus
3. Needs
    a. General language needs
    b. Situation needs
4. Goals and objectives
    a. Percentage of match
    b. Order
5. Content

      a. Consistent with techniques used in program

      b. Consistent with exercises used in program

C. Physical characteristics

  1. Layout

    a. Space

    b. Pictures and text

    c. Highlighting

  2. Organization

    a. Table of contents

    b. Index

    c. Answer keys

    d. Glossary

    e. Reference potential

  3.   Editorial qualities

     a.   Content is accurate and edited in a manner consistent with your style

     b.   Directions clear and easy to follow

     c.   Examples clear

  4.   Material quality

    a. Paper

    b. Binding

    c. Tear-out pages

D. Logistical characteristics

  1. Price

  2. Auxiliary parts

    a. Audio visual aids

    b. Workbooks

    c. Software

    d. Unit tests

  3. Availability

E. Teachability

  1. Teachers edition

    a. Answer key

    b. Annotations to help teachers explain, plan activities , and the like

  2.Reviews

  3. Acceptability among teachers

2.3.3. The Role of Learners in Coursebook Evaluation

Learners differ from each other in terms of "age, interests, level of proficiency, aptitude, mother tongue, academic and educational level, attitudes to learning, motivation, reasons for learning, preferred learning style, and personality". It is important to identify a number of important learner characteristics or "variables", which affect teachers' decisions about the curriculum planning, their choice of materials, materials design and the specifications of approaches (McDonough and Shaw, 2003: 6).

Learners' perception of the coursebook is also of crucial importance for their performance in the classroom. However nice and experienced teachers are, learners are unlikely to follow them willingly unless they do not like the coursebook that is chosen by teachers. Learners need to believe that the coursebook is effective in facilitating their learning.

Their attitude and confidence in the coursebook may start the moment the coursebook is presented to them. Aspects such as the way the language is presented, how the content of the coursebook is organized, and the variety of tasks and activities all have a great impact on students' perception of the coursebook. Consciously or unconsciously students need to feel that they are satisfied by the coursebook. Therefore, Learner attitude is without a doubt the single most important factor in learner success. When students have confidence in the coursebook, and enjoy studying it, they are likely to remain engaged with what is going on. If they lose their confidence and interest in the coursebook, it becomes difficult for them to sustain the motivation they might have started with.

The selection of topics, themes, activities and tasks are very important for learners' motivation and participation to the course. What the tasks and activities want them to do has an important role in their continuing engagement with the learning process. It should be stated that different learners have different learning abilities, different needs, interests, different learning styles, and preferences. Learners bring their own characteristics with them into the classroom. While some students enjoy interactive

tasks and game-like communication, others might be much more motivated by individual studies. At this point, individual differences appear to be significant in current materials. Therefore, it is required that an ideal coursebook need to include a wide range of tasks and activities that appeal to learners as a whole, and attract their attention. One way of observing learners' attitude to the coursebook is to keep an eye on what they respond well to, and what they feel less motivated to. Only then can teachers be sure that the activities and tasks in the coursebook provide students with engaging with the learning process. In fact, as McDonough and Shaw (2003: 51) claim, it is difficult to classify the topics according to each learner's preference as the possibilities for topic choice are so wide from the field of "world affairs to medicine, or sport" from "social and family life" to "everyday topics". However as teachers, you may take into account your own learners and decide whether such topics are appropriate for them. McDonough and Shaw (2003: 53) put forth that "several of the English language teaching materials now available attempt to incorporate some consideration of learner characteristics into their methodology". The content of the coursebook, the language skills to be acquired, the speed "at which learners are able to work through the material" are defined by the "variables differentiating between learners". As one coursebook puts it, "Students have their own ideas about language learning. Up to a point, these must be respected ... however, learners sometimes resist important and useful activities which do not fit with their preconceptions, and this can hinder progress"(McDonough and Shaw, 2003: 53 as cited in Swan and Walter, 1990: viii). In other words, students may have expectations about the presentation of the language, the organization and selection of the content, topic choice, pronunciation, and ignoring them may have a negative effect on their motivation.

Celce-Murcia (2001: 10) believes that the following major elements should be considered so that teachers are able to make good decisions about the approach, the method and techniques and materials:

1. Assess student needs: Why should they be learning English? For what purpose?

2. Examine instructional constraints. Time (hours per week, days per week, weeks per term); class size (nature of enrolment); materials (set syllabus and text, or

completely open to teacher?); physical factors (classroom size, AV support). Then decide what can reasonably be taught.

3. Determine the attitudes and learning styles of individual students to the extent that this is possible, and develop activities and materials consistent with the findings.

4. Identify the discourse genres, speech activities, and text types that the students need to learn so that you can incorporate them into materials and learning activities.

5. Specify how the students' language learning will be assessed.

If the teacher considers these factors, they will be able to select the most useful techniques, the most effective material, and design a productive course by drawing from the most appropriate approaches and syllabus types for their students. Teachers should accept the fact that "not all learners are learning English for the same reasons" (Savignon, 2001: 20). As Savignon (2001) states, each learner has specific communicative needs that are important in the selection and sequencing of materials. Johns and Price-Machado (2001) argue that all good teaching is based on specific purpose in approach. Therefore, the specific learning and language use needs of particular groups of students should be considered in the specification of the curriculum, and the selection of language materials. Johns and Price-Machado (2001) states that the ESP (English for Specific Purposes) movement is so common today that an increasing number of students are willing to learn English for academic purposes, or occupational purposes. The current importance of this movement has a great impact on the materials evaluation and selection. While evaluating the materials, it is focused on the learners' specific needs and purposes of language learning. Therefore, the movement has provided guidance in the design of the curriculum and teaching over the years. In the light of specific needs and purposes, the content of the coursebook (its themes and topics), the activities and tasks, the presentation of the language are identified before. English for Specific Purposes may define the language skills to be learned (e.g., reading only).

Students' proficiency level should be considered in the selection of the coursebook. If students are asked to do the tasks that are beyond their level and they do not have the language for such a complex task, they will feel "let down". One problem with some

beginner coursebooks is that quite complex topics are oversimplified so that students are able to understand the language used in these texts. However, it seems nearly impossible to deal with complex topics with such a simplified language in depth. The result is "a kind of dumbing-down which makes English language learning material appear condescending and almost childish" (Harmer, 2007: 97-98). Therefore, the topics should be appropriate to the level of the coursebook and the proficiency level of the language learners.

Byrd (2001: 417) clearly states that "Textbooks are for students. To meet their needs, the textbook must have not just the English language or communication skill content demanded by the curriculum, but it must also fit the needs of the students as learners of English". The core of the systematic coursebook evaluation is to examine how well the coursebook fits the needs of learners as well as the needs of the language program, and how effectively it can realize the objectives of the program. As Harwood (2010: 6) states, " There is much to be said, then, for producing materials on a local rather than a global level, connecting them meaningfully with the context and with the learners' own lives. Materials writers will therefore need to consider their purposes and priorities carefully when choosing texts and balancing the authentic against the inauthentic". Coursebooks consist of three major elements such as "content (and explanations), examples, and exercises or tasks. In the evaluation process, the teachers making the selection need to know enough about the students and find out if the coursebook fits to the needs and expectations of the learners in terms of content, examples, exercises and tasks. The basic questions will always be:

> Is the content likely to be of interest or use to the students? Is there any chance that the content could be offensive or inappropriate for its intended audience? Do the explanations work for these learners- do they help learners understand what they need in order to learn?
>
> Are the examples appropriate to the lives and interests of the students? Do the examples fit closely with the concepts they are supposed to be explaining?
>
> Do the exercises or tasks provide enough variety to meet the needs of different kinds of learners in the class (es)? Will they be of interest to these students?
>
> Does the book look right for these students? Are the illustrations and other graphical and design elements appropriate for their age and educational level? Is

the printed text easy to read and appropriate for their reading level? Is the mix between print and white space balanced so that readability is enhanced and appropriate? Does the book have an index, appendices, or other sections that are usable by students? Is the book well-constructed- will it last a term of hard use by students?"

2.3.4. The Role of Curriculum in Coursebook Evaluation

Curriculum is a statement that refers to the philosophy of the educational institution. In broader sense, the curriculum also covers the viewpoint of the community and the learners during and after their study. The curriculum of any educational program informs us about the strengths and weaknesses of the school, teachers and students. Therefore, the curriculum specifies general goals and objectives that reflect an overall educational and cultural philosophy, and it includes the syllabus that is related to the content and the assessment of the language program.

The term 'curriculum' is open to a variety of definitions. Finney (2002: 70) uses curriculum as the synonymous with the term syllabus "as in specification of the content and the ordering of what is to be taught" in its narrowest sense; in the wider sense the curriculum refers to "all aspects of the planning, implementation and evaluation of an educational program, the why, how and how well together with the what of the teaching-learning process".

Curriculum may be considered as a means that leads teachers in their attempt to plan the teaching-learning process. Richards (2013: 6) uses the term curriculum that refers to "the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved". Richards (2013:6) also uses the term curriculum as a process that "takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topics and lists of key facts and skills ("input"). It is a map of how to achieve the "outputs" of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results". (as cited in Wiggins and McTighe, 2006: 6).

Curriculum plays an important role in materials design and evaluation. The process of selecting, adapting, or developing appropriate materials is a part of curriculum planning. Therefore, materials design and curriculum cannot be considered separately. In fact, the curriculum planning as a field is large and complex. It requires so many perspectives that should be taken into account. It is important that each perspective is interdependent and integrated in the planning, implementation, and evaluation of the curriculum so that decisions made at one level are not in conflict with those made at another. Each process in the curriculum planning naturally affects materials development and evaluation.

The definitions for 'curriculum development' also vary. Johnson (1989:1) describes it as "all the relevant decision-making processes of all participants" (as cited in Segovia and Hardison, 2009: 154). Graves (2008: 147) describes it as "the processes and the products of planning, teaching and evaluating a course of study or related courses".

Storey (2007) explains the curriculum planning as the process that refers to "a series of activities that contribute to the growth of consensus among staff, faculty, administration and students." He further explains that these "series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable ... that is, a framework that helps students learn as efficiently and effectively as possible in a given situation" (as cited in Brown, 1995: 19).

The language curriculum development model proposed by Richards (2007) depicts today's curriculum development system in which all steps should move in conjunction with each other. Actually, all steps in Richards' model are considered in an integrated way. The interaction between these elements is the prerequisite of language curriculum development process. Language curriculum development process requires active participation of different stakeholders as teachers, students, administrators, curriculum managers, materials and test developers. Each stakeholder with their different views and roles add varied features to the process. For example, materials and test developers depend on the curriculum managers in their decision- making process. Therefore, it should be stated that the curriculum development in language teaching is the principled

and systematic process that covers developing, managing, and evaluating effective second and foreign language programs and teaching materials. There are key stages in the curriculum development process that includes situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, and assessment. Without carrying out the situation and need analysis, it is difficult to set the goals and to specify the content. The ideologies and underlying principles about language, language teaching and learning bring about the curriculum. The reflections of the linguistic theory, teaching and learning theory can be seen in syllabus design. In the light of the principles of second language acquisition, what to teach (the content of the program), when to teach (the sequence in which it will be taught), and how to teach (the method that will be employed) are defined. This step is known as syllabus construction in which materials developers and teachers as the practitioners make decision about the learning activities, make evaluation and selection of the materials, make adaptations and do some modifications on the material where necessary. Finally some instruments are used to assess students' learning. At this point the evaluation process takes place in order to find out whether the program has achieved its goals and if the selected materials fit the language program.

Curriculum design lets teachers foresee the process of the language teaching and learning, and compensate the deficiency of the course where necessary. Therefore, it is a must to carry out effective language teaching and learning. If you know that you are giving the students what they want and need, and design your program accordingly, it is more likely that you achieve your goal as a teacher.

McDonough and Shaw (2003: 5) form the framework of language teaching in a very simplified way that shows the typical stages of curriculum planning. As it is represented in Figure 4, materials, methods, and syllabus construction cannot be seen in isolation. All these elements in the framework are integral parts of the curriculum planning.

learners

CONTEXT

Educational setting

Implementation of goals

Syllabus construction

Materials, classroom
methods (lessons, tests...)
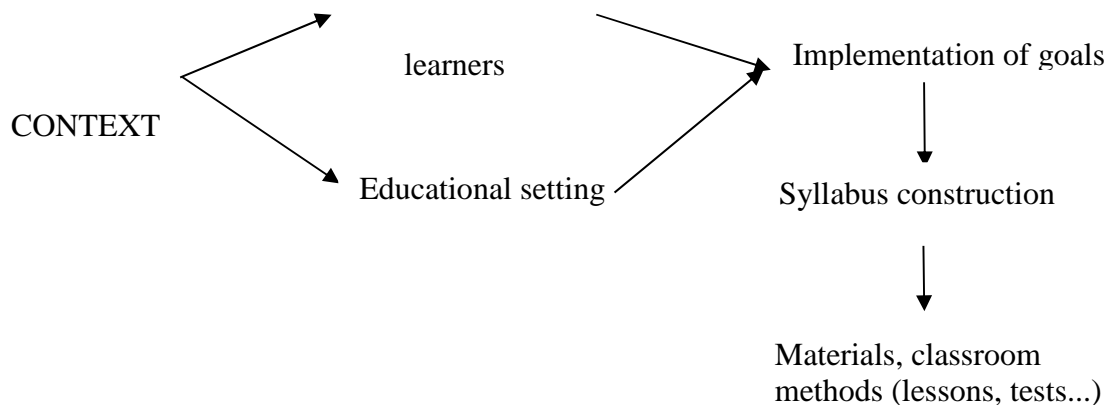
Figure 4: The framework of language teaching

Setting the goals and objectives, implementing them, the stage of syllabus construction are directly related to both learners- their needs, interests, characteristics, and expectations and so on- and to the teaching context in which the teaching is to take place. The first stage of the curriculum planning starts with the need analysis and the observation of the whole educational setting. In the light of this information, the goals and objectives are conditioned. This stage is followed by the selection of appropriate type of syllabus content. In the phase of the syllabus construction, the detailed design and selection of materials and assessment instruments, the planning of lessons, and classroom management take place (McDonough and Shaw, 2003).

McDonough and Shaw (2003: 5) mention about the model that is designed by Stern. Stern proposes a detailed framework that focuses on "(a) the views of the nature of the language, (b) views of the learner and of language learning, (c) views of teaching and the language teacher, and (4) the whole context, which includes the educational setting, the language context, and the language teaching background". The main characteristics of the Stern's model are that it is "comprehensive, covering any type of language teaching operation"; that all factors under the framework are interdependent. McDonough and Shaw(2003: 5) state that " no single factor, for example the teacher, the method, the materials, a new concept . . . or a technological device, can by itself

offer a general solution to most language learning problems" (as cited in Stern, 1983: 47). Therefore language teaching should be seen as "multidisciplinary".

2.4. Previous Studies on Coursebook and Materials Evaluation

There are some studies carried out on the evaluation of the coursebook and materials evaluation. Tok (2010) conducted the materials evaluation study in order to assess the overall effectiveness of a pre-intermediate level coursebook titled "Spot On" for 8th grade students of primary schools from the perspective of teachers. This study aimed to examine the advantages and disadvantages of one type of TEFL materials. It was conducted with 46 English teachers (36 females, 10 males) chosen randomly from state primary schools in Malatya and Dairyman city centres. The data collection instrument consists of two parts. The first part is about the subjects' personal information; the second part is the Teacher Textbook Evaluation Scale, which elicits the criteria of a coursebook. "Teacher Textbook Evaluation Scale" was developed by Sung Kyun Kwan University in 2000, and it was adapted to Turkish by the researcher for this study. The evaluation carried out at macro level focused on six criteria namely, layout and design, activities, skills, language type, subject and content and whole aspect. It was hoped that the results of this study would raise the awareness of teachers and guide them to make some modifications and adaptations about the areas that need to be revised and improved in that particular coursebook.

The results of the study indicated that "Spot on" has both negative and positive characteristics. One of its notable feature is that the teacher's book guides teachers about how the coursebook can be used more effectively and efficiently for the students. Most of the students believed that the activities and exercises in the coursebook promote collaborative work, and the coursebook provides students with pair and group activities so that they are involved in interactive learning.

When the coursebook was analysed in terms of the presentation of language skills, it was revealed that it is suitable for currents trends in English language teaching. The book reflects a multi- skills syllabus, and the four language skills are presented to

students in an integrated way. The balance distribution of the language skills is remarkable. However, it places a larger emphasis on reading and writing than speaking. With respect to the content, the coursebook includes a great variety of the topics and subject matters that appeal to students' interest. The content is also challenging and motivating enough for the students to involve them in the course. What is more, the findings showed that the coursebook is not culturally biased. Despite all these strength points, "Spot on" has so many negative characteristics. The majority of the participants had a negative attitude to the layout and design aspect of the coursebook. Moreover, almost half of the teachers thought that the activities in the coursebook do not promote sufficient communicative and meaningful practices. The teachers also agreed that the activities do not include pair and group work. Half of the teachers believed that grammar points and vocabulary items are not introduced in motivating and realistic context.

The results of the study demonstrated that "Spot on" does not meet the 8th grade students' language learning aims. Nevertheless, it was suggested that if the coursebook is supported with a wide variety of suitable supplementary materials, and it is organized well, it may become more effective coursebook.

Nasiri and Ahmadi (2011) also carried out a coursebook evaluation study and investigated the suitability and effectiveness of the coursebook "Summit 2B" for Undergraduate University Students in terms of two criteria namely, subject matter and vocabulary/ structure. This retrospective study was carried out at Tabriz Islamic Azad University and Urmia Jahad Daneshgahi. Data were collected through the checklist adopted from Doaud & Celce- Murcia (1979) and the interview. The checklist was formed for both Subject matter and Vocabulary and Structure. It examined to what extent the subject matter is appropriate to the interests and needs of the students, and whether the subject matter covers a variety of topics. The checklist also includes sub-items related to subject matter. In terms of the vocabulary and structure, the checklist focuses on if the vocabulary load and the number of the grammatical points seem to be reasonable for the students' level and if the coursebook provides the students with

repeating the new vocabulary in subsequent lessons for reinforcement. This checklist includes the sub-items related to vocabulary and structure.

The participants of the study were 150 including 10 instructors (8 males and 2 females) and 140 students (60 males and 80 females). The checklist was given to both instructors and students. Also, the interview was conducted with 10 instructors individually and they were asked to answer the open-ended questions prepared by researchers. The results of the study revealed that the coursebook "Summit 2B" is suitable for Undergraduate University Students based on the instructors' and students' points of views. It was concluded that instructors were fully satisfied with two criteria of Subject matter and Vocabulary/ Structure. However, when the study was examined from the students' perspective, subject matter and vocabulary / structure are moderately suitable. Besides, the results of the study indicated that between the two criteria, the subject matter received the highest satisfaction in comparison with the sub-items of vocabulary/ structure.

Another materials evaluation study was carried out by Nahrkhalaji (2012). The researcher made use of a two- phase scheme for the evaluation that includes whilst-use and post-use evaluation. The purpose of the study was to evaluate a common global ELT coursebook and to determine the overall pedagogical value and the suitability of the material. The results were believed to become effective and helpful for teachers in order to make decision about the adoption and adaptation of the coursebook where necessary.

In the first phase of the evaluation, the researcher made a whilst-use evaluation that aims to measure the value of the coursebook while observing how it is used in two different classes. The researcher used the term ASPECT as an acronym for measuring some of the main qualities that are considered necessary and relevant for the coursebook in question. To measure each feature, observations were carried out on the behaviours, comments, responses and feedbacks of the students and the teachers. In two classes, different series of the coursebook such as Top Notch 2B and Top Notch 3B were taught. Each class was observed in six sessions to cover a complete unit and the related pages

in the workbook by considering ASPECT that represent the attractiveness and the availability of the materials (A), the suitability of the exercises and the tasks (S), the practicality of the textbook (P), the effectiveness in facilitating short-term learning (E), the clarity of instructions and the comprehensibility of the text (C), and the teachability of the textbook (T). In this phase, observations showed that the coursebook consists of attractive visual materials and colourful pictures that make it more motivating and appealing for practice. In terms of the suitability of the exercises and tasks, they seemed to become attractive and appropriate to the age, level, background and interest of the students. Regarding the language content, the results showed that the coursebook does not contain the topics and the concepts that are culturally biased and stereotyped. ; This makes the language used in the coursebook practical. With regard to the subject and content, Top Notch was believed to include a wide variety of up-to-date topics that appeal to the students' need and interest, and to increase awareness across the cultures.

The observations also indicated that the coursebook was effective in encouraging students to participate in pair and group work, classroom discussions, and playing roles. Top Notch was observed to give students the opportunity of doing meaningful tasks, communicative practices and completing exercises after grammar presentation. As for the listening parts, students encounter new words that are presented in the article, an everyday conversation, an interview, or a radio program. When the coursebook was evaluated in terms of the clarity of the instructions, the results revealed that the instructions in the exercises and the activities are clear enough for the students to comprehend the practices without confusion. Finally, the teachability of the coursebook was measured. The results revealed that the teachability of the coursebook is in high level in terms of presenting challenging and motivating tasks and exercises to promote the students for developing critical thinking skills, and problem-solving ability. Students are encouraged to make interpretations and inferences, and to make analysis while using the language communicatively.

In post-use evaluation, it was aimed at examining the actual outcomes of the coursebook on the users and deciding if the coursebook has a long term effect on the students and the teachers. To measure the post-use effects of the coursebook, a test was

designed and administered. The test was developed in order to measure what was taught by the coursebook. The test had written and oral parts. The questionnaire was presented to twenty teachers who taught Top Notch. The questionnaire contains questions about the merits and disadvantages of the coursebook. The test results showed that the coursebook is effective in encouraging students to realize their goals and guiding them to increase their linguistic proficiency.

According to the teachers' comments and ratings in the questionnaire, the balanced distribution and integration of four language skills within meaningful context seemed to become remarkable. Grammatical items and vocabulary are organized and graded from simple to complex by considering the level of difficulty and appropriateness. As teachers rated, listening material is motivating while writing material to a great extent is effective in developing writing skills and providing students with reinforcement of the structures and vocabulary. Reading passages were rated as 'excellent' in terms of their sufficiency and appropriateness of length, difficulty and attractiveness. Finally the results showed that the paper of the coursebook is of high quality and durable.

Sarem et al. (2013) also conducted a self-report study using qualitative descriptive analyses in Sharif Language Institute in Asadabad, Hamedan. With this study, it was aimed to analyse a specialized coursebook titled "English for International Tourism" for pre-intermediate students of Tourism on the basis of evaluation checklist constructed by Daoud and Celce- Murcia (1979). The checklist consists of five major sections including subject matter, vocabulary and structures, exercises, illustrations, and finally physical make-up. In addition to the checklist, the careful examination of the whole book including its content and its different exercises was made by the researcher. Some other qualified teachers of English were consulted and asked to give their view about the coursebook. What is more, a pilot study on some activities and exercises of the coursebook was carried out with some students, at the same level of language proficiency with that the book has determined.

The obtained results showed that this coursebook is appropriate for the students who study tourism. The physical appearance and layout of the coursebook including the

cover, the font size, the colour, and the design of the whole book proved to be perfect and seemed to match the guidelines presented in the evaluation checklist. Regarding the content, the results revealed that since this is a specialized coursebook, all the topics turn around the language skills required for the students of tourism. The kind of syllabus designed in the coursebook is a skill-based syllabus that make the students communicatively competent in using the required skills in tourism industry. The texts in the coursebook are authentic and up-to-date which prepare the students for meaningful communication and real discourse.

As for the activities and exercises, the activities and tasks in each unit comprise four language skills. However, there is not a balanced distribution of four major language skills such as reading, writing, speaking and listening skill development. Listening and speaking activities and tasks are paid more attention than reading and writing. As for visualization, the data showed that various colourful pictures taken from real world photos and internet are used to make the coursebook and its content more attractive and motivating. Unlike the vocabulary exercises, the coursebook includes sufficient number of grammar exercises students can extensively practice. Grammar is presented in context, and the grammatical points as well as their sequences are systematically organized by considering the level and order of difficulty. Finally, each unit presents special set of words and specific topic related to the vocation of tourism.

Another study was carried out by Shah et al. (2014) who evaluated the coursebook "English for Academic Purposes" recommended by British Council in Pakistan. In this study, the researchers devised a checklist on the basis of Bloom's taxonomy of Learning Domains and evaluated the coursebook against the checklist. The coursebook was assessed under the three educational objectives including cognitive / knowledge, affective/ attitudes, and psychomotor/ skills. The aim of the study was to find out how far the coursebook focuses on the levels of the Bloom's taxonomy and to highlight which areas are ignored according to three domains and their sub-categories.

The cognitive level of the Bloom's taxonomy is divided into six levels that consist of knowledge level, comprehension level, application level, analysis level, synthesis level,

and finally evaluation level. The affective domain that deals with the growth in feelings, motivations, attitudes and emotional areas consist of the key words such as receive, respond, value, organise, internalize. The psychomotor domain that deals with the physical skills focuses on imitation, manipulation, precision, articulation, naturalization.

The results of the study showed that cognitive and affective domains are more focused in the book than that of psychomotor domain. In cognitive domain that deals with intellectual capability such as knowledge and thinking, focus is on "comprehension" and "application". It was observed in the coursebook that more activities are related to the comprehension, so the students may apply the learned skills easily. Students receive the knowledge presented in the coursebook but they are unable to respond and value the given knowledge. However, other levels such as "analysis", "synthesis" and "evaluation" are paid less attention. In affective domain, "receive" level that raises awareness of the students is more focused in the coursebook. On the other hand, other levels such as "value", "organise", and "internalize" are totally ignored in the book. As for the psychomotor domain, it is totally ignored in the whole book. It was concluded that the coursebook never gives attention to such language skills as "imitation", "manipulation", and "articulation".

The results indicated that the coursebook fulfils almost all the international standards of teaching material. The coursebook provides the students with a wide variety of topics that encourage them to interact in a cooperative environment. Moreover, the cultural topics are also included in the coursebook so that the coursebook raises students 'awareness in terms of cultural differences and similarities. The coursebook was also found as appropriate for the students of Pakistan with regard to its curriculum because it meets the needs and interest of the students. What's more, the coursebook presents the students different activities that promotes the students for the practical use of English language so students will be able to become competent and fluent in using the target language as they were in the past in writing English. Therefore, the coursebook is effective in giving the students the practical skills that they may need and encounter in real world.

Maleki et al. (2014) carried out a case study in order to evaluate one of the English coursebooks used in Iranian schools. This study was conducted with four EFL teachers and 335 pre-university students, including 179 females and 156 males who were selected purposively from the 45 schools in Zanjan city. The participants of the study were asked to fill out the questionnaire that consists of 21 items, including such variables as content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make-up. The researcher made use of the checklist that was formed by Joshua Miekley (2005). The aim of the study was to evaluate the pre-university English coursebook taught in Iranian schools and analyse its pedagogic values as well as the strengths and weaknesses. With this aim, four research questions were formed to determine whether the language used in the pre-university English coursebook is authentic, whether the conversations, grammar rules, vocabulary, expressions in the book are presented in real-life situations, whether the activities and exercises give the students the opportunity of communicative learning, and whether the coursebook includes the sufficient number of variable texts, illustrations and examples.

The findings of the study revealed that the participants were not mostly satisfied about this English coursebook. At first, the language presented in the coursebook was not found authentic. Secondly, most of the students had a negative attitude to the usefulness of the grammar rules and vocabulary because of the fact that they couldn't use them in real life situations. Regarding the appropriateness of the exercises and activities for communicative learning, the results showed that the coursebook did not contain the sufficient number and variety of exercises and activities that promoted communicative learning. Finally the participants at large believed that the coursebook did not appeal to their interest in terms of texts and illustrations. In summary, the findings revealed that there were some demerits for this English coursebook that needed to be revised.

CHAPTER 3

METHODOLOGY

3.1. Introduction

The purpose of the current study was to investigate the evaluation of the coursebook and effects of age, gender, graduated high school and graduated school type in terms of medium of instruction on the satisfaction level of Ufuk University Preparatory School students. In this section, the methodology employed in the study will be demonstrated. The first section deals with the participants of the study, the second section explores the data collection instruments employed in the study and the third section gives insight into the data collection process and in the last section, the data analysis procedure is described.

3.2. Participants

The study was conducted at Ufuk University, Preparatory School in the second term of the academic year 2012– 2013. The sample consisted of a representative size of participants consisting of 203 students out of 312 selected using the convenient sampling method. The sample size makes up almost X% of the whole population. Moreover, the ages of the participants ranged from 18 to 33 and the male – female ratio was 75:128. Details of the participants are given below in Table 2.

Table 2. Participants

		Count	Table N %
Gender	Female	128	63,1%
	Male	75	36,9%

Age	18-19	102	50,2%
	20 and over	101	49,8%
Graduated school	state school	174	85,7%
	private school	29	14,3%
School type (medium of instruction)	Foreign language medium	122	60,1%
	Native language medium	81	39,9%
TOTAL		203	

3.3. Data Collection Instruments

In order to carry out the current study through collecting data on the points of views of the students about the coursebook *'Language Leader'*, a demographic information form and the list of criteria formed for coursebook evaluation 'Coursebook Evaluation Scale' were administered on the participants. This 81 item scale was developed and adapted by the researcher with the use of sample checklist for textbook evaluation by Daoud and Celce-Murcia (1979) and coursebook evaluation scale by Çakıt Ezici (2006). The current study employed one questionnaire that was used to obtain quantitative data. The questionnaire was presented to prep-school learners of Ufuk University in Turkish so as to make it clear and comprehensible in terms of the students.

3.3.1. Demographic Information Form

The demographic information form in the questionnaire consisted of six questions which asked the participants to indicate their age, gender, graduated school, perceptions about the language skills, duration of using the coursebook and the level of the coursebook that is being used.

3.3.2. Coursebook Evaluation Scale

The scale is a newly developed, self-report measure composed of 81 items; The scale is scored on a five point Likert scale ranging from "Strongly Agree" to "Strongly Disagree".

In the name of validity and reliability concerns, firstly the developed scale were assessed by experts in English, Turkish and statistics. After the changes were completed, the last version of the scale was pilot tested. The pilot study was conducted to 39 pre-school students.

Principal Component Analysis was conducted to test the construct validity and to decide the data reduction process. The scale was developed in order to evaluate the coursebook by the students and the results show that each item loads to the factor greater than .30 except three items. So these three items (40, 50 and 61) were excluded according to the results of factorial analysis. To test the reliability of the scale Cronbach coefficient alpha was calculated. The internal consistency coefficients for the scale is .96 which is greater than .70. This shows that the scale is reliable. The scale is divided into 7 components as shown in Table 3.

Table 3. The scale for 7 components.

Component Label	Cronbach's Alpha	Items
Physical Appearance	,785	7
The Layout and Organization	,808	6
Appropriacy	,696	8
The Methodology	,696	3
The Content	,930	31
Exercises and Activities	,903	23
Cultural Elements	,517	4

3.4. Data Collection

In order to conduct the study, permission was taken from Ufuk University and the method employed in sample selection was convenience sampling. The questionnaires were given in person during the first 10 minutes of the class time by the researcher to the learners who attended to Ufuk University Preparatory School in 2012-2013 spring term.

3.5. Data Analysis

Before conducting the analysis; the accuracy of data entry, missing values and the assumption of parametric test were investigated. There were 228 questionnaires that were given to the students. However, 203 were subjected to the study because of the missing values. Data was analysed, using SPSS and PASW Statistical Package programme. In order to understand the characteristics of the sample, descriptive statistics (mean, SD, frequency and percentage) of the data were presented. In the second step, information related to the evaluation of the coursebook with regards to gender, age and graduated school were presented. Afterwards, a series of initial analysis were conducted in order to find out whether there were any differences in terms of gender, age and graduated school in student's coursebook evaluation. The effects of gender, age and graduated school on coursebook evaluation were examined, using the independent samples t-test.

CHAPTER 4

FINDINGS AND RESULTS

This chapter presents the results of the current study which aims to assess the effectiveness of the coursebook *'Language Leader'* on learning English from the perspectives of the students through the instrument of the quantitative data, beginning with the basic descriptive statistics of the data set; followed by the inferential analysis for each research question.

4.1. General Cross Tabulation on Defined Multiple Response Sets

Cross tabulation was applied in defined multiple response sets to scrutinize which skill is most important for the participants in a coursebook.

Table 4. General Cross Tabulation of Language Skills

	Responses		Percent of Cases
	N	Percent	
Reading	15	7,4%	7,4%
Listening	14	6,9%	6,9%
Vocabulary	64	31,5%	31,5%
Writing	5	2,5%	2,5%
Speaking	61	30,0%	30,0%
Grammar	44	21,7%	21,7%
Total	203	100,0%	100,0%

a. Dichotomy group tabulated at value 1.

According to Table 4, the participants gave utmost importance to vocabulary skill development in a coursebook. It is followed by speaking, grammar, and reading and at last writing in order of priorities. It can be concluded that students approach language learning and acquisition as a process that can be progressed with the help of vocabulary/

lexical development. In recent years, the teaching of vocabulary has been considered as the prerequisite for achieving the other language skills such as speaking, reading, writing and listening and as "a fundamentally important aspect of language development" (Nunan, 1999: 103). Both general achievement in language learning and especially reading achievement can depend on vocabulary growth. As Pıkulskı and Templeteon (2004) state, rich vocabulary assist learners not only in their education, but more generally in life. Its importance in language development might be based on the influence of comprehension-based approaches to language development. Proponents of comprehension-based approaches claim that the development of extensive vocabulary can help students to outperform their competence. In other words, ıf students have an extensive vocabulary, they are more likely to get meaning from spoken and written texts easily, even though they do not know the grammatical structure in the text. Vocabulary skill development is followed by speaking skill development which plays a significant role in language learning for all the participants. Students believe that if they can express themselves in the target language, they can have a good mastery of a wide range of sub-skills, which, added together, constitute an overall competence in the spoken language. Students' attitude to speaking skill development in terms of its importance as compared with the other skills can be influenced by the new approaches to the teaching of speaking in English language teaching. As Richards (2008) states, the emergence of communicative language teaching in the 1980s changed learners' and teachers' approach to speaking dramatically that had a great impact on the curriculum planning and syllabus design. According to traditional methodologies, speaking usually meant repeating after the teacher, memorizing a dialogue, or responding to drills. After grammar- based language teaching were replaced by communicative-based syllabuses, language coursebooks started to give more importance to speaking skill and incorporated speaking into the other language skills. Fluency became the goal of speaking courses, and speaking classes required learners to engage in meaningful communication despite limited proficiency in English. McDonough and Shaw (2003: 133) underline the importance of speaking skill with the following statements:

> With the recent growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations through the language, be it for foreign travel, business or other

professional reasons. People may often form judgements about our language competence from our speaking rather than from any of the other language skills.

On the other hand, participants think that grammar is another vital component of the language in order to speak because if they know basic structural rules, it will be easier for them to communicate in the target language in spoken-written discourse.

4.2. Gender Cross Tabulation on Defined Multiple Response Sets

Cross tabulation was applied in defined multiple response sets to scrutinize which skill is most important for males and females in a coursebook.

Table 5. Cross Tabulation of Skills in terms of Gender

		Gender		Total
		Female	Male	
Reading	Count	9	6	15
	% of Total	4,4%	3,0%	7,4%
Listening	Count	6	8	14
	% of Total	3,0%	3,9%	6,9%
Vocabulary	Count	**46**	18	64
	% of Total	**22,7%**	8,9%	31,5%
Writing	Count	3	2	5
	% of Total	1,5%	1,0%	2,5%
Speaking	Count	31	**30**	61
	% of Total	15,3%	**14,8%**	30,0%
Grammar	Count	33	11	44
	% of Total	16,3%	5,4%	21,7%
Total	Count	128	75	203
	% of Total	63,1%	36,9%	100,0%

Percentages and totals are based on responses.
a. Dichotomy group tabulated at value 1.

Table 5 asserts that while vocabulary skill development has utmost importance for females, males gave utmost importance to the development of speaking skill in a coursebook. According to the results, it can be speculated that female learners may need

to improve their vocabulary skill to communicate as they find themselves incompetent in terms of vocabulary skill while male learners may have fear of speaking in target language and find themselves incompetent in self-expression in the target language, so they need more speaking practice.

4.3.   Age Cross Tabulation on Defined Multiple Response Sets

Cross tabulation was applied in defined multiple response sets to scrutinize which skill is most important for 18-19 years age group and 20 and over age group in the coursebook.

Table 6. Cross Tabulation of Skills in terms of Age

		Age		Total
		18-19	20 and over	
Reading	Count	8	7	15
	% of Total	3,9%	3,4%	7,4%
Listening	Count	7	7	14
	% of Total	3,4%	3,4%	6,9%
Vocabulary	Count	**34**	30	64
	% of Total	**16,7%**	14,8%	31,5%
Writing	Count	3	2	5
	% of Total	1,5%	1,0%	2,5%
Speaking	Count	25	**36**	61
	% of Total	12,3%	**17,7%**	30,0%
Grammar	Count	25	19	44
	% of Total	12,3%	9,4%	21,7%
Total	Count	102	101	203
	% of Total	50,2%	49,8%	100,0%

Percentages and totals are based on responses.

a. Dichotomy group tabulated at value 1.

As the Table 6 shows, age, as another variable, affected the students' evaluation of a coursebook in terms of skill development. According to Table… 18-19 years age group values vocabulary development in a coursebook. On the other hand, 20 and over age group give utmost importance to speaking skill development. It can be discussed that younger learners may in the need of developing vocabulary skill in order to speak in the target language. Therefore, they may give more importance to vocabulary development in a coursebook. Shieh (2008) states that when compared with the various component skills of language learning, vocabulary is of crucial importance in language learning to beginner learners who are about at the age of 18-19 since they view vocabulary as the central component of oral and written discourse and as the prerequisite for verbal comprehension. It can be implied that the participants with younger ages are more inclined to think that vocabulary learning is a precondition to have a good comprehension of a language and to speak in the target language. On the other hand, older groups may base the linguistic competent on speaking skill. It can be estimated that older learners regard speaking ability as the measure of knowing a language and as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. As 20 and over ages are more inclined to plan about their future more than younger ones, they believe that speaking mastery in English provides a great advantage for them to get a better job, especially in multinational companies.

4.4. Graduated School Cross Tabulation on Defined Multiple Response Sets

Cross tabulation was applied in defined multiple response sets to scrutinize which skill is most important for state school graduates and private school graduates in the coursebook.

Table 7. Cross Tabulation of Skills in terms of Graduated School

| | | graduated school | | Total |
		state school	private school	
Reading	Count	11	4	15

	% of Total	5,4%	2,0%	7,4%
Listening	Count	14	0	14
	% of Total	6,9%	0,0%	6,9%
Vocabulary	Count	**56**	8	64
	% of Total	**27,6%**	3,9%	31,5%
Writing	Count	5	0	5
	% of Total	2,5%	0,0%	2,5%
Speaking	Count	57	4	61
	% of Total	28,1%	2,0%	30,0%
Grammar	Count	31	**13**	44
	% of Total	15,3%	**6,4%**	21,7%
Total	Count	174	29	203
	% of Total	85,7%	14,3%	100,0%

Percentages and totals are based on responses.

a. Dichotomy group tabulated at value 1.

According to Table 7, state school graduates give utmost importance to vocabulary development. On the contrary, private school graduates' favourite is grammar in the coursebook. It may be speculated that state school graduates may need to develop vocabulary as they find vocabulary as prerequisite for being competent in terms of speaking. Coursebooks used in state schools may be considered to have an impact on learners' attitude to vocabulary skill because learners in state schools are more exposed to form-focus language education. The coursebooks adopted by teachers or the administration are generally based on grammar-focused language learning. Therefore, these students who graduated from state schools need to compensate their lack of vocabulary knowledge. However, for private school graduates grammar has utmost importance as they may find grammar as a means that provides them with speaking and expressing themselves in the target language. The results may be related to the fact that teachers in private schools give more importance to communication skill development because the allocated time for speaking and vocabulary in private schools is much more than that in state schools. Teachers may give their learners more opportunity to practice in the target language since they do not have time limitations as much as teachers in state schools have. Coursebooks adopted by teachers are generally more communicatively designed and have less grammatical components, especially for young learners, which is considered to make learners use the target language more. Therefore,

the participants who graduated from private schools want to be more informed about grammar knowledge as they need it more than other language skills.

4.5. Graduated School in terms of Medium of Instruction Cross Tabulation on Defined Multiple Response Sets

Cross tabulation was applied in defined multiple response sets to scrutinize which skill is most important for FL medium school graduates and NL medium school graduates.

Table 8. Cross Tabulation of Skills in terms of Medium of Instruction

		School		Total
		Foreign language medium	Native language medium	
Reading	Count	8	7	15
	% of Total	3,9%	3,4%	7,4%
Listening	Count	7	7	14
	% of Total	3,4%	3,4%	6,9%
Vocabulary	Count	**39**	25	64
	% of Total	**19,2%**	12,3%	31,5%
Writing	Count	3	2	5
	% of Total	1,5%	1,0%	2,5%
Speaking	Count	29	**32**	61
	% of Total	14,3%	**15,8%**	30,0%
Grammar	Count	36	8	44
	% of Total	17,7%	3,9%	21,7%
Total	Count	122	81	203
	% of Total	60,1%	39,9%	100,0%

a. Dichotomy group tabulated at value 1.

The results in Table 8 shows that FL medium school graduates favour vocabulary skill development in the coursebook while NL medium school graduates give utmost importance to speaking skill development. The results may be related that FL medium school graduates need to become exposed to vocabulary more than NL medium school graduates since they may consider vocabulary skill development as related to their linguistic competence while NL medium school graduates value speaking skill

development as they may find themselves incompetent in terms of speaking, and need to develop this skill.

4.6. The general attitude of the participants towards the coursebook

In this study participants were selected randomly, using the convenient sampling method from all Ufuk University Preparatory School students in Ankara. The number of the participants is $N = 203$ which is composed of 128 female students that is 63.1 % of all the participants and 75 male students, which is 36.9 % of all the students that have participated in the study. Students' age ranged from 18 to 33 ($M = 19.67$, $SD = 1.80$). 60.1 % of the students ($N= 122$) graduated from language oriented high schools like Anatolian high school and colleges, and 39.9 % of the students ($N= 81$) graduated from other high schools like general high school and vocational high schools. The primary aim of the current study is to provide students with evaluating the coursebook *'Language Leader' in* a systematic way by making use of the evaluative criteria. Accordingly, each item of the coursebook evaluation scale will be analysed respectively. Before systematic analysis of each item is carried out, whether demographic variables make statistically significant difference is to be reported.

The second research question of the study is based on finding out the general attitude of the participants towards the coursebook. When analysed the students' views about the coursebook, it can be said that they seem to change substantially. First of all, the participants were asked to range the language skills as reading, listening, vocabulary, writing, speaking and grammar. 31.5 % of the students ($N=64$) thought that the most important skill is vocabulary; moreover 31% of the participants ($N=63$) thought that vocabulary is the second skill that have importance in the list. 30% of the students ($N=61$) thought that speaking is the most important skill and 21,7 of the students ($N=44$) thought that grammar is the most important one. 7.4% of the participants ($N=15$) and 6.9% of them ($N=14$) thought that the most important skills that will be gained while studying English are reading and listening respectively. Only 2.5% of the students ($N=5$) thought that writing is the most important skill.

4.6.1. Students' Perceptions on the Physical Appearance and Layout of the Coursebook

Q.1. The cover of the book is attractive.

The results shows that 55.7% of the students (N=113) strongly disagree and disagree that the cover of the coursebook is attractive. Only 3% of the students (N=7) strongly agree and 12% of the students (N=24) agree that the cover of the coursebook is attractive. The mean value is 2.33 with a standard deviation of 1.13. Therefore, it can be said that many of the students think that the cover of the coursebook is not attractive.

Table 9. The Frequency Distribution of the Students for Q1

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	61	30,0	30,0	30,0		
Disagree	52	25,6	25,6	55,7		
Neutral	59	29,1	29,1	84,7	2,33	1,13
Agree	24	11,8	11,8	96,6		
Strongly Agree	7	3,4	3,4	100,0		
Total	203	100,0	100,0			

Q.2. The coursebook is durable in terms of use.

The results shows that 62.6% of the students (N=127) strongly agree and agree that the coursebook is hard-wearing. 8% of the students (N=16) and 11% of the students (N=22) strongly disagree and disagree that the coursebook is hard-wearing. The mean value is 3,57 with a standard deviation of 1.16. Therefore, it can be said that many of the students think that the coursebook is hard-wearing.

Table 10. The Frequency Distribution of the Students for Q2

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	22	10,8	10,8	18,7		
Neutral	38	18,7	18,7	37,4	3,57	1,16
Agree	85	41,9	41,9	79,3		
Strongly Agree	42	20,7	20,7	100,0		
Total	203	100,0	100,0			

Q.3.The pages of the coursebook are of good quality in terms of use.

The results shows that 81,3% of the students (N=165) strongly agree and agree that the quality of the papers of the coursebook is satisfactory. Only 3% of the students (N=6) strongly disagree and 6 % of the students disagree that the papers of the coursebook is not qualified. The mean value is 4.11 with a standard deviation of 1.00. Therefore, it can be said that most of the students are satisfied about the paper quality of the coursebook.

Table 11. The Frequency Distribution of the Students for Q3

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	6	3,0	3,0	3,0		
Disagree	12	5,9	5,9	8,9		
Neutral	20	9,9	9,9	18,7	4,11	1,00
Agree	81	39,9	39,9	58,6		
Strongly Agree	84	41,4	41,4	100,0		
Total	203	100,0	100,0			

Q.4. Illustrations (i.e., pictures, graphs, tables) are closely related to our daily life.

The results shows that 64 % of the students (N=130) strongly agree and agree that the visual designs of the coursebook are related to our daily life. About 14 % of the students

(*N*=28) strongly disagree and disagree to this item. The mean value is 3.66 with a standard deviation of 1.05. It can be said that many of the students think that the visual designs of the coursebook is related to our daily life.

Table 12. The Frequency Distribution of the Students for Q4

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	10	4,9	4,9	4,9		
Disagree	18	8,9	8,9	13,8		
Neutral	45	22,2	22,2	36,0	3,66	1,05
Agree	88	43,3	43,3	79,3		
Strongly Agree	42	20,7	20,7	100,0		
Total	203	100,0	100,0			

Q.5. Illustrations (i.e., pictures, graphs, tables) are directly related to the content of the coursebook to help the learner understand the printed text.

The results shows that 76.4 % of the students (*N*=155) strongly agree and agree that the visual designs of the coursebook are related to the content of the book. About 8 % of the students (*N*=16) strongly disagree and disagree to this item. The mean value is 3.92 with a standard deviation of .96. It can be implied that many of the students think that the visual designs of the coursebook is related to the content of the coursebook.

Table 13. The Frequency Distribution of the Students for Q5

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	8	3,9	3,9	3,9		
Disagree	8	3,9	3,9	7,9		
Neutral	32	15,8	15,8	23,6	3,92	,96
Agree	100	49,3	49,3	72,9		
Strongly Agree	55	27,1	27,1	100,0		

Total	203	100,0	100,0

Q.6. Illustrations (i.e., pictures, graphs, tables) makes understanding the subject matters easier

The results shows that 53.7 % of the students (*N*=109) strongly agree and agree that the visual designs of the coursebook make understanding the subject easier. However nearly 19 % of the students (*N*= 37) strongly disagree and disagree to this item. The mean value is 3.49 with a standard deviation of 1.09. It can be claimed that many of the students think that the visual designs of the coursebook make understanding the subject easier.

Table 14. The Frequency Distribution of the Students for Q6

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	10	4,9	4,9	4,9		
Disagree	27	13,3	13,3	18,2	3,49	1,09
Neutral	57	28,1	28,1	46,3		
Agree	71	35,0	35,0	81,3		
Strongly Agree	38	18,7	18,7	100,0		
Total	203	100,0	100,0			

Q.7. Illustrations (i.e., graphs, pictures, tables) are clear, simple and free of unnecessary details that may confuse the learner.

The results show that 51 % of the students (*N*=103) strongly agree and agree that the visual designs of the coursebook is user-friendly. However nearly 21 % of the students (*N*= 42) strongly disagree and disagree that the visual designs are user-friendly. The mean value is 3.36 with a standard deviation of 1.13. It can be implied that many of the students think that visual designs of the coursebook are so clear and simple that the

learners do not have any difficulty in comprehending the subject-matters, or making connections between illustrations and the subject-matters.

Table 15. The Frequency Distribution of the Students for Q7

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	17	8,4	8,4	8,4		
Disagree	25	12,3	12,3	20,7		
Neutral	58	28,6	28,6	49,3	3,36	1,13
Agree	73	36,0	36,0	85,2		
Strongly Agree	30	14,8	14,8	100,0		
Total	203	100,0	100,0			

Q.8. Activities and exercises are formed from easy to more abstract and complex.

The results show that about 53 % of the students (*N*=107) strongly agree and agree that the activities are constructed from easier to hardest. 7% of the students (*N*=14) strongly disagree and 10 % of the students disagree to the item. The mean value is 3.44 with a standard deviation of 1.09. Therefore, it can be said that many of the students think that activities and exercises are formed by considering the level of difficulty from easy to more abstract and complex.

Table 16. The Frequency Distribution of the Students for Q8

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	14	6,9	6,9	6,9		
Disagree	21	10,3	10,3	17,2	3,44	1,09
Neutral	61	30,0	30,0	47,3		

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	75	36,9	36,9	84,2
Strongly Agree	32	15,8	15,8	100,0
Total	203	100,0	100,0	

Q.9. The coursebook helps learners use it effectively without any guidance of the instructors.

The results shows that 42 % of the students (*N*=85) strongly disagree and disagree that they can use the coursebook effectively without the guidance of their instructor. In contrast 29 % of the students (*N*=58) strongly agree and agree to this item. The mean value is 2.78 with a standard deviation of 1.18. So it can be said many of the students think that they cannot find what they need in the coursebook easily without taking any help from teachers.

Table 17. The Frequency Distribution of the Students for Q9

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	33	16,3	16,3	16,3		
Disagree	52	25,6	25,6	41,9	2,78	1,18
Neutral	60	29,6	29,6	71,4		
Agree	42	20,7	20,7	92,1		
Strongly Agree	16	7,9	7,9	100,0		
Total	203	100,0	100,0			

Q.10. Page layout of the coursebook is attractive.

The results shows that about 37 % of the students (*N*=74) strongly disagree and disagree and 26 % of the students (*N*= 53) strongly agree and agree that the paper design of the coursebook is attractive. 38 % of the students (N= 76) are neutral about the paper design attraction. The mean value is 2.82 with a standard deviation of 1.06. Therefore, it can be

said that many of the students are uncertain about whether the page layout of the coursebook is attractive.

Table 18. The Frequency Distribution of the Students for Q10

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	26	12,8	12,8	12,8		
Disagree	48	23,6	23,6	36,5	2,82	1,06
Neutral	76	37,4	37,4	73,9		
Agree	43	21,2	21,2	95,1		
Strongly Agree	10	4,9	4,9	100,0		
Total	203	100,0	100,0			

Q.11. Page layout of the coursebook is user-friendly.

The results shows that about 48 % of the students (*N*=97) strongly agree and agree that the paper design of the coursebook is user-friendly. 19 % of the students (*N*= 38) strongly disagree and disagree that the paper design of the coursebook is user-friendly. About 34 % of the students (*N*= 68) are neutral about the usage of paper design. The mean value is 3.35 with a standard deviation of 1.0. It can be said that many of the students think that the paper design of the coursebook is user-friendly.

Table 19. The Frequency Distribution of the Students for Q11

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	10	4,9	4,9	4,9		
Disagree	28	13,8	13,8	18,7	3,35	1,02
Neutral	68	33,5	33,5	52,2		
Agree	74	36,5	36,5	88,7		
Strongly Agree	23	11,3	11,3	100,0		

Total	203	100,0	100,0

Q.12. The font type in the coursebook provides learners with following subject matters easily and conveniently.

The results shows that 53 % of the students (*N*=106) strongly agree and agree that the font type is efficient. Only 6 % of the students (*N*=12) of the students strongly disagree and 11 % of the students (*N*=22) disagree that the font type is efficient. The mean value is 3.46 with a standard deviation of 1.07. Therefore, it can be said that many of the students think that the font type in the coursebook provides learners with following subject matters easily and conveniently.

Table 20. The Frequency Distribution of the Students for Q12

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	12	5,9	5,9	5,9		
Disagree	22	10,8	10,8	16,7	3,46	1,07
Neutral	63	31,0	31,0	47,8		
Agree	73	36,0	36,0	83,7		
Strongly Agree	33	16,3	16,3	100,0		
Total	203	100,0	100,0			

Q.13. The font size of the coursebook provides learners with following subject matters easily and conveniently.

The results shows that nearly 58 % of the students (*N*=117) strongly agree and agree that the font size is efficient. Only 5 % of the students (*N*=9) strongly disagree and 12 % of the students (*N*=25) disagree that the font size is efficient. The mean value is 3.55 with a standard deviation of 1.07. So it can be said that many of the students think that

the font size of the coursebook provides learners with following subject matters easily and conveniently.

Table 21. The Frequency Distribution of the Students for Q13

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	9	4,4	4,4	4,4		
Disagree	25	12,3	12,3	16,7	3,55	1,07
Neutral	52	25,6	25,6	42,4		
Agree	79	38,9	38,9	81,3		
Strongly Agree	38	18,7	18,7	100,0		
Total	203	100,0	100,0			

The first 13 items in the questionnaire enable the researcher to get a general view about the coursebook in question, regarding the basic features of the coursebook such as the paper and cover quality and attractiveness, and the durability of the paper, the font type and size of the coursebook. The aim of these primary considerations is to decide if the evaluated coursebook is appropriate for the specified language program, or to find out whether the coursebook meets learners' interests and needs in terms of the physical appearance and layout. The first 7 items deal with the physical appearance of the coursebook. The items 8, 9, 10, 11, 12, and 13 focus on the layout and organization of the coursebook. Participants at large agree that the quality and durability of the paper, the font type and size of the coursebook are satisfactory. On the other hand, while most of the students think that the cover of the coursebook is not attractive, they find the page layout of the coursebook user-friendly. However, participants at large are uncertain about the page design attraction. Participants also mention about the visual design of the coursebook that includes illustrations such as graphs, pictures and tables. In fact, many coursebooks have more designs to attract readers nowadays, and they use a lot of photographs, colours and illustrations as in 'Language Leader'. The aim of the publishers is to support language learning by paying more attention on visual designs. However, it should be stressed that every decorated designs and illustrations need to

have meanings and balance with texts and the subject matters in order to support and encourage learning. The subject matters should be relevant with visual designs so that learners can relate both easily. Most of the students in the current study state that the illustrations are directly related to the content of the coursebook that makes understanding and comprehension easier and faster. The relevance of the content with illustrations provides the students with studying themselves outside the class without the guidance of the instructors. The participants at large also agree that the visual designs of the coursebook are closely related to their daily life.

4.6.2. Students' Perceptions on the Appropriacy of the Coursebook

Q.14. Reading texts in the coursebook are so difficult for a prep-school learner.

The results shows that 37 % of the students (*N*=75) strongly agree and agree that the readings are difficult for a prep-school student. 32 % of the students (*N*= 65) strongly disagree and disagree to the difficulty of the readings. About 31 % of the students (*N*= 63) are neutral about this item. The mean value is 3 with a standard deviation of 1.22. Therefore, it can be said that many of the students find reading texts in the coursebook difficult for their proficiency level.

Table 22. The Frequency Distribution of the Students for Q14

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	32	15,8	15,8	15,8		
Disagree	33	16,3	16,3	32,0	3	1,22
Neutral	63	31,0	31,0	63,1		
Agree	54	26,6	26,6	89,7		
Strongly Agree	21	10,3	10,3	100,0		
Total	203	100,0	100,0			

Q.15. Listening activities in the coursebook are so difficult for a prep-school learner.

The results shows that 47 % of the students (*N*= 94) strongly disagree and disagree that the listening activities are difficult for a prep-school student. Only 6 % of the students (*N*= 13) strongly agree and 14% of the students (*N*=29) agree to the difficulty of the listening activities. The mean value is 2.58 with a standard deviation of 1.18. Therefore, it can be said that many of the students think that listening activities in the coursebook are not so difficult for their proficiency level.

Table 23. The Frequency Distribution of the Students for Q15

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	47	23,2	23,2	23,2		
Disagree	47	23,2	23,2	46,3	2,58	1,18
Neutral	67	33,0	33,0	79,3		
Agree	29	14,3	14,3	93,6		
Strongly Agree	13	6,4	6,4	100,0		
Total	203	100,0	100,0			

Q.16. Speaking activities in the coursebook are so difficult for a prep-school learner.

The results shows that 41 % of the students (*N*= 82) strongly disagree and disagree that the speaking activities are difficult for a prep-school student. Only 9 % of the students (*N*= 18) strongly agree but 21 % of the students (*N*= 42) agree to the difficulty of the speaking activities. The mean value is 2.79 with a standard deviation of 1.22. Therefore, it can be said that many of the students do not think that speaking activities are challenging for their proficiency level.

Table 24. The Frequency Distribution of the Students for Q16

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	38	18,7	18,7	18,7		
Disagree	44	21,7	21,7	40,4	2,79	1,22
Neutral	61	30,0	30,0	70,4		
Agree	42	20,7	20,7	91,1		
Strongly Agree	18	8,9	8,9	100,0		
Total	203	100,0	100,0			

Q.17. Writing activities in the coursebook are so difficult for a prep-school learner.

The results shows that 36 % of the students (*N*= 72) strongly disagree and disagree that the   writing activities are difficult for a prep-school student. However 36 % of the students (*N*= 73) strongly agree and agree with the difficulty of the writing activities. 29 % of the students (*N*= 58) are neutral about this item. The mean value is 2.96 with a standard deviation of 1.20. Therefore, it can be said that many of the students find writing activities in the coursebook so difficult for their proficiency level.

Table 25. The Frequency Distribution of the Students for Q17

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	29	14,3	14,3	14,3		
Disagree	43	21,2	21,2	35,5	2,96	1,20
Neutral	58	28,6	28,6	64,0		
Agree	53	26,1	26,1	90,1		
Strongly Agree	20	9,9	9,9	100,0		
Total	203	100,0	100,0			

Q.18. Reading texts in the coursebook are so long for a prep-school learner.

The results shows that 31 % of the students (*N*= 63) strongly disagree and disagree that the readings are very long for a prep-school student. In contrast 42 % of the students (*N*= 84) strongly agree and agree that the readings are very long for a prep-school student. The mean value is 3.08 with a standard deviation of 1.20. Therefore, it can be said that many of the students agree with the claim that reading texts in the coursebook are so long for their proficiency level.

Table 26. The Frequency Distribution of the Students for Q18

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	26	12,8	12,8	12,8		
Disagree	37	18,2	18,2	31,0	3,08	1,20
Neutral	56	27,6	27,6	58,6		
Agree	62	30,5	30,5	89,2		
Strongly Agree	22	10,8	10,8	100,0		
Total	203	100,0	100,0			

Q.19. The coursebook meets learners' requirements and needs about language learning.

The results shows that 33 % of the students (*N*=67) strongly disagree and disagree that their needs are satisfied. In contrast, 31 % of the students (*N*=63) strongly agree and agree with the satisfaction of their needs. Moreover 36 % of the students (*N*= 73) are neutral about this claim. The mean value is 2.93 with a standard deviation of 1.08. Therefore, it can be said that many of the students are not sure about whether the coursebook meets learners' requirements and needs about language learning.

Table 27. The Frequency Distribution of the Students for Q19

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	23	11,3	11,3	11,3		

Disagree	44	21,7	21,7	33,0	2,93	1,08
Neutral	73	36,0	36,0	69,0		
Agree	51	25,1	25,1	94,1		
Strongly Agree	12	5,9	5,9	100,0		
Total	203	100,0	100,0			

Q.20. The coursebook is appropriate for prep-school learners' purpose of language learning.

The results shows that 33 % of the students (*N*=67) strongly disagree and disagree that the coursebook is appropriate for their goals. In contrast, 27 % of the students (*N*= 54) strongly agree and agree to the appropriateness of their coursebook. Moreover 40 % of the students (*N*= 82) are neutral about this statement. The mean value is 2.86 with a standard deviation of 1.06. Therefore, many of the students feel hesitant about whether the coursebook is appropriate for their purpose of language learning.

Table 28. The Frequency Distribution of the Students for Q20

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	26	12,8	12,8	12,8		
Disagree	41	20,2	20,2	33,0	2,86	1,06
Neutral	82	40,4	40,4	73,4		
Agree	43	21,2	21,2	94,6		
Strongly Agree	11	5,4	5,4	100,0		
Total	203	100,0	100,0			

Q.21. The coursebook does not require learners to do activities that never suit teaching and learning context.

The results shows that 47 % of the students (*N*=94) strongly agree and agree with this statement. Only 9 % of the students (*N*= 17) of the students strongly disagree and 15 % of the students (*N*= 31) disagree to this idea. The mean value is 3,30 with a standard deviation of 1.16. It can be said that many of the students think that the coursebook does not require learners to do activities that never suit teaching and learning context.

Table 29. The Frequency Distribution of the Students for Q21

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	17	8,4	8,4	8,4		
Disagree	31	15,3	15,3	23,6	3,30	1,16
Neutral	61	30,0	30,0	53,7		
Agree	62	30,5	30,5	84,2		
Strongly Agree	32	15,8	15,8	100,0		
Total	203	100,0	100,0			

Items from 14 to 21 measure the appropriateness of the coursebook from the students' perspective. The introduction of the coursebook claims that *'Language Leader'* is suitable for learners from Elementary to Upper Intermediate with these statements:

> Language Leader is a general English series for adults and young adults. The course has a topic-based multi-strand syllabus which includes comprehensive work on grammar, vocabulary, pronunciation and integrated skills, where strong emphasis is placed on reading, writing and study skills as well as speaking and listening. With its purposeful approach Language Leader is particularly suitable for general English students working towards exams, and those learners who may go on to, or are already in, further education (Waterman, 2008: 5).

In fact, the appropriateness of the coursebook depends on its meeting students' needs and achieving students' goals by presenting different kinds of activities and tasks. In addition, language materials are expected to be based on second language acquisition principles according to which the materials should:

Expose the learners to language in authentic use.

Help learners to pay attention to features of authentic input.

Provide the learners with opportunities to use the target language to achieve communicative purposes.

Provide opportunities for outcome feedback.

Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention.

Stimulate intellectual, aesthetic, and emotional involvement (Tomlinson, 2010: 83).

In the light of these principles, the coursebook 'Language Leader' can be regarded as suitable for language learning and teaching. However, the participants at large feel hesitant about whether the coursebook is appropriate for their purpose of language learning. First, it is important to evaluate if there is a correspondence between the level of the coursebook and students' linguistic level. Most of the participants think that they can never make use of the coursebook effectively without taking any help from their teachers since the coursebook is not regarded as appropriate for the students' proficiency level. Moreover, many of the students are not sure about whether the coursebook really meets their requirements and needs about language learning while 33% participants believe that their needs are not satisfied by the coursebook as it claims.

While making decision on the appropriateness of the coursebook for language learners, it should be taken into consideration if the activities are challenging enough to deal with for students. For example, the participants at large in the current study find reading texts both long and difficult for their proficiency level although the coursebook claims that "there is considerable variety in the length of these reading and listening texts: some are relatively short, but Language Leader also offers students an opportunity to deal- in a supported way- with some longer texts. This course helps them to build up their confidence in handling extended amounts of English" (Waterman, 2008: 4).

As for listening activities and speaking activities , most of the students agree that listening activities and speaking activities are not challenging for their proficiency level while they find writing activities difficult. In fact, writing in English has become increasingly important, but is often students' weakest skill. Almost all students find themselves incompetent in writing skill, so they do not enjoy it. However, the

coursebook claims that it places considerable emphasis on the development of writing skills in every unit by presenting different kinds of writing activities throughout the course. The coursebook also stresses that " Because of the systematic approach to the development of writing skills in the course, students should be able to make real progress in their writing, and derive great satisfaction from this" (Waterman, 2008:5).

4.6.3. Students' Perceptions on the Methodology of the Coursebook

Q.22. The coursebook requires learners' active participation.

The results shows that 57 % of the students (*N*=116) strongly agree and agree that the coursebook promote the students participation. Only 15 % of the students (*N*= 30) strongly disagree and disagree to this premise. The mean value is 3.50 with a standard deviation of 1.07. Therefore, it can be said that many of the students think that the coursebook encourages them to participate to the course actively.

Table 30. The Frequency Distribution of the Students for Q22

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	15	7,4	7,4	14,8	3,50	1,07
Neutral	57	28,1	28,1	42,9		
Agree	86	42,4	42,4	85,2		
Strongly Agree	30	14,8	14,8	100,0		
Total	203	100,0	100,0			

Q.23. The coursebook encourages learners in terms of pair and group work.

The results shows that 58 % of the students (*N*=117) strongly agree and agree that the coursebook encourages group work. About 20 % of the students (*N*= 41) strongly disagree and disagree that the coursebook encourages group work. The mean value is

3.41 with a standard deviation of 1.08. Therefore, it can be said that many of the students think that the coursebook encourages learners in terms of pair and group work.

Table 31. The Frequency Distribution of the Students for Q23

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	26	12,8	12,8	20,2		
Neutral	45	22,2	22,2	42,4	3,41	1,08
Agree	95	46,8	46,8	89,2		
Strongly Agree	22	10,8	10,8	100,0		
Total	203	100,0	100,0			

Q.24. The coursebook gives learners the chance of self-expression.

The results shows that 40 % of the students (*N*= 81) strongly agree and agree that the coursebook gives a chance of self-expression. Only 8 % of the students (*N*= 16) strongly disagree and 20 % of the students disagree to this offering. The mean value is 3.15 with a standard deviation of 1.11. It can be implied that many of the students think that the coursebook gives learners the opportunity of expressing themselves.

Table 32. The Frequency Distribution of the Students for Q24

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	41	20,2	20,2	28,1	3,15	1,11
Neutral	65	32,0	32,0	60,1		
Agree	58	28,6	28,6	88,7		
Strongly Agree	23	11,3	11,3	100,0		
Total	203	100,0	100,0			

Items 22, 23, and 24 measure the methodology that the coursebook adopts. In terms of methodology, as the coursebook claims, more than half of the students think that the coursebook promotes the students' active participation, encourages group work, and gives the students with the chance of self- expression in the target language.

4.6.4. Students' Perceptions on the Content of the Coursebook

Q.25. The subject matters are appropriate to learners' interest.

The results shows that 33 % of the students (*N*=67) strongly disagree and disagree that the coursebook is appropriate for their interests. In contrast, 32 % of the students (*N*= 66) strongly agree and agree to the appropriateness of their coursebook. Moreover 35 % of the students (*N*= 70) are neutral about this claim. The mean value is 2.94 with a standard deviation of 1.10. Therefore, it can be said that many of the students are not sure about whether the subject matters are appropriate to their interest.

Table 33. The Frequency Distribution of the Students for Q25

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	24	11,8	11,8	11,8		
Disagree	43	21,2	21,2	33,0	2,94	1,10
Neutral	70	34,5	34,5	67,5		
Agree	53	26,1	26,1	93,6		
Strongly Agree	13	6,4	6,4	100,0		
Total	203	100,0	100,0			

Q.26. The reading texts and samples are related to our daily life.

The results shows that 47 % of the students (*N*= 96) strongly agree and agree that to this item. Only 5 % of the students (*N*= 11) of the students strongly disagree and 15 % of the students (*N*=31) disagree that the readings of the coursebook are related to our daily life.

The mean value is 3.33 with a standard deviation of 1.05. Therefore, it can be said that many of the students think that the reading texts and samples are related to our daily life.

Table 34. The Frequency Distribution of the Students for Q26

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	31	15,3	15,3	20,7	3,33	1,05
Neutral	65	32,0	32,0	52,7		
Agree	72	35,5	35,5	88,2		
Strongly Agree	24	11,8	11,8	100,0		
Total	203	100,0	100,0			

Q.27. The reading texts are up-to-date.

The results shows that 47 % of the students (*N*= 94) strongly agree and agree that the readings are contemporary. Only 6 % of the students (*N*= 12) of the students strongly disagree and 14 % of the students (*N*= 28) disagree to this idea. In addition to this, there are 69 students (34%) who are neutral about this statement. The mean value is 3.33 with a standard deviation of 1.05. It can be said that many of the students think that the reading texts are up-to-date.

Table 35. The Frequency Distribution of the Students for Q27

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	12	5,9	5,9	5,9		
Disagree	28	13,8	13,8	19,7	3,33	1,05
Neutral	69	34,0	34,0	53,7		
Agree	70	34,5	34,5	88,2		

Strongly Agree	24	11,8	11,8	100,0
Total	203	100,0	100,0	

Q.28. Reading texts are authentic.

The results shows that 39 % of the students (*N*=79) are neutral about the originality of the readings of the coursebook. About 4% of the students (*N*= 9) strongly disagree and 18 % of the students (*N*= 36) disagree to this statement. In contrast, 11 % of the students (*N*= 22) of the students strongly agree and 28 % of the students (*N*= 57) agree that the readings are original. The mean value is 3.23 with a standard deviation of 1.01.

Table 36. The Frequency Distribution of the Students for Q28

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	9	4,4	4,4	4,4		
Disagree	36	17,7	17,7	22,2	3,23	1,01
Neutral	79	38,9	38,9	61,1		
Agree	57	28,1	28,1	89,2		
Strongly Agree	22	10,8	10,8	100,0		
Total	203	100,0	100,0			

Q.29. Listening texts are authentic.

The results shows that 40 % of the students (*N*=81) are neutral about the originality of the listening activities of the coursebook. About 6 % of the students (*N*= 13) strongly disagree and 20% of the students (*N*= 40) disagree to this statement. In contrast, 6 % of the students (*N*= 13) of the students strongly agree and 28 % of the students (*N*= 56) agree that the listening activities are original. The mean value is 3.08 with a standard deviation of .99. It can be said that many of the students are hesitant about whether listening texts are authentic.

Table 37. The Frequency Distribution of the Students for Q29

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	13	6,4	6,4	6,4		
Disagree	40	19,7	19,7	26,1	3,08	,99
Neutral	81	39,9	39,9	66,0		
Agree	56	27,6	27,6	93,6		
Strongly Agree	13	6,4	6,4	100,0		
Total	203	100,0	100,0			

Q.30. Reading texts are attractive.

The results shows that 34 % of the students (N= 69) are neutral about the attractiveness of the reading activities of the coursebook. About 11 % of the students (N= 23) strongly disagree and 19 % of the students (N= 38) disagree to this statement. 9 % of the students (N= 18) of the students strongly agree and 27 % of the students (N= 55) agree that the reading activities are attractive. The mean value is 3.03 with a standard deviation of 1.13. Therefore, it can be said that many of the students have a positive attitude to the attractiveness of the reading texts.

Table 38. The Frequency Distribution of the Students for Q30

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	23	11,3	11,3	11,3		
Disagree	38	18,7	18,7	30,0	3,03	1,13
Neutral	69	34,0	34,0	64,0		
Agree	55	27,1	27,1	91,1		
Strongly Agree	18	8,9	8,9	100,0		

Total	203	100,0	100,0

Q.31. The units in the textbook provide sufficient coverage of four basic skills.

The results shows that 37 % of the students (*N*=75) agree to this claim. However 25 % of the students (*N*= 51) are neutral. 16 % of the students (*N*= 33) strongly agree that to this item. In addition to these there are 44 students (22 %) who strongly disagree and disagree. The mean value is 3.40 with a standard deviation of 1.14. Therefore, it can be said that many of the students think that the units in the coursebook provide sufficient coverage of four basic skills.

Table 39. The Frequency Distribution of the Students for Q31

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	29	14,3	14,3	21,7	3,40	1,14
Neutral	51	25,1	25,1	46,8		
Agree	75	36,9	36,9	83,7		
Strongly Agree	33	16,3	16,3	100,0		
Total	203	100,0	100,0			

Q.32. Equal distribution of four basic skills (reading, writing, listening, speaking) in the units is remarkable.

The results shows that 37 % of the students (*N*=75) agree to this claim. However 32% of the students (*N*= 65) are neutral. 10 % of the students (*N*= 20) strongly agree that to this item. In addition to these there are 43 students (21%) who strongly disagree and disagree. The mean value is 3.30 with a standard deviation of 1.02. Therefore, it can be said that many of the students slightly agree that the units in the coursebook includes equal distribution of four basic skills such as reading, writing, listening and speaking.

Table 40. The Frequency Distribution of the Students for Q32

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	32	15,8	15,8	21,2	3,30	1,02
Neutral	65	32,0	32,0	53,2		
Agree	75	36,9	36,9	90,1		
Strongly Agree	20	9,9	9,9	100,0		
Total	203	100,0	100,0			

Q.33. Language skills are presented in an integrated way.

The results shows that nearly half, 48 % of the students (*N*= 97) agree to this offering and also 11% of the students (*N*= 23) strongly agreed. 14% of the students (*N*= 28) strongly disagree and disagree to this presentation. In addition to these, 27% of the students (*N*= 55) are neutral about this claim. The mean value is 3.52 with a standard deviation of .98. Therefore, it can be said that many of the students think that language skills are presented in an integrated way.

Table 41. The Frequency Distribution of the Students for Q33

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	10	4,9	4,9	4,9		
Disagree	18	8,9	8,9	13,8	3,52	,98
Neutral	55	27,1	27,1	40,9		
Agree	97	47,8	47,8	88,7		
Strongly Agree	23	11,3	11,3	100,0		
Total	203	100,0	100,0			

Q.34. The units in the coursebook are so long.

The results shows that 36 % of the students (*N*= 73) are neutral about the longevity of the units of the coursebook. 23 % of the students (*N*= 47) agree and 21 % of the students (*N*= 43) disagree to this statement. Only 7 % of the students (*N*= 15) of the students strongly disagree and 12% of the students (*N*= 25) strongly agree that the units of the coursebook is too long. The mean value is 3.12 with a standard deviation of 1.10. Therefore, it can be said that many of the students are unsure about whether the units in the coursebook are so long.

Table 42. The Frequency Distribution of the Students for Q34

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	43	21,2	21,2	28,6	3,12	1,10
Neutral	73	36,0	36,0	64,5		
Agree	47	23,2	23,2	87,7		
Strongly Agree	25	12,3	12,3	100,0		
Total	203	100,0	100,0			

Q.35. The subject matters in the coursebook promote meaningful communication in the target language.

The results shows that 35 % of the students (*N*= 71) agree and 5 % of the students (*N*= 10) strongly agree with this item. 11 % of the students (*N*= 23) strongly disagree and 21 % of the students (*N*= 43) disagree that the coursebook encourages the students to communicate in English. The mean value is 3.01 with a standard deviation of 1.10. Therefore, it can be said that many of the students think that the coursebook encourages learners to communicate in the target language in a meaningful context.

Table 43. The Frequency Distribution of the Students for Q35

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	23	11,3	11,3	11,3		
Disagree	43	21,2	21,2	32,5	3,01	1,10
Neutral	56	27,6	27,6	60,1		
Agree	71	35,0	35,0	95,1		
Strongly Agree	10	4,9	4,9	100,0		
Total	203	100,0	100,0			

Q.36. The parts 'Language Reference – Extra Practice' provides learners the chance of repeating and reinforcing the knowledge across the coursebook.

The results show that 37 % of the students (*N*=75) agree and 26% of the students (*N*= 53)   strongly agree that the coursebook gives the chance of reinforcing the knowledge. Only 7 % of the students (*N*= 15) strongly disagree and 11 % of the students (*N*= 22) disagree to this statement. The mean value is 3.64 with a standard deviation of 1.19. So it can be said that many of the students think that the aforementioned parts in the coursebook give learners the chance of repeating and reinforcing the knowledge.

Table 44. The Frequency Distribution of the Students for Q36

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	22	10,8	10,8	18,2	3,64	1,19
Neutral	38	18,7	18,7	36,9		
Agree	75	36,9	36,9	73,9		
Strongly Agree	53	26,1	26,1	100,0		
Total	203	100,0	100,0			

Q.37. The coursebook covers a variety of topics from different fields that appeal different kind of learners.

The results shows that 37 % of the students (*N*= 74) are neutral about this offering. 26 % of the students (*N*= 52) agree to this idea but 21% of the students (*N* = 42) disagree. There are 20 students (10%) who strongly agree and 15 students (7 %) who strongly disagree. The mean value is 3.10 with a standard deviation of 1.07. Therefore, it can be said that many of the students think that the coursebook presents a variety of topics from different fields that attract learners' attention.

Table 45. The Frequency Distribution of the Students for Q37

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	15	7,4	7,4	7,4		
Disagree	42	20,7	20,7	28,1	3,10	1,07
Neutral	74	36,5	36,5	64,5		
Agree	52	25,6	25,6	90,1		
Strongly Agree	20	9,9	9,9	100,0		
Total	203	100,0	100,0			

Q.38. The parts of 'Communication Activities' facilitate the development of learners' communication skills in the target language.

The results shows that 35 % of the students (*N*= 70) are neutral about this alternative. 26 % of the students (*N*= 53) agree and 12 % of the students (*N* = 24) strongly agree to this idea. There are 20 students (10%) who strongly disagree and 36 students (18 %) who disagree. The mean value is 3.12 with a standard deviation of 1.13. It can be said that many of the students agree with the notion that the parts "Communication Activities" enable learners to develop their communication skills in the target language.

Table 46. The Frequency Distribution of the Students for Q38

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	20	9,9	9,9	9,9		

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Disagree	36	17,7	17,7	27,6	3,12	1,13
Neutral	70	34,5	34,5	62,1		
Agree	53	26,1	26,1	88,2		
Strongly Agree	24	11,8	11,8	100,0		
Total	203	100,0	100,0			

Q.39. The comprehension questions that are given following reading texts make understanding reading texts easier.

The results shows that 48 % of the students (*N*=97) agree that the mentioned questions make the understanding easier and 11 % of the students (*N*= 22) strongly agree to this premise. Only 6 % of the students (*N*= 13) strongly disagree and 10 % of the students (*N*= 20) disagree. There is also 51 students (25%) who are neutral. The mean value is 3.47 with a standard deviation of 1.02. It can be said that participants at large agree that the comprehension questions make understanding reading texts easier.

Table 47. The Frequency Distribution of the Students for Q39

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	13	6,4	6,4	6,4		
Disagree	20	9,9	9,9	16,3	3,47	1,02
Neutral	51	25,1	25,1	41,4		
Agree	97	47,8	47,8	89,2		
Strongly Agree	22	10,8	10,8	100,0		
Total	203	100,0	100,0			

Q.40. The coursebook includes answer key that learners can make use of in their individual study outside the class.

The results shows that 54 % of the students (*N*=109) strongly disagree and disagree that the coursebook includes an answer key. Only 6 % of the students (*N*= 13) of the students strongly agree and 16 % of the students (*N*= 33) agree to this item. The mean value is 2.53 with a standard deviation of 1.19. It can be said that many of the students think that the coursebook does not include answer key that guides learners for their individual studies outside the class.

Table 48. The Frequency Distribution of the Students for Q40

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	46	22,7	22,7	22,7		
Disagree	63	31,0	31,0	53,7	2,53	1,19
Neutral	48	23,6	23,6	77,3		
Agree	33	16,3	16,3	93,6		
Strongly Agree	13	6,4	6,4	100,0		
Total	203	100,0	100,0			

Q.41. 'Contents' part in the introduction page informs learners about the content of the coursebook.

The results shows that 34 % of the students (*N*=68) agree but 33 % of them are neutral about the sufficiency of the content part of the coursebook. While 9 % of the students (*N*= 18) strongly agree to the claim, the other 9 % strongly disagree. Moreover, there are 33 students (16 %) who disagree. The mean value is 3.17 with a standard deviation of 1.08. It can be said that many of the students think that 'Contents' part in the introduction page are so informative that learners may have general idea about what they will face in the learning process.

Table 49. The Frequency Distribution of the Students for Q41

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	18	8,9	8,9	8,9		
Disagree	33	16,3	16,3	25,1	3,17	1,08
Neutral	66	32,5	32,5	57,6		
Agree	68	33,5	33,5	91,1		
Strongly Agree	18	8,9	8,9	100,0		
Total	203	100,0	100,0			

Q.42. Grammar subjects are formed by considering level of difficulty.

The results shows that while 33 % of the students (*N*= 67) agree to the statement, the other 33 % are neutral.13 % of the students (*N*=27) strongly agree but 21 % of them are strongly disagree and disagree. The mean value is 3.30 with a standard deviation of 1.12. Most of the students think that the level of difficulty has been considered while grammar subjects are being formed.

Table 50. The Frequency Distribution of the Students for Q42

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	19	9,4	9,4	9,4		
Disagree	23	11,3	11,3	20,7	3,30	1,12
Neutral	67	33,0	33,0	53,7		
Agree	67	33,0	33,0	86,7		
Strongly Agree	27	13,3	13,3	100,0		
Total	203	100,0	100,0			

Q.43. 'Language Reference' parts at the end of the coursebook present grammar subjects in a clear and comprehensible way.

The results show that 48 % of the students (*N*= 97) strongly agree and agree that the language reference parts are obvious. Only 8 % of the students (*N*= 16) strongly disagree and 19% of the students (*N*= 38) disagree. Moreover, there are 52 students (26 %) are neutral. The mean value is 3.29 with a standard deviation of 1.16.

Table 51. The Frequency Distribution of the Students for Q43

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	38	18,7	18,7	26,6	3,29	1,16
Neutral	52	25,6	25,6	52,2		
Agree	66	32,5	32,5	84,7		
Strongly Agree	31	15,3	15,3	100,0		
Total	203	100,0	100,0			

Q.44.The coursebook provides learners with making deduction of the structure of the language from reading texts.

The results shows that 37 % of the students (*N*= 74) are neutral about this offering. 30 % of the students (*N*= 61) agree and 12 % of the students (*N*= 25) strongly agree to this statement. Only 5 % of the students (*N*= 11) of the students strongly disagree and 16 % of the students (*N*= 32) disagree. The mean value is 3.28 with a standard deviation of 1.05. Therefore, the linguistic structure was presented to the learners inductively so that they can make deductions about the structure of the language from reading texts.

Table 52. The Frequency Distribution of the Students for Q44

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	32	15,8	15,8	21,2	3,28	1,05
Neutral	74	36,5	36,5	57,6		

Agree	61	30,0	30,0	87,7
Strongly Agree	25	12,3	12,3	100,0
Total	203	100,0	100,0	

Q.45. Activities and exercises in 'Extra Practice' parts at the end of the coursebook provide the reinforcement of grammar.

The results shows that 38 % of the students (*N*= 77) agree but 31 % of them are neutral about the reinforcement of the activities. While 20 % of the students (*N*= 40) strongly agree to this claim, there are 24 students (12 %) who disagree or strongly disagree. The mean value is 3.81 with a standard deviation of 1.02.

Table 53. The Frequency Distribution of the Students for Q45

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	9	4,4	4,4	4,4		
Disagree	15	7,4	7,4	11,8	3,81	1,02
Neutral	62	30,5	30,5	42,4		
Agree	77	37,9	37,9	80,3		
Strongly Agree	40	19,7	19,7	100,0		
Total	203	100,0	100,0			

Q.46. The coursebook not only presents the structure of the language but also the functions of the language in the context.

The results shows that 37 % of the students (*N*= 76) agree but 32 % of them (*N*= 64) are neutral about this statement. 13 % of the students (*N*= 27) strongly agree to this claim. There are 30 students (15 %) who disagree and only 3 % students (*N*= 6) who strongly disagree. The mean value is 3.43 with a standard deviation of .99.

Table 54. The Frequency Distribution of the Students for Q46

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	6	3,0	3,0	3,0		
Disagree	30	14,8	14,8	17,7	3,43	,99
Neutral	64	31,5	31,5	49,3		
Agree	76	37,4	37,4	86,7		
Strongly Agree	27	13,3	13,3	100,0		
Total	203	100,0	100,0			

Q.47. Words in the coursebook are presented by considering the level of difficulty.

The results shows that 36 % of the students (*N*= 72) are neutral about this premise. 30 % of the students (*N*= 61) agree and 13 % of the students (*N*= 26) strongly agree to this statement. Only 8 % of the students (*N*= 16) of the students strongly disagree and 14 % of the students (*N*= 28) disagree. The mean value is 3.26 with a standard deviation of 1.09. Therefore, the participants at large have a common view about the presentation of words. They believe that words are presented by taking its level of difficulty into account.

Table 55. The Frequency Distribution of the Students for Q47

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	28	13,8	13,8	21,7	3,26	1,09
Neutral	72	35,5	35,5	57,1		
Agree	61	30,0	30,0	87,2		
Strongly Agree	26	12,8	12,8	100,0		
	203	100,0	100,0			

Q.48. New words in the units are presented in a meaningful context from which learners can make deductions in the reading texts easily.

The results shows that 33 % of the students (*N*= 66) are neutral about this offering. 29 % of the students (*N*= 58) agree and 11 % of the students (*N*= 23) strongly agree. Only 8 % of the students (*N*= 16) of the students strongly disagree and also 20 % of the students (*N*= 40) disagree. The mean value is 3.16 with a standard deviation of 1.11.

Table 56. The Frequency Distribution of the Students for Q48

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	40	19,7	19,7	27,6	3,16	1,11
Neutral	66	32,5	32,5	60,1		
Agree	58	28,6	28,6	88,7		
Strongly Agree	23	11,3	11,3	100,0		
Total	203	100,0	100,0			

Q.49. Words are so challenging.

The results shows that 36 % of the students (*N*= 72) are neutral about the challenge of the words. 24 % of the students (*N*= 49) agree, in contrast 19 % of the students (*N*= 39) disagree to this statement. Only 4 % of the students (*N*= 9) of the students strongly disagree and 17 % of the students (*N*= 34) strongly agree. The mean value is 3.30 with a standard deviation of 1.09. Therefore, many of the students find words so challenging.

Table 57. The Frequency Distribution of the Students for Q49

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	9	4,4	4,4	4,4		
Disagree	39	19,2	19,2	23,6	3,30	1,09

Neutral	72	35,5	35,5	59,1
Agree	49	24,1	24,1	83,3
Strongly Agree	34	16,7	16,7	100,0
Total	203	100,0	100,0	

Q.50.Subject matters in the coursebook provide learners with learning new words.

The results shows that 41 % of the students (*N*= 83) agree that the units give a chance to learn new words and 27 % of the students (*N*= 55) strongly agree to this premise. Only 5 % of the students (*N*= 11) strongly disagree and 9 % of the students (*N*= 17) disagree. There is also 37 students (18 %) who are neutral. The mean value is 3.76 with a standard deviation of 1.10.

Table 58. The Frequency Distribution of the Students for Q50

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	17	8,4	8,4	13,8	3,76	1,10
Neutral	37	18,2	18,2	32,0		
Agree	83	40,9	40,9	72,9		
Strongly Agree	55	27,1	27,1	100,0		
Total	203	100,0	100,0			

Q.51. Words in 'Key Language – Vocabulary' parts are efficiently repeated and recycled across the coursebook.

The results shows that 37 % of the students (*N*= 74) agree to this statement and 27 % of the students (*N*= 55) strongly agree. There is 48 students (24 %) who are neutral. Only 4 % of the students (*N*= 9) strongly disagree and 8 % of the students (*N*= 17) disagree. The mean value is 3.73 with a standard deviation of 1.08.

Table 59.The Frequency Distribution of the Students for Q51

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	9	4,4	4,4	4,4		
Disagree	17	8,4	8,4	12,8	3,73	1,08
Neutral	48	23,6	23,6	36,5		
Agree	74	36,5	36,5	72,9		
Strongly Agree	55	27,1	27,1	100,0		
Total	203	100,0	100,0			

Q.52 The coursebook includes a vocabulary list/index that learners can use for individualized and/ or out-of-class work.

The results shows that 27% of the students (*N*= 55) are neutral. There are 82 students (40%) who strongly agree and agree that the coursebook includes the mentioned word list. In contrast 33 % of the students (*N*= 66) of the students strongly disagree and disagree. The mean value is 3.10 with a standard deviation of 1.28. Therefore, the participants at large have a positive view about the vocabulary list/ index of the coursebook of which the students can make use for their self study outside the classroom.

Table 60. The Frequency Distribution of the Students for Q52

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	29	14,3	14,3	14,3		
Disagree	37	18,2	18,2	32,5	3,10	1,28
Neutral	55	27,1	27,1	59,6		
Agree	49	24,1	24,1	83,7		
Strongly Agree	33	16,3	16,3	100,0		
Total	203	100,0	100,0			

Q.53. New words are presented within different contexts in the units.

The results shows that 40 % of the students (*N*= 82) agree and 16 % of the students (*N*= 32) strongly agree to this premise. Only 8 % of the students (*N*= 16) strongly disagree and 14 % of the students (*N*= 28) disagree. There is also 45 students (22 %) who are neutral. The mean value is 3.42 with a standard deviation of 1.14.

Table 61. The Frequency Distribution of the Students for Q53

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	28	13,8	13,8	21,7	3,42	1,14
Neutral	45	22,2	22,2	43,8		
Agree	82	40,4	40,4	84,2		
Strongly Agree	32	15,8	15,8	100,0		
Total	203	100,0	100,0			

Q.54. The coursebook gives necessary words that facilitate communication in the target language.

The results shows that 39 % of the students (*N*= 80) agree and 12 % of the students (*N*= 24) strongly agree to this statement. There is 59 students (29 %) who are neutral. Only 7 % of the students (*N*= 14) strongly disagree and 13 % of the students (*N*= 26) disagree. The mean value is 3.36 with a standard deviation of 1.06.

Table 62. The Frequency Distribution of the Students for Q54

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	14	6,9	6,9	6,9		
Disagree	26	12,8	12,8	19,7	3,36	1,06
Neutral	59	29,1	29,1	48,8		

Agree	80	39,4	39,4	88,2
Strongly Agree	24	11,8	11,8	100,0
Total	203	100,0	100,0	

The items from 25 to 54 focus on the content of the coursebook. As the coursebook claims, most of the students believe that the units in the coursebook comprise four basic language skills such as reading, writing, speaking, and listening. As stated in the introduction of the coursebook, the students at large agree that these language skills are presented in an integrated way, and each skill is given equal importance in the units. When evaluated students' perception about the coursebook, many students believe that equal distribution of four basic skills is remarkable. As McDonough and Shaw (2003) stress, it is important that language skills should be taught in an integrated way in the classroom in order to acquire them successfully and to become competent in these language skills equally. The concept of integrated skills is described by McDonough and Shaw (2003: 173) quoted in Richards, Platt and Weber (1985: 144) with these statements that " It is the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing". In fact, we never use these language skills in isolation in our daily life as the definition above suggests. Although the classroom cannot completely reflect the real-life atmosphere, teachers should try to give students the chance of practising in these language skills in an integrated way as in real life. If the job of teachers is to make the students communicatively competent in the target language, then it requires performing each of the four skills in conjunction but not in separated.

As for the language development, the course book claims:

> The texts in *Language Leader* not only provide context for grammar and vocabulary but systematically develop students' reading and listening skills. The reading texts are authentic or semi-authentic, or at lower levels based on real sources, and are taken from a variety of genres (for example, newspapers, magazines, and literature and publicity materials). Listening skills are also developed throughout the course. Each unit has a number of listening activities and

there is a wide variety of different listening texts (for example, radio programmes, conversations, interviews, talks and lectures), as well as a varied range of activity types (Waterman, 2008: 4).

Interestingly, more than half of the students have hesitation about the originality of the reading texts while 79 students agree with the notion that reading texts are authentic. It may be speculated that the participants are not familiar with the terms 'authentic' or 'original'. Therefore, they may not have understood what the question means with the term 'authentic' that may hinder them to make true decisions about the originality of the texts. On the other hand, it may be implied that the students really have a skeptical attitude to the authenticity of the reading texts. In addition, most of the students find reading text attractive.

As it is stated in the introduction page of the coursebook, *'Language Leader'* includes a wide range of reading texts from magazine to literature that are related to the students' daily life. It may be also claimed by the coursebook that these texts are up-to date. The participants at large agree with these claims of the coursebook. As for the listening skills, most students feel hesitant about the originality of the listening activities. As the term 'authentic' sounds unfamiliar to the students, they may not have been sure about the originality of the listening activities.

It is also important to question whether the coursebook provides opportunities for students to use the target language and communicate in a meaningful context. Most researchers agree that learners should be given opportunities to use the target language to achieve communicative purposes rather than just to practice it in the situations that are controlled by the teacher or the materials. Tomlinson (2006: 15) states that teaching materials should motivate students for meaningful interaction in which the content, strategies and expression of interaction are to be under control of the students.

The coursebook *'Language Leader'* supports Tomlinson's claim with the following statements:

> There are constant opportunities throughout the course for students to improve their speaking skills, with speaking exercises in every unit. Students can comment on the topics and discuss the issues that arise, as well as talk about more personal

experiences and knowledge, through a variety of exercises, such as information gaps, personalised question and answer activities, role plays and debates. The Scenario lessons are, we believe, an important communicative feature of *Language Leader*. Every unit includes a Scenario lesson, devoted to extended speaking practice in a real life situation. Students are given language support to carry out the task (Waterman, 2008. 4).

According to the statements made in the introduction page, the coursebook claims that it supports communicative language teaching, which focuses on real-life situation. Moreover, there is one '*Language reference and Extra practice*' part for each unit at the back of the book. *'Language reference'* in the left- hand page includes a grammar summary for each unit that underlines some structural points. In this part, students are also given a summary of '*the Key language and Vocabulary*' they have studied in the unit. In the right- hand page, it is possible to see '*Extra practice*' part that provides mixed practice for ongoing revision. According to the results, it can be said that many of the students think the parts *'Language Reference- Extra Practice'* are satisfactory in terms of providing them with the opportunity of repeating and reinforcing the knowledge throughout the coursebook. More than half of the students also have a positive attitude to the parts *' Communication Activities'* as they think that these parts facilitate their communication skill development in the target language.

One of the second language acquisition principles is that materials should achieve impact on language learners by attracting their curiosity, interest and attention. To Tomlinson (2006: 7), materials can have a remarkable effect on learners through:

a) novelty (e.g. unusual topics, illustrations and activities);

b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette);

c) attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);

d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

The coursebook *'Language Leader'* claims that

> We believe it is important to offer students stimulating topics that engage their interest and increase their motivation for learning. We have made use of our diverse backgrounds, personalities and interests as authors, in the hope of providing students with a rich variety of different topics. Each unit contains an 'umbrella topic' with a different subtopic in each lesson, allowing us to explore a range of issues within a single topic and also to recycle vocabulary. We think that the approach to the topics in the course will challenge students and allow them to develop their powers of expression and analysis and their critical thinking skills (Waterman, 2008: 4).

As it is seen in the aforementioned claims, 72 students agree that the coursebook covers a variety of topics from different fields that attract their attention. Interestingly, 73 participants have a skeptical attitude to this claim. It may be speculated that they may not have made decision on the attractiveness of the topic, depending on lack of comprehensive knowledge of the content of the coursebook.

As for grammar teaching, the coursebook claims that it includes basic grammar points which are all contextualized so that students are able to make some deductions from the context about the key grammar points. It is claimed that the coursebook adopts inductive approach with reference to examples in the texts. Students are presented motivating and interesting activities and tasks that encourage them to analyse and comprehend grammar easily. Waterman (2008: 6) stresses that "Language Leader follows an established syllabus progression and learners are actively involved in developing their knowledge of grammar. The Grammar sections in the input lessons focus on the main language points presented through the texts and learners are encouraged to work out the rules for themselves. They are supported by the Grammar tip boxes and cross- referred to the corresponding Language reference and Extra practice pages at the back of the book for reinforcement". The results show that more than half of the students think that the coursebook provides the students with making deductions about the structure of the language from the context. In addition to this, participants at large agree that grammar points are formed by considering the level of difficulty. Therefore, it may be said that students do not have trouble in correlating linguistic points that are presented from easy to more complex. As the coursebook claims, most of the students agree that the part *'Language reference'* provides students

with comprehending structural points in a clear and easy way , and *'Extra practice'* parts are another way for students to reinforce their knowledge of grammar.

As for vocabulary teaching, lack of vocabulary is usually one of the main problems many students face. In order to make sense of texts and communicate in the target language, students need to have extensive vocabulary. The coursebook claims that "Language Leader has a wide range of vocabulary, and students are able to acquire and use this vocabulary through contextualisation and recycling" (Waterman, 2008: 4). As the coursebook claims, most of the participants agree that the subject matters in the coursebook provide them with the opportunity of learning new and necessary words that facilitate communication in the target language. More than half of the students also think that these words in the units are presented in a meaningful context by taking the level of difficulty into account so that the students will be able to make deductions about their meanings and functions in the context. In addition, the coursebook claims that "the vocabulary is recycled through the speaking activities in each unit, revised in the Review lesson and Extra practice and practised further in the Workbook". The results show that the students at large agree with the claims of the coursebook, and believe that new words are efficiently repeated and recycled across the coursebook in *'Key Language- Vocabulary'* parts. The findings also show that the coursebook includes vocabulary list so that the students can make use of in their individual study.

4.6.5. Students' Perceptions on the Exercises and Activities of the Coursebook

Q.55. Activities in the course book are attractive

The results shows that 30 % of the students (*N*= 61) are neutral about the attraction of the activities in the coursebook. 22 % of the students (*N*= 44) agree and 8 % of the students (*N*= 17) strongly agree to this offering. On the other hand, 17 % of the students (*N*= 34) of the students strongly disagree and 23 % of the students (*N*= 47) disagree with this claim. The mean value is 2.82 with a standard deviation of 1.19.

Table 63. The Frequency Distribution of the Students for Q55

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	34	16,7	16,7	16,7		
Disagree	47	23,2	23,2	39,9	2,82	1,19
Neutral	61	30,0	30,0	70,0		
Agree	44	21,7	21,7	91,6		
Strongly Agree	17	8,4	8,4	100,0		
Total	203	100,0	100,0			

Q.56. Activities in the coursebook are challenging.

The results shows that 34 % of the students (*N*= 68) are neutral about the challenge of the activities in the coursebook. Also 29 % of the students (*N*= 58) agree. There are 27 students (13 %) who strongly agree. In contrast, 17 % of the students (*N*= 34) disagree to this offering and only 8 % of the students (*N*= 16) of the students strongly disagree. The mean value is 3.23 with a standard deviation of 1.12.

Table 64. The Frequency Distribution of the Students for Q56

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	16	7,9	7,9	7,9		
Disagree	34	16,7	16,7	24,6	3,23	1,12
Neutral	68	33,5	33,5	58,1		
Agree	58	28,6	28,6	86,7		
Strongly Agree	27	13,3	13,3	100,0		
Total	203	100,0	100,0			

Q.57. Activities in the coursebook are related to our daily life.

The results shows that 33 % of the students (*N*= 67) are neutral about this premise. Also 29% of the students (*N*= 59) agree and 26 students (13 %) strongly agree. On the other hand, 15 % of the students (*N*= 31) disagree to this offering and only 10 % of the students (*N*= 20) of the students strongly disagree. The mean value is 3.20 with a standard deviation of 1.14.

Table 65. The Frequency Distribution of the Students for Q57

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	20	9,9	9,9	9,9		
Disagree	31	15,3	15,3	25,1	3,20	1,14
Neutral	67	33,0	33,0	58,1		
Agree	59	29,1	29,1	87,2		
Strongly Agree	26	12,8	12,8	100,0		
Total	203	100,0	100,0			

Q.58. The coursebook includes the activities that provide learners with reviewing the subject matters learned.

The results shows that 48 % of the students (*N*=96) strongly agree and agree to this premise. Only 5 % of the students (*N*= 10) strongly disagree and 17 % of the students (*N*= 35) disagree that the coursebook includes the mentioned activities. Moreover there are 62 students (31 %) who are neutral about this item. The mean value is 3.30 with a standard deviation of 1.02.

Table 66. The Frequency Distribution of the Students for Q58

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	10	4,9	4,9	4,9		

Disagree	35	17,2	17,2	22,2	3,30	1,02
Neutral	62	30,5	30,5	52,7		
Agree	76	37,4	37,4	90,1		
Strongly Agree	20	9,9	9,9	100,0		
Total	203	100,0	100,0			

Q.59. Activities in the coursebook increase learners' motivation to the course.

The results shows that 35 % of the students (*N*= 70) are neutral about this premise. Also 24 % of the students (*N*= 47) disagree to this offering and 18 % of the students (*N*= 36) of the students strongly disagree that the activities of the coursebook increase their motivation. On the other hand 20% of the students (*N*= 40) agree and 10 students (5 %) strongly agree. The mean value is 2.71 with a standard deviation of 1.12.

Table 67. The Frequency Distribution of the Students for Q59

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	36	17,7	17,7	17,7		
Disagree	47	23,2	23,2	40,9	2,71	1,12
Neutral	70	34,5	34,5	75,4		
Agree	40	19,7	19,7	95,1		
Strongly Agree	10	4,9	4,9	100,0		
Total	203	100,0	100,0			

Q.60. The activities are presented in conjunction with the subject matters learned.

The results shows that 45 % of the students (*N*= 92) agree to this statement and also 8 % of the students (*N*= 16) strongly agree. There is 63 students (31 %) who are neutral. Only 3 % of the students (*N*= 6) strongly disagree and 13 % of the students (*N*= 26) disagree. The mean value is 3.42 with a standard deviation of .96

Table 68. The Frequency Distribution of the Students for Q60

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	6	3,0	3,0	3,0		
Disagree	26	12,8	12,8	15,8	3,42	,96
Neutral	63	31,0	31,0	46,8		
Agree	92	45,3	45,3	92,1		
Strongly Agree	16	7,9	7,9	100,0		
Total	203	100,0	100,0			

Q.61. "Scenario" parts in the coursebook provide learners with the opportunity of practicing what we have learned with different activities

The results shows that 41 % of the students (*N*= 83) are neutral about the advantage of the Scenario parts in the coursebook. Also 29 % of the students (*N*= 58) agree. There are 15 students (7 %) who strongly agree. In contrast, 17 % of the students (*N*= 34) disagree to this offering and only 6 % of the students (*N*= 13) of the students strongly disagree. The mean value is 3.14 with a standard deviation of .99.

Table 69. The Frequency Distribution of the Students for Q61

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	13	6,4	6,4	6,4		
Disagree	34	16,7	16,7	23,2	3,14	,99
Neutral	83	40,9	40,9	64,0		
Agree	58	28,6	28,6	92,6		
Strongly Agree	15	7,4	7,4	100,0		
Total	203	100,0	100,0			

Q.62. "Extra Practice" parts in the coursebook include sufficient number of activities and exercises for reviewing new words.

The results shows that 33 % of the students (*N*= 67) agree to this statement and also 16 % of the students (*N*= 32) strongly agree. There is 51 students (25 %) who are neutral. 20 % of the students (*N*= 41) disagree and only 6 % of the students (*N*= 12) strongly disagree. The mean value is 3.33 with a standard deviation of 1.14.

Table 70. The Frequency Distribution of the Students for Q62

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	12	5,9	5,9	5,9		
Disagree	41	20,2	20,2	26,1	3,33	1,14
Neutral	51	25,1	25,1	51,2		
Agree	67	33,0	33,0	84,2		
Strongly Agree	32	15,8	15,8	100,0		
Total	203	100,0	100,0			

Q.63. The vocabulary exercises in the coursebook make vocabulary learning easier for us.

The results shows that 41 % of the students (*N*= 84) agree but 24 % of them (*N*= 49) are neutral about this statement. 16 % of the students (*N*= 32) strongly agree to this claim. There are 26 students (13 %) who disagree and only 6 % of the students (*N*= 12) who strongly disagree. The mean value is 3.48 with a standard deviation of 1.08.

Table 71. The Frequency Distribution of the Students for Q63

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	12	5,9	5,9	5,9		
Disagree	26	12,8	12,8	18,7	3,48	1,08

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	49	24,1	24,1	42,9
Agree	84	41,4	41,4	84,2
Strongly Agree	32	15,8	15,8	100,0
Total	203	100,0	100,0	

Q.64. The activities in the coursebook provide learners with creative thinking

The results shows that 39 % of the students (*N*= 80) are neutral about the advantage of the activities in the coursebook. Also 23 % of the students (*N*= 46) agree. There are 13 students (6 %) who strongly agree. In contrast, 19 % of the students (*N*= 38) disagree to this offering and 13 % of the students (*N*= 26) strongly disagree. The mean value is 2.91 with a standard deviation of 1.08.

Table 72. The Frequency Distribution of the Students for Q64

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	26	12,8	12,8	12,8		
Disagree	38	18,7	18,7	31,5	2,91	1,08
Neutral	80	39,4	39,4	70,9		
Agree	46	22,7	22,7	93,6		
Strongly Agree	13	6,4	6,4	100,0		
Total	203	100,0	100,0			

Q.65. The reading activities in the coursebook help learners improve their reading skills in English

The results shows that 54 % of the students (*N*=109) strongly agree and agree that the coursebook help to develop their reading abilities. Only 6 % of the students (*N*= 13) of the students strongly disagree and 14 % of the students (*N*= 29) disagree that the

coursebook help to develop their reading abilities. Moreover there are 52 students (26 %) who are neutral. The mean value is 3.40 with a standard deviation of 1.08.

Table 73. The Frequency Distribution of the Students for Q65

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	13	6,4	6,4	6,4		
Disagree	29	14,3	14,3	20,7	3,40	1,08
Neutral	52	25,6	25,6	46,3		
Agree	82	40,4	40,4	86,7		
Strongly Agree	27	13,3	13,3	100,0		
Total	203	100,0	100,0			

Q.66. The writing activities in the coursebook help learners improve our writing skills in English

The results shows that 32 % of the students (*N*= 65) agree and there are 57 students (28 %) who are neutral; moreover 24 % of the students (*N*= 49) disagree that the coursebook helps to develop their writing abilities. Only 6 % of the students (*N*= 13) strongly disagree and 9 % of the students (*N*= 19) strongly agree that the coursebook helps to develop their writing abilities. The mean value is 3.14 with a standard deviation of 1.08.

Table 74. The Frequency Distribution of the Students for Q66

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	13	6,4	6,4	6,4		
Disagree	49	24,1	24,1	30,5	3,14	1,08
Neutral	57	28,1	28,1	58,6		
Agree	65	32,0	32,0	90,6		

Strongly Agree	19	9,4	9,4	100,0
Total	203	100,0	100,0	

Q.67. The listening activities in the coursebook help us improve our listening skills in English

The results shows that 33 % of the students (*N*= 67) agree with this claim; however 27 % of the students (*N*= 55) are neutral; moreover 23 % of the students (*N*= 46) disagree that the coursebook helps to develop their listening abilities. 9 % of the students (*N*= 19) strongly disagree and 8 % of the students (*N*= 16) strongly agree that the coursebook helps to develop their listening abilities. The mean value is 3.07 with a standard deviation of 1.11.

Table 75. The Frequency Distribution of the Students for Q67

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	19	9,4	9,4	9,4		
Disagree	46	22,7	22,7	32,0	3,07	1,11
Neutral	55	27,1	27,1	59,1		
Agree	67	33,0	33,0	92,1		
Strongly Agree	16	7,9	7,9	100,0		
Total	203	100,0	100,0			

Q.68. The speaking activities in the coursebook help us improve our speaking skills in English

The results shows that 41 % of the students (*N*= 82) agree or strongly agree to this premise. Only 8 % of the students (*N*= 17) strongly disagree; however 23 % of the students (*N*= 47) disagree that the coursebook helps to develop their speaking abilities.

Moreover, there are 57 students (28 %) who are neutral about this item. The mean value is 3.08 with a standard deviation of 1.10.

Table 76. The Frequency Distribution of the Students for Q68

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	17	8,4	8,4	8,4		
Disagree	47	23,2	23,2	31,5	3,08	1,10
Neutral	57	28,1	28,1	59,6		
Agree	66	32,5	32,5	92,1		
Strongly Agree	16	7,9	7,9	100,0		
Total	203	100,0	100,0			

Q.69. The coursebook includes different variety of listening activities (radio programs, dialogs, business interview etc.)

The results shows that about 42 % of the students (*N*= 84) agree that the coursebook includes different kinds of listening activities. Nearly 21% of the students (*N*= 42) strongly agree to this statement; moreover, there is another 21% who are neutral. Only 5 % of the students (*N*= 11) of the students strongly disagree. The mean value is 3.61 with a standard deviation of 1.10.

Table 77. The Frequency Distribution of the Students for Q69

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	23	11,3	11,3	16,7	3,61	1,10
Neutral	43	21,2	21,2	37,9		
Agree	84	41,4	41,4	79,3		
Strongly Agree	42	20,7	20,7	100,0		

Total	203	100,0	100,0

Q.70. The listening activities in the coursebook are attractive.

The results shows that 28 % of the students (*N*= 57) are neutral about the attraction of the listening activities of the coursebook. While 23 % of the students (*N*= 47) agree to this claim, the other 23 % disagree. Moreover, there are 38 students (19 %) who strongly disagree and 15 students (7 %) who strongly agree. The mean value is 2.78 with a standard deviation of 1.20.

Table 78. The Frequency Distribution of the Students for Q70

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	38	18,7	18,7	18,7		
Disagree	46	22,7	22,7	41,4	2,78	1,20
Neutral	57	28,1	28,1	69,5		
Agree	47	23,2	23,2	92,6		
Strongly Agree	15	7,4	7,4	100,0		
Total	203	100,0	100,0			

Q.71. The coursebook includes different variety of reading activities (classified ads, recipes, questionnaires, poems, letters, travel guide, brochures, etc.)

The results shows that about 37 % of the students (*N*= 76) agree that the coursebook includes different kinds of reading activities. Nearly 20 % of the students (*N*= 40) strongly agree to this statement; moreover 23 % of the students (*N*= 47) are neutral. Only 3 % of the students (*N*= 7) strongly disagree. The mean value is 3.54 with a standard deviation of 1.08.

Table 79. The Frequency Distribution of the Students for Q71

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	7	3,4	3,4	3,4		
Disagree	33	16,3	16,3	19,7	3,54	1,08
Neutral	47	23,2	23,2	42,9		
Agree	76	37,4	37,4	80,3		
Strongly Agree	40	19,7	19,7	100,0		
Total	203	100,0	100,0			

Q.72. The coursebook does not include sufficient number of activities.

The results shows that 36 % of the students (*N*= 73) are neutral about the number of the activities in the coursebook. Also 22 % of the students (*N*= 44) disagree. There are 33 students (16 %) who agree and 14 % of the students (*N*= 29) strongly agree to this offering. In addition to these, 12 % of the students (*N*= 24) strongly disagree. The mean value is 3,00 with a standard deviation of 1.19.

Table 80. The Frequency Distribution of the Students for Q72

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	24	11,8	11,8	11,8		
Disagree	44	21,7	21,7	33,5	3,00	1,19
Neutral	73	36,0	36,0	69,5		
Agree	33	16,3	16,3	85,7		
Strongly Agree	29	14,3	14,3	100,0		
Total	203	100,0	100,0			

Q.73. The activities in the coursebook facilitate remembering the subject matters learned for a long time.

The results shows that 36 % of the students (*N*= 73) are neutral about this offering. 25 % of the students (*N*= 50) disagree to this statement. There are 33 students (16 %) who agree and nearly 5 % of the students (*N*= 11) strongly agree. In addition to these, 18 % of the students (*N*= 36) strongly disagree. The mean value is 2.67 with a standard deviation of 1.11.

Table 81. The Frequency Distribution of the Students for Q73

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	36	17,7	17,7	17,7		
Disagree	50	24,6	24,6	42,4	2,67	1,11
Neutral	73	36,0	36,0	78,3		
Agree	33	16,3	16,3	94,6		
Strongly Agree	11	5,4	5,4	100,0		
Total	203	100,0	100,0			

Q.74. The activities and exercises in the coursebook make the comprehension of the subject matters easier

The results shows that 36 % of the students (*N*= 72) are neutral about this premise. Also 34% of the students (*N*= 68) agree and 14 students (7 %) strongly agree. On the other hand 17 % of the students (*N*= 35) disagree to this offering and 7 % of the students (*N*= 14) strongly disagree. The mean value is 3.16 with a standard deviation of 1.02.

Table 82. The Frequency Distribution of the Students for Q74

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	14	6,9	6,9	6,9		
Disagree	35	17,2	17,2	24,1	3,16	1,02
Neutral	72	35,5	35,5	59,6		

Agree	68	33,5	33,5	93,1
Strongly Agree	14	6,9	6,9	100,0
Total	203	100,0	100,0	

Q.75. We do some activities by ourselves without any guidance.

The results shows that 30 % of the students (*N*= 61) agree and there are 55 students (27 %) who are neutral; moreover 22 % of the students (*N*= 45) disagree that some of the activities of the coursebook gives a chance to study without any help. 14 % of the students (*N*= 28) strongly disagree and 7 % of the students (*N*= 14) strongly agree to this premise. The mean value is 2.94 with a standard deviation of 1.16.

Table 83. The Frequency Distribution of the Students for Q75

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	28	13,8	13,8	13,8		
Disagree	45	22,2	22,2	36,0	2,94	1,16
Neutral	55	27,1	27,1	63,1		
Agree	61	30,0	30,0	93,1		
Strongly Agree	14	6,9	6,9	100,0		
Total	203	100,0	100,0			

Q.76. The reading texts in the units are presented as an interrelated way with listening, speaking, and writing activities.

The results shows that 53 % of the students (*N*=107) agree or strongly agree to this statement. There are 57 students (28%) who are neutral. Only 5 % of the students (*N*=11) of the students strongly disagree and 14 % of the students disagree. The mean value is 3.39 with a standard deviation of 1.03.

Table 84. The Frequency Distribution of the Students for Q76

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	11	5,4	5,4	5,4		
Disagree	28	13,8	13,8	19,2	3,39	1,03
Neutral	57	28,1	28,1	47,3		
Agree	85	41,9	41,9	89,2		
Strongly Agree	22	10,8	10,8	100,0		
Total	203	100,0	100,0			

Q.77. The workbook consists of exercises that foster our comprehension of the subject matters.

The results shows that 31 % of the students ($N= 62$) are neutral about this premise. Also 28% of the students ($N= 56$) agree and 32 students (16 %) strongly agree. On the other hand 14 % of the students ($N= 28$) disagree to this offering and 12 % of the students ($N= 25$) strongly disagree. The mean value is 3.21 with a standard deviation of 1.22.

Table 85. The Frequency Distribution of the Students for Q77

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	25	12,3	12,3	12,3		
Disagree	28	13,8	13,8	26,1	3,21	1,22
Neutral	62	30,5	30,5	56,7		
Agree	56	27,6	27,6	84,2		
Strongly Agree	32	15,8	15,8	100,0		
Total	203	100,0	100,0			

The items from 55 to 77 assess the students' perceptions about the activities of the coursebook. When the coursebook is evaluated in terms of activities, the results demonstrate that more than half of the students have a negative attitude to the

attractiveness of the activities, and they find these activities so challenging. Therefore, they believe that activities in the coursebook do not increase their motivation to the course. It can be implied that the activities are not appropriate to the age, background, needs and interests of the students. It seems clear that the appropriateness of the activities and tasks is partly obtained via a variety of tasks and activities that can match the students' different expectations and learning styles. Interestingly, despite their negative attitude to the attractiveness of the activities, they find these activities related to their daily life. In addition, whether the coursebook gives place to the reviews of the subject matters across the units through a variety of activities is analysed from the students' perception. The results show that almost half of the students agree that the subject matters that have been learned before are reviewed and recycled through different activities. The coursebook claims that 'Scenario' parts are effective since they enable the students to "integrate and practise the language presented in the previous lessons through communicative task" (Waterman, 2008: 5). Moreover, 'Scenario' parts provide the students with *'Other Useful Phrases'* boxes that help them to carry out the task. 73 students agree with the claims of the coursebook regarding the effectiveness of 'Scenario' parts while 83 students are in dilemma about whether 'Scenario' parts in the coursebook present different activities that are related to what they have learned.

The coursebook includes '*Extra Practice'* parts that are formed in order to present students extra practice exercises for reviewing and recycling the grammatical structures and vocabulary studied in the units. Most of the students find this part satisfactory as it includes sufficient number of activities and exercises for reviewing grammar and new words. What is more, the participants at large agree that vocabulary exercises in the coursebook make vocabulary learning easier for them.

When the activities in the coursebook are analysed with regards to giving importance to four major language skills, the coursebook claims that each unit includes *'Study and Writing Skills'* part, which "aims to encourage students to be independent learners with a high level of self-awareness. The skills that we cover in this section are not just for students who are on educational courses in schools, colleges and universities; they are also transferable skills which will be useful to students in many different contexts,

including their careers and personal lives" (Waterman, 2008: 5). The coursebook also claims that students are presented real life tasks and asked to do these tasks on their own by using four major language skills in an integrated way. More than half of the students think that the reading activities in the coursebook are effective in facilitating the development of the students' reading skill. The coursebook puts forth that "There is a wide range of reading material in '*Language Leader'* and a variety of exercise types developing the reading skills. The informative texts have been chosen for their interest. The texts are based on real-life sources (magazines, websites, etc.) and related activities include comprehension, vocabulary and reading sub-skills work" (Waterman, 2008: 6). McDonough and Shaw (2003: 90-92) state that as a skill, reading is clearly one of the most important ones as it can be done for many purposes such as " getting general information from the text, getting specific information from a text, and for pleasure or for interest". Therefore, in the light of these purposes, reading materials should "provide learners with useful texts or effective strategies to improve their reading abilities". The coursebook should get the student to interact with different types of reading texts, and present the relevant activities to these texts. The students are not expected to understand the whole text immediately. However, the coursebook should enable the students to develop some reading strategies in order to extract specific information from the text by presenting different reading activities.

Writing in English has become increasingly important, but is often students' weakest skill. The coursebook claims that "'Language *Leader'* has a page in every unit that is devoted to the development of writing skills, and there are also further writing activities throughout the course.... Again, there is a wide variety in the length and type of tasks. We place considerable emphasis, even at the lower levels, on discourse features of written English, with frequent analysis of text models and plenty of writing practice at both paragraph and text level. In addition, we have included activities designed to encourage students to be rigorous in checking their own writing" (Waterman, 2008: 5). Most of the students agree that the coursebook includes sufficient number of writing activities that enable the students to develop their writing skills. The coursebook also has '*Study and Writing Skills'* parts that focus on a different genre of writing in each unit.

As for the listening skill, it is getting greater and greater importance in foreign language classrooms because it provides the input for the learners. Nunan (1999: 200) states that "by emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening". Therefore, the development of spoken language proficiency can be related to the development of listening skill. It seems clear that without getting comprehensible input, neither spoken language proficiency nor learning can take place. Nunan (1999: 200 as cited in Rost , 1994: 141-142) points out that listening exercises are vital in language classrooms as they provide input for learners to develop their communicative skill and " provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language".

The coursebook claims that "students are given many opportunities to develop a wide range of listening skills in *Language Leader,* both in terms of text types and activity types (e.g. checking predictions, table and note-completion). There is more listening practice in the Workbooks and CD-ROMs to further build the learners' confidence" (Waterman, 2008: 6). At this point, the majority of the participants agree with the claims of the coursebook. In addition, it is important for a coursebook to include a wide variety of listening materials that meet learners' needs and interests in order to improve students' listening skills. McDonough and Shaw (2003: 117- 119) point out that "Like the reader, the listener is involved in guessing, anticipating, checking, interpreting, interacting and organizing". Therefore, like speaking, listening can be done for many purposes such as "listening to get the general idea, listening to catch something specific, or anticipating what comes next". The variety of listening activities provides students with developing different listening strategies. McDonough and Shaw (2003: 117 as cited in Vandergrift, 1999: 168) also stress that:

> Listening comprehension is anything but a passive activity. It is a complex, activate process in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Co-ordinating all this involves a great deal of mental activity on the learner. Listening is hard work . . .

The questionnaire tries to find out to what extent the coursebook presents the students a rich variety of listening activities to attract the learners' attention. The findings show that nearly half of the students agree that the coursebook includes different variety of listening activities and they find listening activities attractive.

Finally, when the coursebook is evaluated in terms of its emphasis on speaking skill development, it can be implied that most of the students think that the activities in the coursebook are guiding the students to develop their speaking skill as the coursebook itself claims that "opportunities for oral practice of language and freer discussion appear regularly in every lesson. There is at least one explicit speaking activity per lesson and a major communicative task in the Scenario lesson" (Waterman, 2008: 6). With the development of communicative principles that sees language as "a system for the expression of meaning", the primary aim of language learning has become the interaction and communication in the target language (Richards and Rodgers, 2002: 161). In recent teaching materials it seems clear that the focus is on the activities from role-play and simulation materials for decision- making and oral problem-solving activities. These tasks that involve the negotiation and sharing of information by the participants promote the development of speaking skills in our learners. Recent teaching materials aim at "providing learners with the opportunity to use the language they know in meaningful activities they feel motivated to talk about" (McDonough and Shaw, 2003: 142). Most of the contemporary coursebooks available include a rich variety of activity that teachers can use to promote speaking skills in the classroom. According to the views of the participants, *Language Leader* includes different variety of speaking activities.

When assessing an activity designed for the study of language form, including four language skills and sub skills, we need to consider how effective it will be when we take it into class. The activities and exercises are expected to make the comprehension of subject matters easier and to make what students have learned permanent. Therefore, the long-term effect of the activities on the learners' memory is of crucial importance in terms of their efficiency. Harmer (2007: 202) states that " Evaluation of an activity answers questions such as whether or not the exercise helped students to learn the new

language (efficacy), whether it was clear, whether it took more or less time than anticipated (economy), whether students were engaged by it (appropriacy) and whether or not we want to use it again. Part of this evaluation involves us in thinking about how we might modify the activity the next time we use". The findings of the current study demonstrate that most of the students disagree with the effectiveness of the coursebook in terms of facilitating learners to remember the subject matters for a long time. On the other hand, students think that the activities and exercises in the coursebook make the comprehension of the subject matters easier.

The notion of interaction is often developed in more recent language teaching materials that aim at presenting four major language skills and sub-skills in an integrated way as the real communication requires. As Widdowson (1978: 58) comments: "what is said is dependent on an understanding of what else has been said in the interaction". Therefore, whether students comprehend the reading text can be measured through different ways, including speaking activities, writing tasks about the related topic, and listening exercises. In addition, on a reading text, students can study the sub-skills such as vocabulary, pronunciation, grammar. McDonough and Shaw (2003: 134-174) stress that "There is clearly an overlap in the interaction that takes place between the speaker/ listener and the writer/reader, for the listener has to interpret the speaker just as the reader has to interpret the writer". By giving learners tasks that require using four language skills and sub skills in conjunction, it is possible that "they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom". More than half of the students agree with the statements about the coursebook that the reading texts in the units are presented as an interrelated way with listening, speaking, and writing activities.

4.6.6. Students' Perceptions on the Cultural Elements in the Coursebook

Q.78. The subject matters in the coursebook are culturally biased.

The results shows that 32 % of the students (*N*= 64) are neutral about this argument. While 19 % of the students (*N*= 38) agree to this claim, the other 19 % disagree. Moreover there are 24 students (12 %) who strongly disagree and 39 students (19 %) who strongly agree. The mean value is 3.15 with a standard deviation of 1.26.

Table 86. The Frequency Distribution of the Students for Q78

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	24	11,8	11,8	11,8		
Disagree	38	18,7	18,7	30,5	3,15	1,26
Neutral	64	31,5	31,5	62,1		
Agree	38	18,7	18,7	80,8		
Strongly Agree	39	19,2	19,2	100,0		
Total	203	100,0	100,0			

Q.79. The coursebook includes the subject matters that reflect our own culture, as well.

The results shows that 28 % of the students (*N*= 57) are neutral about this premise. Also 26% of the students (*N*= 52) disagree and 34 students (17 %) strongly disagree. On the other hand 20 % of the students (*N*= 40) agree to this offering and 10 % of the students (*N*= 20) strongly agree. The mean value is 2.80 with a standard deviation of 1.22.

Table 87. The Frequency Distribution of the Students for Q79

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	34	16,7	16,7	16,7		
Disagree	52	25,6	25,6	42,4	2,80	1,22
Neutral	57	28,1	28,1	70,4		
Agree	40	19,7	19,7	90,1		

Strongly Agree	20	9,9	9,9	100,0
Total	203	100,0	100,0	

Q.80. The characters in the coursebook reflect the particular social classes.

The results shows that 30 % of the students (*N*= 61) are neutral about this statement. Also 26% of the students (*N*= 56) agree and 20 students (10 %) strongly agree. On the other hand 21 % of the students (*N*= 42) disagree to this offering and 13 % of the students (*N*= 27) strongly disagree. The mean value is 2.99 with a standard deviation of 1.18.

Table 88. The Frequency Distribution of the Students for Q80

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	27	13,3	13,3	13,3		
Disagree	42	20,7	20,7	34,0	2,99	1,18
Neutral	61	30,0	30,0	64,0		
Agree	53	26,1	26,1	90,1		
Strongly Agree	20	9,9	9,9	100,0		
Total	203	100,0	100,0			

Q.81. The coursebook shows male and female characters without gender discrimination

The results shows that 65% of the students (*N*=132) strongly agree and agree to this argument. There are 47 students (23%) who are neutral. Only 3 % of the students (*N*=7) disagree and 9 % of the students (*N*= 17) strongly disagree. The mean value is 3.78 with a standard deviation of 1.18.

Table 89. The Frequency Distribution of the Students for Q81

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev.
Strongly Disagree	17	8,4	8,4	8,4		
Disagree	7	3,4	3,4	11,8	3,78	1,18
Neutral	47	23,2	23,2	35,0		
Agree	65	32,0	32,0	67,0		
Strongly Agree	67	33,0	33,0	100,0		
Total	203	100,0	100,0			

The questions 78, 79, 80, 81 are formed to evaluate the students' perceptions of the socio-cultural values in the coursebook. Recent trends in English Language Teaching require the study of coursebooks and instructional materials in terms of socio-cultural values. It is believed that how the age, social class, and gender are represented in the coursebook affect the students' perceptions of the language, the culture of the target language, and world view substantially (Arıkan, 2005).

It is often claimed that not only visual materials but also reading passages, listening texts and activities in the coursebook may transmit injustice, imbalance and prejudice and impose stereotypical thinking in students' minds. Some cultural bias in ELT coursebooks include gender bias, race, ethnicity, nationality, religion, social class and exceptionality/ minority, taboo etc. Language students often complain about the content of the coursebooks as they do not reflect their own culture, customs and background. Since they are not familiar with the culture of the target language, they feel alienated against both the target language and its culture. It is also difficult for them to understand and interpret that culture accurately. In fact, English coursebooks should have correct, natural, recent, and Standard English. It should not be biased and should reflect background cultures in English. New trends in language teaching advocate the intercultural language learning that aims to raise students' awareness of their own culture and other cultures. The participants in the current study have a negative view about the attitude of the coursebook to the cultural elements. Most of the students think that the coursebook is culturally biased, and never reflects their own culture.

It is also observed that genders are frequently presented in stereotypical terms in many language coursebooks. For example, while girls are given more passive roles and described as people showing emotions of sadness and fear, boys and men are more active in the society, having hobbies/ occupations that require being more dominant, competing or coming up in the business life. The research made on ELT coursebooks in Poland by Filak (2001) has shown that women are mostly represented as devoted mothers and wives who take care of house, children, husband and who spend most of their time on washing, cleaning, and cooking. Cunningsworth (1995: 91) states that "gender differences are not the only area of possible discrimination or unflattering portrayal. It is also illuminating to look at materials to see how coursebooks represent various people according to the following categories: ethnic origin, occupation, age, social class, disability". In his study on six elementary and pre-intermediate level coursebooks regarding age, social class and gender, Cunningsworth (1995: 92-94) found that:

> 1. In terms of age, most characters are youngish teenagers. Adults, where they appear, tend to be shadowy creatures who exist solely in their role as parent, youth group organizer, police officer, and teacher. There is the occasional elderly professor, pensioner castle proprietor. The world of the adult coursebook is seriously centred on the early to mid-twenties.
>
> 2. In terms of gender, even though the representation of women and men shows an equal balance, there are some unbalanced topics such as famous people in which famous men outnumber women in history. On topics on famous people eighteen out of twenty characters are males, which show an unbalanced distribution.
>
> 3. Social class is barely evident, signalling a classless society but closer analysis shows that this world is middle class.

From the pedagogical perspective, socio-cultural values are important as students are exposed to societal and ideological values both inside and outside the classroom. As for the representations of characters in the coursebook, the participants at large agree that the coursebook *'Language Leader'* shows male and female characters without gender discrimination while most of the students think that the chatracters reflect particular social classes.

4.7. Statistical difference between gender groups in terms of evaluation scale and its 7 components

An independent-samples t-test was conducted to reveal any significant difference between males and females regarding the overall results and 7 components, namely physical appearance, the layout and organization, appropriacy, methodology, content, exercises and activities, and cultural elements. Means for each group is shown in Table 90 below:

Table 90. Mean difference for Gender

	gender	N	Mean	Std. Deviation	Std. Error Mean
Physical appearance	Female	128	3,3594	,87385	,07724
	Male	75	3,6895	,63078	,07284
The Layout & Organization	Female	128	3,2578	,78727	,06959
	Male	75	3,2489	,71836	,08295
Appropriacy	Female	128	3,1279	,64800	,05728
	Male	75	3,1717	,65042	,07510
Methodology	Female	128	3,4167	,82502	,07292
	Male	75	3,4178	,77903	,08995
The Content	Female	128	3,2813	,57242	,05059
	Male	75	3,2998	,62158	,07177
Exercises & Activities	Female	128	3,1321	,58960	,05211
	Male	75	3,3478	,67983	,07850
Cultural Elements	Female	128	3,0977	,68176	,06026
	Male	75	3,1700	,88833	,10257
Overall	Female	128	3,2388	,47511	,04199
	Male	75	3,2741	,55620	,06422

The mean scores of each group is divergent. To find out if there is a statistical difference between groups, independent T-Test results are as follows in Table 91:

Table 91. T Test Results for Gender groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. E. Difference	Lower	Upper
Physical Appearance	Equal variances assumed	5,848	,016	-2,863	201	**,005**	-,33015	,11533	-,55755	-,10274
The Layout & Organization	Equal variances assumed	,978	,324	,080	201	,936	,00892	,11090	-,20975	,22760
Appropriacy	Equal variances assumed	,026	,872	,464	201	,643	-,04374	,09436	-,22980	,14232
Methodology	Equal variances assumed	,462	,497	,009	201	,992	-,00111	,11755	-,23291	,23069
The Content	Equal variances assumed	,323	,571	,216	201	,829	-,01853	,08594	-,18799	,15092
Exercises & Activities	Equal variances assumed	,858	,355	2,376	201	**,018**	-,21569	,09079	-,39471	-,03667
Cultural Elements	Equal variances assumed	4,046	,046	,651	201	,516	-,07234	,11115	-,29151	,14682
Overall	Equal variances assumed	,420	,518	,480	201	,631	-,03539	,07365	-,18061	,10984

Regarding the overall scores, no significant statistical difference is found between the means at the p < .05 level for males (M = 3,27, SD=, 55) and females (M= 3,23, SD=, 47). But with a more detailed analysis of 7 components, statistical differences in 2 components revealed.

Regarding the physical appearance of the coursebook, there was a significant statistical difference between the means at the p < .05 level for males (M= 3,68, SD=, 63) and females (M=3.35, SD=, 87); t (201) = 2,863, p = .005. Cohen's effect size value (d = .43) of this test meets Cohen's standard for a small effect (d   .10). Female learners have a more critical approach to the physical appearance of the coursebook and it can be speculated that female learners are more selective and sensitive to the physical appearance of the coursebook because of gender factor. Regarding the activities of the coursebook, there was a significant statistical difference between the means at the p < .05 level for males (M= 3,34, SD=, 67) and females (M=3.13, SD=, 58); t (201) = 2,376, p = .018. Cohen's effect size value (d = .33) of this test meets Cohen's standard for a small effect (d   .10). It seems that male learners are more positive about the activities rather than female learners who are less satisfied about this component. This results may be related to the fact that females may need more appealing and interesting activities that raise their motivation to the course. It is estimated that female learners find themselves less competent in four basic skills such as reading, writing, speaking and listening because they think that the activities do not help them to improve their linguistic skills.

Regarding such components as the layout and organization of the coursebook, the appropriacy of the coursebook to the learners, the methodology of the coursebook, the content of the coursebook and socio-cultural values, no significant statistical difference is found between the means at the p < .05 level for males and females. Both male and female learners approach to the aforementioned components positively. It seems that gender is not a determinant factor in these components. Both female and male learners have a slightly positive tendency to these factors. Therefore, it is clear that gender is not a determinant factor in such components.

4.8. Statistical difference between age groups in terms of evaluation scale and its 7 components

An independent-samples t-test was conducted to reveal any significant difference between 18-19 age groups and 20 and over age group regarding the overall results and 7 components, namely physical appearance, layout and organization, appropriacy, methodology, content, exercises and activities, cultural elements. Means for each group is shown in Table 92 below:

Table 92. Mean Difference for Age

	Age	N	Mean	Std. Deviation	Std. Error Mean
Physical Appearance	18-19	102	3,4398	,76514	,07576
	20 and over	101	3,5233	,84908	,08449
The Layout & Organization	18-19	102	3,3399	,71903	,07119
	20 and over	101	3,1683	,79495	,07910
Appropriacy	18-19	102	3,0674	,64358	,06372
	20 and over	101	3,2215	,64563	,06424
Methodology	18-19	102	3,5163	,82137	,08133
	20 and over	101	3,3168	,78227	,07784
The Content	18-19	102	3,3118	,58577	,05800
	20 and over	101	3,2641	,59538	,05924
Exercises & Activities	18-19	102	3,2788	,62248	,06163
	20 and over	101	3,1442	,63636	,06332
Cultural Elements	18-19	102	3,1765	,69705	,06902
	20 and over	101	3,0718	,82488	,08208

Overall	18-19	102	3,2745	,48962	,04848
	20 and over	101	3,2289	,52251	,05199

The mean scores of each group is divergent. To find out if there is a statistical difference between age groups, independent T-Test results are as follows in Table 93:

Table 93. T Test Results for Age Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Physical Appearance	Equal variances assumed	,454	,501	-,737	201	,462	-,08356	,11342	-,30721	,14009
The Layout & Organization	Equal variances assumed	,019	,891	1,613	201	,108	,17155	,10637	-,03819	,38129
Appropriacy	Equal variances assumed	,046	,831	1,703	201	**,040**	-,15413	,09049	-,33255	,02429
The Methodology	Equal variances assumed	,437	,509	1,772	201	**,048**	,19951	,11260	-,02252	,42154
The Content	Equal variances assumed	,000	,986	,575	201	,566	,04770	,08290	-,11577	,21116
Exercises & Activities	Equal variances assumed	,092	,762	1,523	201	,129	,13456	,08835	-,03966	,30878
Cultural Elements	Equal variances assumed	,252	,616	,977	201	,330	,10469	,10715	-,10660	,31597

Overall	Equal variances assumed	,242	,623	,641	201	,522	,04558	,07106	-,09455	,18571

Regarding the overall scores, no significant statistical difference is found between the means at the p < .05 level for 18-19 years age group (M = 3,27, SD= ,48) and 20 and over age group (M= 3,22, SD= ,52). But with a more detailed analysis of 7 components, statistical differences in 2 components revealed.

Regarding the appropriacy of the coursebook, there was a significant statistical difference between the means at the p < .05 level for 18-19 years age group (M= 3,06, SD= ,64) and 20 and over age group (M=3.22, SD= ,64); t (201) = 1,703, p = .040. Cohen's effect size value (d = .25) of this test meets Cohen's standard for a small effect (d   .10). It seems that the younger groups as age among others approach to the appropriacy of the coursebook more negatively rather than older learners who find the level of the coursebook more appropriate for themselves. It can be speculated that younger learners have a more critical eye on the coursebook than older learners. Therefore, they are more likely to measure to what extent the coursebook is appropriate for their interest, needs, and proficiency level. What's more, it can be implied that it is more possible for younger learners to lose their concentration and motivation to the course if the coursebook does not appeal to them than older ones because 20 and over age group may deal with any challenge in the learning process more easily.

Regarding the methodology of the coursebook, there was a significant statistical difference between the means at the p < .05 level for 18-19 years age group (M= 3,51, SD= ,82) and 20 and over age group (M=3.31, SD= ,78); t (201) = 1,772, p = .048. Cohen's effect size value (d = .24) of this test meets Cohen's standard for a small effect (d   .10). While older learners are not satisfied with the methodology of the coursebook as compared with younger groups who approach to the methodology of the coursebook more positively.

Regarding such components as the physical appearance of the coursebook, the layout and organization of the coursebook, the content of the coursebook , activities and exercises of the coursebook and socio-cultural values, no significant statistical difference is found between the means at the $p < .05$ level for both age groups. Age is not determinant for aforementioned components. Both younger and older learners have a slightly positive approach to these factors

4.9. Statistical difference between school graduation groups in terms of evaluation scale and its 7 components

An independent-samples t-test was conducted to reveal any significant difference between state school graduates and private school graduates regarding the overall results and 7 components, namely physical appearance, layout and organization, appropriacy, methodology, content, exercises and activities, cultural elements. Means for each group is shown in Table 94 below:

Table 94. Mean Difference for Graduated Schools

	graduated school	N	Mean	Std. Deviation	Std. Error Mean
Physical Appearance	state school	174	3,4589	,82625	,06264
	private school	29	3,6158	,67774	,12585
The Layout and Organization	state school	174	3,4042	,80187	,06079
	private school	29	2,8391	,97537	,18112
Appropriacy	state school	174	3,1228	,65822	,04990
	private school	29	3,2716	,57386	,10656
The Methodology	state school	174	3,3755	,79627	,06037
	private school	29	3,6667	,83571	,15519
The Content	state school	174	3,3354	,63811	,04837
	private school	29	2,9010	,74278	,13793
Exercises and Activities	state school	174	3,1987	,64148	,04863
	private school	29	3,2909	,57164	,10615

Cultural Elements	state school	174	3,1264	,75060	,05690
	private school	29	3,1121	,84933	,15772
Overall	state school	174	3,2333	,52374	,03970
	private school	29	3,3629	,36586	,06794

The mean scores of each group is divergent. To find out if there is a statistical difference between graduate groups, independent T-Test results are as follows in Table 95:

Table 95. T Test Results for Graduated Schools Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Physical Appearance	Equal variances assumed	1,800	,181	-,969	201	,334	-,15681	,16190	-,47606	,16243
The Layout and Organization	Equal variances assumed	2,478	,117	3,402	201	,001	,56513	,16612	,23757	,89269
Appropriacy	Equal variances assumed	,467	,495	1,146	201	,253	-,14871	,12980	-,40464	,10723
The Methodology	Equal variances assumed	,019	,890	1,810	201	,042	-,29119	,16084	-,60833	,02596
The Content	Equal variances assumed	,552	,458	3,313	201	,001	,43437	,13111	,17584	,69291
Exercises and Activities	Equal variances assumed	,475	,491	-,727	201	,468	-,09220	,12681	-,34224	,15784

Cultural Elements	Equal variances assumed	,318	,574	,094	201	,926	,01437	,15346	-,28824	,31697
Overall	Equal variances assumed	3,207	,075	1,280	201	,202	-,12959	,10123	-,32921	,07002

Regarding the overall scores, no significant statistical difference is found between the means at the p < .05 level for state school graduates (M = 3,23, SD= ,52) and 20 and over age group (M= 3,36, SD= ,36). But with a more detailed analysis of 7 components, statistical differences in 3 components revealed.

Regarding the layout and organization of the coursebook, there was a significant statistical difference between the means at the p < .05 level for state school graduates (M= 3,40, SD= ,80) and private school graduates (M=2.83, SD= ,97); t (201) = 3,402, p = .001. Cohen's effect size value (d = .64) of this test meets Cohen's standard for a medium effect (d   .50). It seems that private school graduates have a negative attitude to the layout and organization of the coursebook while state school graduates approach to the layout and organization of the coursebook more positively. It can be implied that private school graduates are not presented the coursebook adopted by the Ministry of Education. In private schools, both teachers and learners are involved into every process in language teaching and learning including coursebook evaluation and selection. Such a system in private schools affect both teachers' and students' point of view of language and language learning. It can be speculated that private school graduates are more conscious, more selective and more sensitive to language learning. Therefore, it seems possible for them to approach to the coursebook in a more critical eye, and realize some shortcomings related to the layout and organization of the coursebook.

Regarding the methodology of the coursebook, there was a significant statistical difference between the means at the p < .05 level for state school graduates (M= 3,37, SD= ,79) and private school graduates (M=3.66, SD= ,83); t (201) = 1,810, p = .042. Cohen's effect size value (d = .35) of this test meets Cohen's standard for a small effect

(d   .10). It seems that private school graduates are more positive to the methodology of the coursebook.

Regarding the content of the coursebook, there was a significant statistical difference between the means at the p < .05 level for state school graduates (M= 3,33, SD= ,63) and private school graduates (M=2.90, SD= ,74); t (201) = 3,313, p = .001. Cohen's effect size value (d = .62) of this test meets Cohen's standard for a medium effect (d .50). It seems that private school graduates are not satisfied with the content of the coursebook while state school graduates have a positive attitude to the content. It may be implied that private school students are more exposed to using the target language since the allocated time for language learning is much more than that in state schools. This matter may increase their awareness of language and language learning, and provide them with developing the skill of critical thinking. Consequently, it seems more possible for private school graduates not to be satisfied with the subject matters in the coursebook, the activities in the units, and the presentation of language skills because their expectations from the content of the coursebook are estimated to be much more than state school graduates' expectations.

Regarding the physical appearance of the coursebook, exercises and activities, the appropriacy of the coursebook, and socio- cultural values in the coursebook, no significant statistical difference is found between the means at the p < .05 level for both graduate groups. Both state and private school graduates have a slightly positive attitude to these components. Therefore it can be implied that graduated school is not determinant in the aforementioned components.

4.10. Statistical difference between Foreign Language medium school graduates and Native Language medium school graduates in terms of evaluation scale and its 7 components

An independent-samples t-test was conducted to reveal any significant difference between FL medium school graduates and NL school graduates regarding the overall results and 7 components, namely physical appearance, layout and organization,

appropriacy, methodology, content, exercises and activities, cultural elements. Means for each group is shown in Table 96 below:

Table 96. Mean Difference for Medium of Instruction

	School	N	Mean	Std. Deviation	Std. Error Mean
Physical Appearance	foreign_language_medium	122	3,4227	,80841	,07319
	native_language_medium	81	3,5697	,80194	,08910
The Layout and Organization	foreign_language_medium	122	3,2322	,85215	,07715
	native_language_medium	81	3,4609	,83220	,09247
Appropriacy	foreign_language_medium	122	3,1752	,60252	,05455
	native_language_medium	81	3,0972	,71151	,07906
The Methodology	foreign_language_medium	122	3,4563	,72500	,06564
	native_language_medium	81	3,3580	,91709	,10190
The Content	foreign_language_medium	122	3,2599	,65356	,05917
	native_language_medium	81	3,2935	,69680	,07742
Exercises and Activities	foreign_language_medium	122	3,2316	,57307	,05188
	native_language_medium	81	3,1820	,71320	,07924
Cultural Elements	foreign_language_medium	122	3,1393	,73578	,06661
	native_language_medium	81	3,1019	,80698	,08966
Overall	foreign_language_medium	122	3,2935	,44525	,04031
	native_language_medium	81	3,1891	,58203	,06467

The mean scores of each group is divergent. To find out if there is a statistical difference between both groups, independent T-Test results are as follows in Table 97:

Table 97. T Test Results for Medium of Instruction Groups

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Physical Appearance	Equal variances assumed	,001	,971	1,272	201	,205	,14695	,11550	-,37469	,08080
The Layout and Organization	Equal variances assumed	,090	,765	1,890	201	,040	,22866	,12100	-,46727	,00994
Appropriacy	Equal variances assumed	,354	,553	,840	201	,402	,07798	,09289	-,10518	,26115
The Methodology	Equal variances assumed	3,895	,050	,850	201	,397	,09826	,11566	-,12980	,32632
The Content	Equal variances assumed	,879	,349	-,349	201	,727	-,03359	,09619	-,22326	,15607
Exercises and Activities	Equal variances assumed	1,959	,163	,548	201	,584	,04968	,09066	-,12909	,22846
Cultural Elements	Equal variances assumed	,133	,716	,342	201	,733	,03749	,10963	-,17868	,25367
Overall	Equal variances assumed	3,752	,054	1,445	201	,150	,10438	,07226	-,03810	,24687

Regarding the overall scores, no significant statistical difference is found between the means at the p < .05 level for FL medium school graduates (M = 3,29, SD= ,44) and NL medium graduates (M= 3,18, SD= ,58). But with a more detailed analysis of 7 components, statistical differences in 1 components revealed.

Regarding the layout and organization of the coursebook, there was a significant statistical difference between the means at the p < .05 level for FL medium school

graduates (M = 3,23, SD= ,85) and NL medium graduates (M= 3,46, SD= ,83); t (201) = 1,890, p = .040. Cohen's effect size value (d = .27) of this test meets Cohen's standard for a small effect (d .10). It seems that Foreign Language medium school graduates are more selective to the layout and organization of the coursebook than Native Language medium graduates.

Regarding the physical appearance of the coursebook, the appropriacy of the coursebook, the methodology of the coursebook, the content, exercises and activities in the coursebook and the socio-cultural values in the coursebook, no significant statistical difference is found between the means at the p < .05 level for both graduate groups. Both parties have a slightly positive attitude to these components. Therefore, medium of instruction is not determinant in the aforementioned components.

CHAPTER 5

CONCLUSION

The results of the study were presented and the findings regarding the students' perceptions on each item in the questionnaire were discussed in the previous chapter. This chapter will focus on the main conclusions based on the findings of the study and the implications and suggestions for practice and future research will be provided by stressing some limitations of the study.

5.1. The Summary of the Study

This study aimed to evaluate the effectiveness of the coursebook *'Language Leader'* used at Ufuk University Preparatory Classes in meeting the expectations and needs of Ufuk University Preparatory School students in terms of the students' perceptions on the coursebook, and find out the reflections on the satisfaction level of the students. With this purpose in mind, the students studying at Preparatory Classes were chosen as the target population of the study. In order to carry out the study, the data collection instrument was developed: the questionnaire consisting of a demographic information form and the list of criteria formed for the coursebook evaluation. The researcher developed the coursebook evaluation criteria by making use of the evaluation scale formed by Daoud and Celce-Murcia (1979) and Cakıt Ezici (2006), and this evaluation criteria was adapted by considering the particular group of students and the teaching environment of Ufuk University Preparatory Classes by the researcher. The data collected from the students were analysed quantitatively. The findings of the questionnaire were presented and discussed respectively.

5.2. Implications and Suggestions for Practice

One of the most important implications that can be drawn from the results of the study is the necessity of carrying out a detailed need analysis and materials evaluation before

adopting a coursebook. It is believed that the content of the coursebook should not be the only criteria in setting the goals and defining the curriculum of the language program. In the light of need analysis, students' needs and interests can be specified, and language materials can be assessed better by taking the target groups and teaching context into account.

It is aimed with this study that the researcher, the teachers and the students will be able to have the opportunity of evaluating the coursebook 'Language Leader' with a more critical eye. It is believed that such an evaluation will be able to raise their awareness in terms of their needs, interests, and purpose of language learning. The evaluation of the coursebook from the students' point of view is also thought to affect their attitude to the language and language learning substantially.

As it is clear, developing evaluation criteria is of crucial importance for materials selection since it guides both materials designers and teachers to define the curriculum of the language program and select the appropriate materials for their particular group of students and teaching context. The criteria developed for the evaluation of the particular coursebook is based on the needs and purpose of both students and teachers. Accordingly, the effectiveness of the coursebook on the satisfaction level of students and teachers can be assessed better. Therefore, this study provides the students with the opportunity of expressing their perceptions about the coursebook *'Language Leader'* by taking into account various factors and criteria.

On the whole, the main conclusion that can be drawn from the results of the study is that the students approach language learning as a significant process that can be progressed with the help of language skill development. Therefore, four main language skills, namely speaking, writing, reading and listening, and sub-skills such as vocabulary, grammar and pronunciation are of crucial importance for the students' language proficiency. The participants believe that four basic language skills have been presented in the coursebook in an integrated way. Also, the equal distribution of language skills in each unit is remarkable. However, when the general order of importance for language skills in a coursebook is considered, the results have showed

that the students' opinions vary in terms of gender, age, graduated school, and graduated school regarding medium of instruction. For example, while vocabulary skill development has utmost importance for females, speaking skill development takes place near the top for males. On the other hand, 18-19 years age group values vocabulary development in a coursebook while 20 and over age group gives more importance to speaking skill development.

As for the general attitude of the participants towards the coursebook 'Language *Leader'*, the results have revealed that the students' views about the coursebook change substantially. When the coursebook is assessed in terms of its physical appearance, layout and organization, most of the students agree that the physical appearance of the coursebook in terms of the quality and the durability of the paper, the font type and the size of the coursebook are satisfactory while the participants at large find the cover of the coursebook unattractive. On the other hand, most of the participants have found the illustrations directly related to the content of the coursebook, and their daily life that makes comprehension and understanding easier and faster. Consequently, it may be implied that the physical appearance of the coursebook, and its layout affect students' motivation to the course. This further implies that the maintenance of the interest level of content, tasks and activities, physical appearance in the materials requires materials developers to carry out a detailed analysis of the needs and interests of the learners.

It is of crucial importance to consider the level of the coursebook according to the level of the students. In addition, the coursebook is required to follow a logical sequence from simple to complex regarding tasks and activities. When the findings regarding the students' perceptions on the appropriacy of the coursebook are considered, the participants at large are not sure about whether it meets their needs and purpose of language learning. The fact that the students may not use the coursebook without taking any guidance from their teachers may be based on the implication that the coursebook is not appropriate to the students' proficiency level. For example, the participants at large find reading texts and writing activities both long and difficult for their proficiency level. Therefore, it may be speculated that the students find themselves incompetent in writing skill, and they have difficulty in comprehending reading texts. At this point, it

may be suggested that writing activities and tasks may be modified according to the students' proficiency level, interest, and purpose so that the students are able to do them outside the classroom without taking any help. The teachers should give the students different strategies so that they are able to deal with some longer texts easily. What is more, the reading and writing activities may be supported with some key instructions that will guide the students to do these tasks. It further implies that coursebook writers should consider the appropriateness of the coursebook to the level of the students in order to avoid any negative attitude to the coursebook and the course as a result of using the coursebook above their level of proficiency.

As for the methodology of the coursebook, the results obtained from the questionnaire have indicated that the coursebook promotes pair and group works, and encourages the students to communicate in the target language. Therefore, it can be implied that the coursebook supports the students' active participation. Another implication that can be derived from the findings is that most of the students feel hesitant about the authenticity of reading and listening texts. In fact, the variety and originality of both reading and listening texts increase the attractiveness and effectiveness of these texts on the students. By this way, students may be motivated to do the activities and tasks easily. What is more, the content of the coursebook consists of *'Language reference and Extra Practice' and 'Key language and vocabulary* 'parts for each unit. It may be implied that these parts provide the students with the opportunity of reviewing some key structural points and vocabulary the students studied in the unit by presenting mixed practice. The results show that the students at large find these parts useful and effective as these parts enable the students to reinforce and repeat the knowledge throughout the coursebook. As for grammar teaching, most of the students think that the grammar points in the units are presented from easy to more complex. Language reference and Extra practice parts give the students the chance of repeating their knowledge of grammar. Therefore, it can be implied that these parts are guiding for the students' individual studies.

The findings regarding the students' perceptions on the activities in the coursebook show that more than half of the students have a negative attitude to the attractiveness of the activities. They find the activities and exercises so challenging. Depending on the

inappropriateness of the activities to the students' age, background, needs, purpose of language learning, and interest, it may be implied that the students lose their motivation to both the course and language learning. At this point, the coursebook should be supported with different materials that appeal to the students' interest and needs. What is more, the results show that the students are in the need of more interesting and effective activities that facilitate them to remember the subject matters they have learned for a long time. At this point, it may be suggested that the learners' attitude to the activities and their participation to the course will be guiding for the teachers to modify, adapt , or change some parts with extra materials that are believed to become more effective on the learners' motivation.

5.3. Implications and Suggestions for Future Research

Although this study mainly aims to evaluate the coursebook *'Language Leader'* from the students' point of view, it also provides a basis for future studies by analysing the students' expectations from the coursebook, and raising awareness towards language and language learning. In the light of the findings of this study, some implications and suggestions can be made for future research.

The coursebook *'Language Leader'* was followed in the first and second term of the academic year 2012-2013 at Ufuk University Preparatory Classes. The fact that the coursebook was replaced by another coursebook, namely 'Speakout' in the following year can be based on the students' unsatisfactory performance in the classroom and their lack of motivation to the course. Therefore, it was needed to evaluate the coursebook in a more systematic way by considering the students' perceptions on the coursebook. However, this study was carried out only with Ufuk University Preparatory School students that can be considered as one of the limitations. It may be suggested that further studies may be conducted with both students and teachers as the main stakeholders since the instructors of the preparatory program are familiar with the student profile. In addition, the questionnaire that was presented only to the students at Ufuk University Preparatory Classes may be supported with the interviews with both parties, the feedback from students and teachers, the observations in the learning

process for a future research in order to provide a deeper insight into the results, and increase the validity and reliability of the study. Moreover, the number of the students that will participate in the questionnaires and the interviews could be increased for more reliable results.

In this study, all of the participants were regarded as the single group who attended the same preparatory program, and were exposed to the same amount of English courses without regard to their departments in the faculties. In a future study, the participants could be separated by their departments, and their needs and purpose of language learning could be assessed depending on their specific academic and/ or vocational language requirements.

This study was also conducted in the second term of the academic year 2012- 2013 when the students went into an intensive study for the proficiency exam. Therefore, the time limitations and the exam anxiety may have affected the number of the students who attended the study and the reliability of the research; nevertheless, the results of the questionnaire brought a valuable view on the current study. For future studies, it may be suggested that the research may be allocated to both terms of the academic year so that a deeper insight could be attained and a more sound results could be obtained. The current study was also considered to guide teachers and material designers about how they could develop the curriculum of the preparatory program by considering students' needs and purpose of language learning.

REFERENCES

Begler, D. & Hunt, A. (2002). Implemented task-based language teaching. In Richards, J. & Renandya, W. (Eds.). Methodology in Language Teaching: an anthology of current practice: Cambridge University Press

Brown, J. D. (1995). The elements of language curriculum. USA: Heinle & Heinle Publishers.

Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Eds.). Teaching English as a second or foreign language. Boston: Heinle & Heinle.

Cakıt, I. (2006). Evaluation of the EFL Textbook "New Bridge to Success" from the perspectives of students and teachers. Unpublished MA Thesis. Ankara: Middle East Technical University.

Cunningsworth, A. (1984). Evaluating and Selecting EFL Teaching Materials. London: Heinemann.

Cunningsworth, A. (1995). Choosing your coursebook. Oxford: Heinemann Publishers Ltd.

Ellis, R. (1998). The empirical evaluation of language teaching materials. ELT Journal, 51 (1), 36-42.

Finney, D. (2002). The ELT Curriculum: A Flexible Model for a changing world. In Richards, J. & Renandya, W. (Eds.). Methodology in Language Teaching: an anthology of current practice: Cambridge University Press.

Harmer, J. (2007). The Practice of English Language Teaching. Fourth ed. Landon: Pearson Longman.

Harwood, N. (2010). English Language Teaching Materials. In Harwood, N. (Eds.). Cambridge: Cambridge University Press.

Hutchinson, T. & Torres, E. (1994). The textbook as agent of change. ELT Journal, 48 (4), 315-328.

Hutchinson, T. & Waters, A. (1987). English for specific purposes: a learning-centred approach. Tenth ed. Cambridge: Cambridge University Press.

Inal, B. (2006). Coursebook selection process and some of the most important criteria to be taken into consideration in foreign language teaching. Journal of Arts and Sciences, 19-29.

Johnson, R. K. (1989). The Second Language Curriculum. CUP.

Johns, A. M. & Price-Machado, D. (2001). English for Specific Purposes (ESP): Tailoring courses to student needs and to the outside world. In M. Celce-Murcia (Eds.). Teaching English as a second or foreign language (3rd ed.). Boston: Heinle & Heinle.

Kayapınar, U. (2009). Coursebook evaluation by English teachers. Inonu University Journal of the Faculty of Education, 10 (1), 69-78.

Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan Horse. In B. Tomlinson (Eds.). Materials Developments in Language Teaching. Cambridge: Cambridge University Press.

Masuhara, H. (1998). What do teachers really want from coursebooks? In B. Tomlinson (Eds.). Materials development for language teaching. (pp. 239-260). Cambridge, UK: Cambridge University Press.

McDonough, J. & Shaw, C. (2003). Materials and Methods in ELT. Second ed. Maine: Blackwell Publishing.

McGrath, I. (2006). Teachers' and learners' images for coursebook. ELT Journal, 60 (2), 171-180.

Mukundan, J. (2006). Are there new ways of evaluating ELT textbooks? In J. Mukundan (Eds.). Readings on ELT materials II. (pp. 170-180). Malaysia: Pearson Longman.

Murphy, D. F. (1985). Evaluation in language teaching: Assessment, accountability and awareness. In J. C. Alderson (Eds.). Evaluation. Oxford: Pergamon.

Nation, I. S. P. & Macalister, J. (2010). Language curriculum design. London: Routledge.

Richards, J. C. (2007). Curriculum Development in Language Teaching. Eight printing. New York: Longman.

Richards, J. C. & Rodgers, T. S. (2002). Approaches and Methods in language teaching. Second ed. Cambridge: Cambridge University Press.

Sheldon, L. E. (1998). Evaluating ELT textbooks and materials. ELT Journal, 42 (4), 237-246

Stevick, E. (1971). Adapting and Writing Language Lessons. Washington, D.C.: Foreign Service Institute. (Superintendent of Documents, U.S. Gout. Printing Office, 20402).

Swan, M. & Walter, C. (1990). The New Cambridge English Course: Book 2. Cambridge: Cambridge University Press.

Tomlinson, B. (2006). Localizing the global: Matching materials to the context of learning. In J. Mukundan (Eds.). Readings on ELT materials II. (pp. 1-16). Malaysia: Pearson Longman.

Tomlinson, B. (2010). Principles and procedures of materials development. In N. Harwood (Eds.). Materials in ELT: Theory and practice (pp. 81-108). Cambridge, UK: Cambridge University Press.

Tomlinson, B. (2011). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

Ur, P. (1996). A course in language teaching: practice and theory. Great Britain: Cambridge University Press.

Waterman, J. (2008). Language Leader Teacher's Book with Active Teach. Malaysia: Pearson.

APPENDIX A1

STUDENT QUESTIONNAIRE FORM

Dear students,

This questionnaire form will be filled by Ufuk University Preparatory Class students. Personal information and details will be kept secret and the collected data will be used only for academic purposes. The participation in the questionnaire is based on voluntary basis.

The aim of the current study is to make contributions to the solutions of the problems about coursebook selection. For this reason, filling in all questions precisely is of great importance for this study.

Thank you in advance for contributions.

Sincerely

Sezin Karakılıç

PERSONAL INFORMATION

1.Gender: O Female **O** Male

2. Age:..

3. Graduated School :.......................................

GENERAL INFORMATION

4. Prioritize the language skills below mentioned, please

    O reading   **O** listening   **O** vocabulary knowledge

    O writing   **O** speaking   **O** grammar

1...

2...

3...

4...

5...

6...

5. How long have you been using this coursebook?

....

6. Which level of the coursebook "Language Leader" are you using?

O Elementary

O Pre-intermediate

O Intermediate

O Upper Intermediate

O Advanced

Answer the following questions in parallel with the scale, please

5=Strongly Agree   4=Agree   3=Neutral   2=Disagree   1=Strongly Disagree

Physical Appearance						
1	The cover of the coursebook is attractive.	5	4	3	2	1
2	The coursebook is durable in terms of use.	5	4	3	2	1
3	The pages of the coursebook are of good quality in terms of use.	5	4	3	2	1
4	Illustrations (i.e., pictures, graphs, tables) are closely related to our daily life.	5	4	3	2	1
5	Illustrations (i.e., pictures, graphs, tables) are directly related to the content of the coursebook.	5	4	3	2	1
6	Illustrations (i.e., pictures, graphs, tables) makes understanding	5	4	3	2	1

	the subject matters easier.					
7	Illustrations (i.e., pictures, graphs, tables) are clear,simple and free of unneccessary details that may confuse the learner.	5	4	3	2	1

Layout and Organization

8	Activities and exercises are formed from easy to more abstract and complex.	5	4	3	2	1
9	The coursebook helps learners use it effectively without any guidance of the instructors.	5	4	3	2	1
10	Page layout of the coursebook is attractive.	5	4	3	2	1
11	Page layout of the coursebook is user-friendly.	5	4	3	2	1
12	The font type of the coursebook provides learners with following the subject matters easily.	5	4	3	2	1
13	The font size of the coursebook provides learners with following subject matters easily.	5	4	3	2	1

Appropriacy

14	Reading texts in the coursebook are so difficult for a prep-school learner.	5	4	3	2	1
15	Listening activities in the coursebook are so difficult for a prep-school learner.	5	4	3	2	1
16	Speaking activities in the coursebook are so difficult for a prep-school learner.	5	4	3	2	1
17	Writing activities in the coursebook are so difficult for a prep-school learner.	5	4	3	2	1
18	Reading texts in the coursebook are so long for a prep-school learner.	5	4	3	2	1
19	The coursebook meets learners' requirements and needs about language learning.	5	4	3	2	1
20	The coursebook is appropriate for prep-school learners' purpose of language learning.	5	4	3	2	1
21	The coursebook does not require learners to do activities that never suit teaching and learning context.	5	4	3	2	1

Methodology

22	The coursebook requires learners'active participation.	5	4	3	2	1
23	The coursebook encourages learners in terms of pair and group work..	5	4	3	2	1
24	The coursebook gives learners the chance of self expression.	5	4	3	2	1

Content

25	The subject matters are appropriate to the learners'interests.	5	4	3	2	1
26	The reading texts and samples are related to our daily life.	5	4	3	2	1
27	Reading texts are up-to-date.	5	4	3	2	1
28	Reading texts are authentic.	5	4	3	2	1
29	Listening texts are authentic.	5	4	3	2	1
30	Reading texts are attractive.	5	4	3	2	1
31	The units in the coursebook provide sufficient coverage of four basic skills.	5	4	3	2	1
32	Equal distribution of four basic skills in the units are remarkable.	5	4	3	2	1
33	Language skills are presented in an integrated way.	5	4	3	2	1
34	The units in the coursebook are so long.	5	4	3	2	1
35	The subject matters in the coursebook promote meaningful communication in the target language.	5	4	3	2	1
36	The parts 'Language Reference – Extra Practice'provide learners with the chance of repeating and reinforcing the knowledge across the coursebook.	5	4	3	2	1
37	The coursebook covers a variety of topics from different fields that appeal to different kind of learners. .	5	4	3	2	1
38	The parts 'Communication Activities'facilitate the development of learners'communication skills.	5	4	3	2	1
39	The comprehension questions that are given following reading texts make understanding reading texts easier.	5	4	3	2	1
40	The coursebook includes answer key that learners can make use of in their individual study outside the class.	5	4	3	2	1

41	'Contents' parts in the introduction page inform learners about the content of the coursebook.	5	4	3	2	1
42	Grammar subjects are formed by considering level of difficulty.	5	4	3	2	1
43	'Language Reference' parts at the end of the coursebook present grammar subjects in a clear and comprehensible way.	5	4	3	2	1
44	The coursebook provides learners with making deduction about grammar rules from reading texts.	5	4	3	2	1
45	Activities and exercises in 'Extra Practice' parts at the end of the coursebook provide the reinforcement of grammar.	5	4	3	2	1
46	The coursebook not only presents the structure of the language but also the functions of the language in the context.	5	4	3	2	1
47	Words in the coursebook are presented by considering the level of difficulty.	5	4	3	2	1
48	New words in the units are presented in a meaningful context from which learners can make deductions in the reading texts easily.	5	4	3	2	1
49	Words are so challenging.	5	4	3	2	1
50	Subject matters in the coursebook provide learners with learning new words.	5	4	3	2	1
51	Words in 'Key Language – Vocabulary' parts are efficiently repeated and recycled across the coursebook.	5	4	3	2	1
52	The coursebook includes a vocabulary list/index that learners can use for individualized and/ or out-of-class work.	5	4	3	2	1
53	New words are presented within different contexts in the units.	5	4	3	2	1
54	The coursebook gives necessary words that facilitate communication in the target language.	5	4	3	2	1
55	Activities in the coursebook are attractive.	5	4	3	2	1
56	Activities in the coursebook are challenging.	5	4	3	2	1
57	Activities in the coursebook are related to our daily life.	5	4	3	2	1
Activities and Exercises						
58	The coursebook includes the activities that provide learners	5	4	3	2	1

	with reviewing the subject matters learned.					
59	Activities in the coursebook increase learners' motivation to the course.	5	4	3	2	1
60	Activities are presented in conjunction with the subject matters learned.	5	4	3	2	1
61	"Scenario" parts in the coursebook provide learners with the opportunity of practicing what we have learned with different activities.	5	4	3	2	1
62	"Extra Practice" parts in the coursebook include sufficient number of activities and exercises for reviewing new words.	5	4	3	2	1
63	The vocabulary exercises in the coursebook make vocabulary learning easier for us.	5	4	3	2	1
64	The activities in the coursebook provide learners with creative thinking.	5	4	3	2	1
65	The reading activities in the coursebook help learners improve their reading skills in English.	5	4	3	2	1
66	The writing activities in the coursebook help learners improve our writing skills in English.	5	4	3	2	1
67	The listening activities in the coursebook help us improve our listening skills in English.	5	4	3	2	1
68	The speaking activities in the coursebook help us improve our speaking skills in English.	5	4	3	2	1
69	The coursebook includes different variety of listening activities (radio programs, dialogs, business interview etc.)	5	4	3	2	1
70	The listening activities in the coursebook are attractive.	5	4	3	2	1
71	The coursebook includes different variety of reading activities (classified ads, recipes, questionnaires, poems, letters, travel guide, brochures, etc.)	5	4	3	2	1
72	The coursebook does not include sufficient number of activities.	5	4	3	2	1
73	The activities in the coursebook facilitates remembering the	5	4	3	2	1

		5	4	3	2	1
	subject matters learned for a long time.					
74	The activities and exercises in the coursebook make the comprehension of the subject matters easier.	5	4	3	2	1
75	We do some activities by ourselves without any guidance.	5	4	3	2	1
76	The reading texts in the units are presented as an interrelated way with listening, speaking, and writing activities.	5	4	3	2	1
77	The workbook consists of exercises that foster our comprehension of the subject matters.	5	4	3	2	1
Cultural Elements						
78	The subject matters in the coursebook are culturally biased.	5	4	3	2	1
79	The coursebook includes the subject matters that reflect our own culture, as well.	5	4	3	2	1
80	The characters in the coursebook reflect the particular social classes.	5	4	3	2	1
81	The coursebook shows male and female characters without gender discrimination.	5	4	3	2	1

Thanks for participation.

APPENDIX A2

Ö RENC ANKET FORMU

De erli ö renciler,

Bu anket formu, Ufuk Üniversitesi Hazırlık Sınıfı ö rencileri tarafından doldurulacaktır. Ki iler ile ilgili bilgiler kesinlikle gizli tutulacak olup, elde edilecek sonuçlar sadece akademik amaçlı kullanılacaktır. Ankete katılım gönüllülük esasına dayanmaktadır.

Bu çalı mayla ders kitabı seçimi ile ilgili problemlerin çözümüne katkıda bulunulması arzulanmaktadır. Dolayısıyla bütün soruların eksiksiz olarak doldurulması, katkı sa layacak bir de erlendirme adına oldukça büyük bir önem ta ımaktadır.

 lginiz için te ekkürlerimi sunarım.

<div align="right">

Saygılarımla

Sezin Karakılıç

</div>

K   SEL B LG LER

1.Cinsiyetiniz: O Kadın **O** Erkek

2. Ya ınız:..

3. Hangi okuldan mezun oldunuz :..

GENEL B LG LER

4. Lütfen a a ıda listelenen ve ngilizce ö renirken kazanılması gereken dil becerilerini önem sırasına göre diziniz.

    O okuma   **O** dinleme   **O** sözcük bilgisi

    O yazma   **O** konu ma   **O** dilbilgisi

1....

2....

3...

4...

5...

6...

5. Ne kadar zamandır bu kitabı kullanıyorsunuz?

....

6. Hangi seviyedeki "Language Leader" serisini kullanıyorsunuz? Lütfen iaretleyiniz.

O Elementary

O Pre-intermediate

O Intermediate

O Upper Intermediate

O Advanced

Lütfen aa ıdaki soruları verilen ölçek do rultusunda cevaplandırınız

5=Kesinlikle Katılıyorum   4=Katılıyorum   3=Kararsızım

2=Katılmıyorum   1=Kesinlikle Katılmıyorum

Kitabın Dı Görünümü						
1	Kitabın kapa ı ilgi çekicidir.	5	4	3	2	1
2	Kitap kullanım açısından dayanıklıdır.	5	4	3	2	1
3	Kitapta kullanılan kâ ıt kalitelidir.	5	4	3	2	1
4	Kitaptaki görsel tasarımları (resim, çizim, grafik, tablo vs.) günlük hayatımızdaki olaylarla ili kili buluyorum.	5	4	3	2	1
5	Kitaptaki görsel tasarımlar (resim, çizim, grafik, tablo, vs.) kitabın içeri i ile ili kilidir.	5	4	3	2	1
6	Kitaptaki görsel tasarımlar (resim, foto raf, çizim, grafik, tablo, vs.) konuları anlamamızı kolayla tırmaktadır.	5	4	3	2	1

7	Kitaptaki görsel tasarımlar oldukça açık, sade ve ö rencilerin kafasını karı tırabilecek gereksiz detaylardan uzaktır.	5	4	3	2	1

Kitap Düzeni ve Planı

8	Kitabımızdaki etkinlikler ve alı tırmalar kolaydan zora do ru hazırlanmı tır.	5	4	3	2	1
9	Kitapta aradı ımız her eyi ö retmen yönlendirmesine ba lı kalmadan kolayca bulabiliriz.	5	4	3	2	1
10	Kitabın sayfa düzenlemesi ilgi çekicidir.	5	4	3	2	1
11	Kitabın sayfa düzenini kolaylıkla takip edebiliriz.	5	4	3	2	1
12	Kitapta kullanılan yazı karakteri konuları kolay takip etmemizi sa lamaktadır.	5	4	3	2	1
13	Kitapta kullanılan harf büyüklükleri konuları kolay takip etmemizi sa lamaktadır.	5	4	3	2	1

Kitabın Uygunluk Düzeyi

14	Kitaptaki okuma parçaları hazırlık sınıfı ö rencileri için oldukça zordur.	5	4	3	2	1
15	Kitaptaki dinleme etkinlikleri hazırlık sınıfı ö rencileri için oldukça zordur.	5	4	3	2	1
16	Kitaptaki konu ma etkinlikleri hazırlık sınıfı ö rencileri için oldukça zordur.	5	4	3	2	1
17	Kitaptaki yazma etkinlikleri hazırlık sınıfı ö rencileri için oldukça zordur.	5	4	3	2	1
18	Kitaptaki okuma parçaları hazırlık sınıfı ö rencileri için oldukça uzundur.	5	4	3	2	1
19	Kitap hazırlık sınıfı ö rencilerinin ngilizce dil ö renimi ile ilgili ihtiyaçlarına cevap vermektedir.	5	4	3	2	1
20	Kitap hazırlık sınıfı ö rencilerinin ngilizce dil ö renimi ile ilgili hedeflerine uygundur.	5	4	3	2	1
21	Kitap ö rencilerden sınıf ortamına uygun olmayan etkinlikler yapmasını istememektedir.	5	4	3	2	1

Kitabın Benimsedi i Metodoloji

22	Kitap büyük oranda etkin ö renci katılımını gerektirmektedir.	5	4	3	2	1
23	Kitap ö rencileri birlikte çalı maya (ikili, grup) yeterince özendirmektedir.	5	4	3	2	1
24	Kitap ö rencilere bireysel olarak kendilerini ifade etme imkânı sunmaktadır.	5	4	3	2	1

Kitabın çeri i

25	Kitaptaki konular ö rencilerin ilgi alanlarına uygundur.	5	4	3	2	1
26	Kitaptaki okuma parçaları ve örnekler günlük ya antılarımızla ilgilidir.	5	4	3	2	1
27	Kitaptaki okuma parçaları günceldir.	5	4	3	2	1
28	Kitaptaki okuma parçaları özgündür.	5	4	3	2	1
29	Kitaptaki dinleme parçaları özgündür.	5	4	3	2	1
30	Kitaptaki okuma parçaları ilgi çekicidir.	5	4	3	2	1
31	Kitaptaki üniteler dil becerilerine (okuma, yazma, dinleme, konu ma) kapsamlı bir ekilde yer vermektedir.	5	4	3	2	1
32	Kitaptaki dil becerileri arasında (okuma, yazma, dinleme, konu ma) dengeli bir da ılım görülmektedir.	5	4	3	2	1
33	Kitapta dil becerileri (okuma, yazma, dinleme, konu ma) birbiri ile ili kili olarak sunulmu tur. (okuma-konu ma; dinleme-yazma)	5	4	3	2	1
34	Kitaptaki üniteler oldukça uzundur.	5	4	3	2	1
35	Kitaptaki ünitelerde i lenen konular ö rencileri yabancı dil kullanarak ileti im kurmaya te vik etmektedir.	5	4	3	2	1
36	Kitaptaki 'Language Reference – Extra Practice' bölümleri ö rencilere ö rendiklerini tekrar etme ve uygulama (peki tirme) olana ı sa lamaktadır.	5	4	3	2	1
37	Kitap farklı ö renci tiplerine hitap eden de i ik türde konular içermektedir.	5	4	3	2	1
38	Kitabın sonunda yer alan 'Communication Activities' bölümleri ö rencilerin ngilizce ileti im kurma becerilerinin geli mesine yardımcı olmaktadır.	5	4	3	2	1

39	Kitapta okuma parçalarının sonunda verilen sorular okuma metnini anlamamızı kolayla tırmaktadır.	5	4	3	2	1
40	Kitap sınıf dı ı bireysel çalı malarımızda yararlanabilece imiz cevap anahtarı içermektedir.	5	4	3	2	1
41	Kitabın giri kısmında yer alan 'Contents' bölümleri kitabın içeri i ile ilgili yeteri kadar bilgi vermektedir.	5	4	3	2	1
42	Kitapta dilbilgisi konuları zorluk derecesi göz önüne alınarak düzenlenmi tir.	5	4	3	2	1
43	Kitabın arkasındaki 'Language Reference' bölümleri dilbilgisi konularını açık ve anla ılır ekilde anlatmaktadır.	5	4	3	2	1
44	Kitap okuma metinleri içinde dilbilgisi kurallarını görmemize imkân sa lamaktadır.	5	4	3	2	1
45	Kitabın arkasındaki 'Extra Practice' bölümlerindeki etkinlikler ve alı tırmalar ö renilen dilbilgisi konularını peki tirmemizi sa lamaktadır.	5	4	3	2	1
46	Kitap dilbilgisi kurallarını sadece biçimsel olarak de il, bu kuralların cümle içerisindeki i levlerini de göstermektedir.	5	4	3	2	1
47	Kitapta ünite içindeki kelimeler zorluk derecesi göz önüne alınarak verilmektedir.	5	4	3	2	1
48	Kitapta yeni kelimeler ö rencilerin okuma metinleri içinde kolaylıkla çıkarım yapabilecekleri anlamlı bir ba lam içinde sunulmaktadır.	5	4	3	2	1
49	Kitaptaki kelimeler zorlayıcıdır.	5	4	3	2	1
50	Kitaptaki konular yeni kelimeler ö renmemizi sa lamaktadır.	5	4	3	2	1
51	Kitaptaki 'Key Language-Vocabulary' bölümleri ö rendi imiz kelimeleri tekrar etmemizi sa lamaktadır.	5	4	3	2	1
52	Kitap sınıf dı ı bireysel çalı malarım için yararlanabilece im kelime listesi içermektedir.	5	4	3	2	1
53	Yeni kelimeler daha sonraki ünitelerde de i ik cümleler ve ba lamlar içinde verilmektedir.	5	4	3	2	1
54	Kitap ileti im kurmamızı kolayla tıracak gerekli kelimeleri	5	4	3	2	1

	vermektedir.					
Kitaptaki Etkinlikler						
55	Kitaptaki etkinlikler ilgi çekicidir.	5	4	3	2	1
56	Kitaptaki etkinlikler zorlayıcıdır.	5	4	3	2	1
57	Kitaptaki etkinlikler günlük ya antılarımızla ilgilidir.	5	4	3	2	1
58	Kitap ö rendi imiz konuları tekrar gözden geçirebilece imiz etkinlikler içermektedir.	5	4	3	2	1
59	Kitaptaki etkinlikler derse olan güdülenmemizi arttırmaktadır.	5	4	3	2	1
60	Kitaptaki etkinlikler ö rendi imiz konularla ba lantılı biçimde verilmektedir.	5	4	3	2	1
61	Kitaptaki 'Scenario' bölümleri farklı etkinliklerle ö rendiklerimizi uygulama imkânı sunmaktadır.	5	4	3	2	1
62	Kitaptaki 'Extra Practice' bölümleri yeni ö renilen kelimelerin tekrar edilmesi için yeterli sayıda etkinlik ve alı tırma içermektedir.	5	4	3	2	1
63	Kitaptaki kelime alı tırmaları yeni kelimeler ö renmemizi kolayla tırmaktadır.	5	4	3	2	1
64	Kitaptaki etkinlikler yaratıcı dü ünmemizi sa lamaktadır.	5	4	3	2	1
65	Kitaptaki okuma etkinlikleri ngilizce okuma becerimizin geli mesine yardımcı olmaktadır.	5	4	3	2	1
66	Kitaptaki yazma etkinlikleri ngilizce yazma becerimizin geli mesine yardımcı olmaktadır.	5	4	3	2	1
67	Kitaptaki dinleme etkinlikleri ngilizce dinleme yetene imizin geli mesine katkıda bulunmaktadır.	5	4	3	2	1
68	Kitaptaki konu ma etkinlikleri ngilizce konu ma becerimizin geli mesine yardımcı olmaktadır.	5	4	3	2	1
69	Kitap farklı türde dinleme etkinlikleri (radyo programları, diyaloglar, i görü meleri vs.) içermektedir.	5	4	3	2	1
70	Kitaptaki dinleme etkinlikleri ilgi çekicidir.	5	4	3	2	1
71	Kitap farklı türde okuma etkinlikleri (gazete reklamları, tarifler,	5	4	3	2	1

	anketler, iirler, mektuplar, seyahat rehberi, bro ürler, vs.) içermektedir.					
72	Kitaptaki etkinliklerin sayısı yeterli de ildir.	5	4	3	2	1
73	Kitaptaki etkinlikler ö renilen konuların uzun süre akılda kalmasını sa lamaktadır.	5	4	3	2	1
74	Kitaptaki etkinlik ve alı tırmalar, konuların kavranmasını kolayla tırmaktadır.	5	4	3	2	1
75	Kitaptaki bazı etkinlikleri herhangi bir yardım almadan kendi kendimize yapabiliriz.	5	4	3	2	1
76	Ünitelerdeki okuma parçaları ve arkasından gelen dinleme, konu ma ve yazma etkinlikleri birbiriyle ili kili biçimde devam etmektedir.	5	4	3	2	1
77	Alı tırma kitabı (workbook) konuyu daha iyi anlamamızı sa layan alı tırmalara yer vermektedir.	5	4	3	2	1
Kitaptaki Sosyal ve Kültürel De erler						
78	Kitaptaki konular kültürel açıdan taraflıdır.	5	4	3	2	1
79	Kitapta kendi kültürümüzü yansıtan konulara da yer verilmektedir.	5	4	3	2	1
80	Kitaptaki karakterler belirli sosyal sınıfları yansıtmaktadır.	5	4	3	2	1
81	Kitap erkek ve kadın karakterleri cinsiyet ayrımı gözetmeksizin e it olarak göstermektedir.	5	4	3	2	1

Katılımınız için te ekkür ederim.