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ÇANAKKALE ONSEKIZ MART UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

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EVALUATION OF EFL COURSE BOOK 'TRAVELLER ELEMENTARY' FROM THE PERSPECTIVES OF INSTRUCTORS AND UNIVERSITY STUDENTS

MASTER THESIS

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Çanakkale Onsekiz Mart University

Graduate School of Educational Sciences

Department of Foreign Language Education

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(Master Thesis)

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Yüksek lisans tezi olarak sunduğum "Evaluation of EFL Course Book Traveller Elementary from the Perspectives of Instructors and University Students" adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.
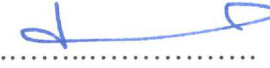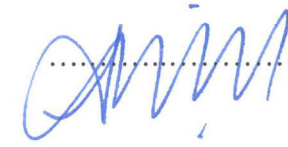
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Abstract

Evaluation of EFL Course Book 'Traveller Elementary' from the Perspectives of Instructors and University Students

This research study attempts to assess the efficacy of an elementary course book titled "Traveller" from the viewpoints of the instructors and university first year students at Faculty of Education at Çanakkale Onsekiz Mart University.

This study was carried using both quantitative and qualitative research methods. Two instruments were utilized in order to collect data; students' questionnaire and instructors' interview to get in-depth evaluation in terms of methodology and language content, language skills, practicality, topic, social and cultural values. In other words, the data were analyzed quantitatively and qualitatively. The Questionnaire was administered to 380 university first year students who attend Compulsory English Language Course, and instructors' interview papers were examined deeply to get their evaluations, observations, beliefs, and suggestions on the course book.

Also, this study aims to find out whether students' success scores and departments create a significant difference in their perceptions or not. From the students' perspectives, results reveal that the course book 'Traveller' is moderately efficient in terms of methodology and language content, language skills, practicality, topic, social and cultural values since there is no mean value under 3 in total. However, instructors find some parts of the course book weak; especially some aspects of language skills, practicality, social and cultural values. Additionally, findings indicate that successful students reflect positive perceptions, and students from different departments perceive the book differently. The study results reveal that the course book is neither completely insufficient nor perfectly adequate.

Based on the research findings, a number of recommendations are made for improving ELT. Some of them can be summarized as following: Material writers can provide variety of exercises and activities which are prepared in various forms so that instructors can use the most suitable one in order to fulfill learners' needs and interests. Also, material writers can be more sensitive to social and cultural values, and they can periodically get thoughts of universities, instructors and students. Instructors, on the other hand, should recognize students' proficiency levels and needs before choosing course books. Thus, they can conduct superficial research about evaluation of the course book. Ultimately, suggestions for further research have been represented to facilitate researchers to carry out a thorough search in the field of language education.

Key Words: Course book Evaluation, Methodology and Language Content, Language Skills, Practicality, Topic, Social and Cultural Values.

Özet

Öğretim Görevlilerinin ve Üniversite Öğrencilerinin Bakış Açısından İngilizce Yabancı Dil Dersi Kitabı 'Traveller Elementary'in Değerlendirilmesi

Bu araştırma, Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi'ndeki öğretim görevlilerinin ve üniversite birinci sınıf öğrencilerinin bakış açısından 'Traveller' isimli ders kitabının etkinliğini değerlendirmeye çalışmaktadır.

Bu çalışma hem nicel hem de nitel araştırma yöntemleri kullanılarak gerçekleştirilmiştir. Ders kitabı hakkında veri toplamak için, öğrencilerin bakış açılarını ve öğretim görevlilerinin görüşlerini; yöntem ve dil içeriği, dil becerileri, pratikliği, konu, sosyal ve kültürel değerler açısından değerlendirmek için iki araç kullanılmıştır. Başka bir deyişle, veriler nicel ve nitel olarak analiz edilmiştir. Anket, Zorunlu İngilizce dil dersine devam eden 380 üniversite birinci sınıf öğrencisine uygulanmıştır ve öğretim görevlilerinin ders kitabı hakkındaki değerlendirmelerini, gözlemlerini, inançlarını, önerilerini almak için görüşme belgeleri derinlemesine incelenmiştir.

Ayrıca, bu çalışma öğrencilerin başarılarının ve bölümlerinin algılarında anlamlı bir fark yaratıp yaratmadığını belirlemeyi amaçlamaktadır. Öğrencilerin bakış açılarından elde edilen sonuçlar, 3'ün altında ortalama değer olmadığı için, 'Traveller' ders kitabının yöntem ve dil içeriği, dil becerileri, pratiklik, konu, sosyal ve kültürel değerler açısından orta derecede yeterli olduğunu ortaya koymaktadır. Ancak öğretim görevlileri ders kitabının dil becerileri, pratiklik, sosyal ve kültürel değerler gibi bazı yönlerini zayıf bulmuşlardır. Ayrıca, bulgular daha yüksek başarı puanına sahip öğrencilerin ders kitabıyla ilgili olumlu algıları olduğunu ve

farklı bölümlerdeki öğrencilerin ders kitabını farklı algıladıklarını göstermektedir. Çalışma sonuçlarına göre, ders kitabı ne tamamen yetersizdir, ne de mükemmel şekilde yeterlidir.

Araştırma bulguları ışığında, İngiliz Dili Eğitimi için önerilerde bulunulmuştur. Bunlardan bazıları şöyledir: Materyal yazarlarının çeşitli şekillerde hazırlanmış, çeşitli alıştırmalar ve aktiviteler sunması gerektiği önerilmiştir. Bu sayede, öğretim görevlileri, öğrencilerin ihtiyaçlarını ve ilgilerini karşılayabilmek için en uygun olanı kullanabilirler. Ayrıca, materyal yazarları sosyal ve kültürel değerlere daha duyarlı olabilirler ve üniversitelerin, öğretim görevlilerinin ve öğrencilerin periyodik olarak düşüncelerini alabilirler. Diğer taraftan, öğretim görevlileri, öğrencilerin yeterlilik seviyelerini ve ihtiyaçlarını, ders kitaplarını seçmeden önce belirlemelidirler. Bunun için, ders kitabının değerlendirilmesi ile ilgili araştırmalar yapabilirler. Son olarak ise, araştırmacıların dil eğitimi alanında kapsamlı bir araştırma yapmalarını kolaylaştırmak için daha fazla araştırma önerileri sunulmuştur.

Anahtar Kelimeler: Ders Kitabı Değerlendirme, Metodoloji ve Dil İçeriği, Dil Becerileri, Pratiklik, Konu, Sosyal ve Kültürel Değerler.

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TO MY BELOVED SON, UYGAR…

Chapter I

Introduction

Introduction

A prominent component in schooling of English as a foreign language (EFL) is the course book, and it is usually discussed that the course book is an almost global instrument of English language teaching (Hutchinson and Torres, 1994). English language teachers often have difficulties in choosing an applicable course book that will meet the needs of their students and is suitable for curriculum acquisitions. Bearing this in mind, in this chapter, some basic literature about the definitions and prominence of course books in EFL teaching-learning environments are discussed, while describing the background and objective of the study. Later, the assumptions and limitations of the study are indicated, together with the scope of the study. Finally, studies on course books and material evaluation are depicted by means of literature review in order to reveal the importance of selecting an appropriate course book. Additionally, course book and textbook refer to the same concept, and used interchangeably.

Background of the Study

Undoubtedly, foreign language teaching intends to make students obtain the required competence so as to get the linguistic knowledge needed in a foreign language. With this respect, English Language Teaching (ELT) course books as the basic instructional materials are expected to build learners' four skills that are speaking, listening, reading and writing. Thus, teachers are directly or indirectly in charge of realizing learners' language skills which are transmitted to the use of English as a Foreign Language (Harmer, 1991). That is to say, if

instructors focus on skills, this aids students in approaching foreign language with more success together with more self-assurance and more motivation. Besides, as he also underlines, teachers are expected to take into consideration learners' requirements and a syllabus that is planned and organized according to the content of the course book used in foreign language learning and teaching. To sum up, foreign language teachers and course books are both substantial elements that influence the attainment of main language skills.

While emphasizing the vital role of "course books", Benevento (1984:6) maintains that "whenever foreign language teachers meet each other, the first words after "How do you do?" are usually "What course books do you use?". Additionally, Dubin and Olshtain (1986:167) affirm that "the tangible element that gives a language course face validity is the textbook". Although teachers have the leading role of facilitating the process of acquiring language skills, they do not determine the content of the syllabus and the representation of language skills in course books; all are decided by curriculum developers and material writers. Nevertheless, teachers' perceptions of how language skills are presented in a course book have a significant impact on their students' acquisition of language skills. Therefore, it is essential to research EFL teachers' perceptions of the representation of language skills in course books to reveal feasible recommendations about the practicality of course books with regard to language skills.

As mentioned by many researchers, in educational practices, course books have a vital function, because they are believed as beneficial tools that convey the requisite materials and knowledge between teachers and students. To do this adequately, course books should contain precise attributes in their every consideration. In this regard, the "course book evaluation" movement has arisen recently so as to construct, design and develop checklists. This evaluation intends a comprehensive analyzing in order to ensure its utility and practicality, such as students' proficiencies, intentions and needs, course goals and many other

circumstantial factors which should be appropriately met with the course book's content.

It is obvious that the magnitude and the function of the course book in the teaching-learning environment should be definitely realized by both instructors and learners. Hutchinson and Torres (1994) illustrate, in their article, that learners see the course book as a framework or guide that enables them to arrange their learning not only inside the classroom while discussing or doing activities and exercises during the course hours, but also outside the classroom while doing homework and studying for tests. A course book helps them acquire 'better, faster, clearer, easier and more' (p.318).

Purpose of the Study and Research Questions

This study is an attempt to evaluate the effectiveness of an elementary course book called "Traveller" from the perspectives of the instructors and university first year students. Specifically, it is tried to be evaluated in terms of the choice and design of content, the proficiency level of the learners, the physical appearance, the exercises and activities, the organization of vocabulary and grammar instructions, the improvement of autonomous learning and the presentation of the culture content.

A course book should propose to supply as much as possible in the only book and should be satisfactory to fit into the syllabus and all the needs and expectations of the students during the learning process in order to achieve required targets in foreign language learning. Therefore, selecting and evaluating the course book appears to be a very important issue for the syllabus requirements, the requirements of educational institutions and curricular standards, accurate assessments, and course books. On the other hand, it is so crucial and so fundamental that course books should be organized on the basis of common educational attainment to help students learn how to use the target language for communication and to be aware of the knowledge and skills they need to learn.

Cunningsworth (1995) emphasizes the trouble selecting suitable language teaching

course books and its supplementary materials. He expresses that choosing course books correctly has become a compelling task as there are many published on the market for teaching English. In addition, students become more intelligent and equipped with the impact of technological developments. Therefore, they expect more improving course books that make learning simpler and more enjoyable, addressing their interests and needs.

To sum up, the present study focuses on investigating EFL instructors' and university students' observation of the representation of language skills in course books in order to reveal the difficulties while applying inside and outside the class, and make reasonable suggestions about the selection of course books regarding language skills. Taking a more in-depth "students and instructors' perceptions", this study is carried out in order to evaluate the book analytically by trying to examine the following research questions:

RQ1: Is the course book 'Traveller Elementary' appropriate from the perspectives of students;

1.1 in terms of methodology and language content?

1.2 in terms of language skills?

1.3 in terms of practicality?

1.4 in terms of topic, social and cultural values?

RQ2: Is there any significant difference in the perceptions of the students on the course book 'Traveller Elementary' considering their success in the English course?

RQ3: Is there any significant difference in the perceptions of the students on the course book 'Traveller Elementary' considering their departments?

RQ4: Is the course book 'Traveller Elementary' appropriate from the perspectives of instructors;

4.1 in terms of methodology and language content?

4.2 in terms of language skills?

4.3 in terms of practicality?

4.4 in terms of topic, social and cultural values?

Significance of the Study

Course books are principally employed as main schooling materials by teachers and the learners. They enable teachers to plan and organize their teaching process as a framework and a guide during the lesson while facilitating achieving learning objectives. In addition, a course book actually influences students' beliefs, feelings, opinions and approach to the lesson during the class. It is obvious that the more learners like their course books, the more they like the class and they actively participate in the course. In this regard, while choosing an efficient and applicable course book, material evaluation appears as an unavoidable process that depends on particular guidelines and criteria. Many academics have constructed some useful checklists that evaluate teaching materials in general and the course book in particular. For example, Cunningsworth (1995) specifies a brief reference checklist to evaluate and select ELT course books. Like many other checklists, he points out the most critical aspects in the course of evaluating a course book such as methodology, design and layout, language content, presentation of language skills, topic, item and so on. Correspondingly, Skierso (1991) suggests a checklist which evaluates a course book in terms of general appearance, aims and goals, subject and content, exercises, grammar and vocabulary instructions, teacher's manual and so on.

Since instructors utilize 'course books' in their classes, they should be given the opportunity to take part in evaluation process so as to ascertain the fitting book for their particular learner group. Besides, their assessments on the practicality and the suitability of the course books should be taken into account. Even though students cannot express themselves as well as their teachers in a foreign language, they usually are aware of which books satisfy their preference and interest and which ones do not. All in all, students who are

the reasons of course books' existence are the primary consumers of the material; teachers need to assess the strengths and weaknesses of their course books in order to create the most appropriate teaching situation. This is essential since choosing course books means to bridge the material to the context where it is going to be applied. Many specialists underline the inevitable fact that course books are not products that are only published for a general market; they are also very important tools that convey the required knowledge and skills to the target groups. However, every education and training environment is unique; therefore, there is no course book that is completely appropriate and perfect for a specific group. In this respect, Grant (1987) asserts [the] "Perfect book does not exist" (p.8), but the purpose is to find the best possibility that will meet most of the needs of foreign language classes and be suitable for the particular learner group.

McDonough and Shaw (1993) claim that evaluation of the course book is an incessant procedure. It is expected that this critical evaluation of the mentioned course book will disclose the aspects that need to be reviewed and progressed in that EFL course book. Moreover, this study is considered to be a possible suggestion to the determiners of the curriculum in universities since it is conducted with the teachers and students' assessment. As a conclusion, since English as a foreign language has gradually got more significance and interest regarding regulations in recent years, it is essential to emphasize the importance of research studies on the EFL related matters. Thus, this study attempts to investigate perceptions of EFL instructors and students about the course book in order to raise the awareness on considering various criteria while selecting EFL course books for all grades at universities.

Assumptions of the Study

Present study mainly includes the following assumptions:

1.   The thoughts and opinions of the instructors and experts (at ELT) are adequate enough to construct the questionnaire items which are applied for gathering data.

2.   Participants who take 'Compulsory English Language Course' are anticipated to reply the questionnaire items voluntarily, objectively and sincerely; that means, basing on their own experiences that they gain during implementation of the course book.

3.   The findings of the research study will demonstrate genuine facts about participants' evaluation of the course book.

Limitations of the Study

The study is restricted to the 380 participants at COMU, and it is based on the perceptions of students to evaluate strong and weak points of the course book. Additionally, there is another limitation in terms of the items in the questionnaire; that is, the items in the questionnaire may not adequately support the participants to reveal their evaluation about their course book. On the other hand, the interview was carried out with limited number of instructors at COMU and this may not represent the proper weakness or strength of the book.

Definitions and Abbreviations

CELC (Compulsory English Language Course): An obligatory course that students have to study generally in their first year.

COMU: Çanakkale Onsekiz Mart University

ELT: English Language Teaching

EFL (English as Foreign Language): Learning English in a different setting rather than in an English speaking country.

ESL (English as Second Language): Stands for learning English in formal classroom setting in a non-English speaking country.

Elementary Level: Elementary level is an English proficiency stands for someone who

has the ability to communicate in easy tasks that require a simple and basic knowledge while defining in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.

RQ: Research Question

Scope of the Study

This thesis consists of four chapters. Chapter One is an attempt to discuss the background, the purpose, the research questions, the significance, the assumptions, and the limitations of the study. Afterwards, a review of literature about course book's role in ELT/EFL, course book selection and evaluation, approaches to course book evaluation in ELT/EFL are mentioned. Chapter Two focuses on the methodology used in the study together with the description of the questionnaire and its construction process. Moreover, the setting, participants, and materials are explained in depth. Finally, the data collection and analysis process both for piloting and the main study are presented in this chapter. Chapter Three is concerned with the findings of the study. In Chapter Four, a brief summary of the study is described and discussions focused on the findings are presented. In the light of the foregoing facts, suggestions for instructors and course book writers and some implications for further study are presented in this chapter.

Literature Review

Introduction. This chapter gives pertinent information about the topic that has been surveyed in this study. It introduces eight sub-sections. In the first one, a broad description of the role and importance of course books has been tried to be described. The second subsection presents information about approaches to the evaluation of language teaching materials. Then, the types of the evaluation of language teaching materials have been discussed. In the next one, the methods of the course book evaluation have been examined. In the next sub-section, the criteria for the course book evaluation have been presented. After

that, the utility of language teaching materials evaluation has been explained through the relevant literature. Later, studies which seek course books and materials evaluation have been argued along with the related literature in the field. Lastly, it has concluded with a summary of the current chapter.

The role and importance of course book in ELT. A widespread component in teaching of English as second or a foreign language is undoubtedly the course book as it offers an easy, practical and accessible way for teaching and learning. With this respect, the role of the course book gains more concern from both learners and instructors since it is deliberately employed to improve the learners' knowledge and experience of the language (Tomlinson, 2011) in one package. Additionally, course books, as a language-learning material, provide a clear and gradual progression while developing the skills which are acquired in previous level.

Various ideas can be seen regarding to the importance and definitions of course books. Course books commonly provide language classes with various tasks, activities and exercises. Some experts suggest that course books are psychologically essential for students since their improvement and accomplishment can be assessed concretely in the English classroom (Haycroft, 1998) while some others state that published materials have more reliability for students than teacher-generated or "in-house" materials (Sheldon, 1988). Additionally, it is denoted that course books are often responsive to students' needs, and they help students save time and money (O'Neill, 1982). Besides, they are relatively not expensive, and require less time to prepare for class. They also minimize the possible risk of teacher occupational overload (Sheldon, 1988).

Since the use of course book is so important for both students and instructors, selecting the most appropriate course material to the needs, interests and levels of students, and educational-teaching needs of teachers and institutions become a crucial issue. In this context,

Hutchinson and Torres (1994: 315-328) suggest:

> The textbook is an almost universal element of [English language] teaching. Millions
> of copies are sold every year, and numerous aid projects have been set up to produce
> them in [various] countries…No teaching-learning situation, it seems, is complete
> until it has its relevant textbook.

Regarding the variety of the text books' functions in ELT, Cunningsworth (1995) describes a course book as a basic source in introducing the material, a resource for learners while practicing and doing the activities. They also facilitate the learners' learning process with a reference source on grammar, vocabulary and pronunciation. Moreover, course books assist learners in applying syllabus and self-study. Richards (2001) maintains that course books are key elements in foreign language programs as they help the learners receive the needed input and the language practice that appears during the lesson. Additionally, the utilization of a course book in a language program can ensure that students will get a similar content even if they are from different classes since course books offer standard instructions. Moreover, they provide a variety of learning sources; for example, workbooks, CDs, videos, etc., and all of them make the learning setting stimulating, motivating and amusing for the learners.

A significant number of experts and educators (Grant, 1987; Graves, 2000; Harmer, 1991; McGrath, 2002; O'Neill, 1982; Richards, 1993) comment on the necessity of supplementing the course books with appropriate material to meet the needs of the particular groups. Course books furnish teachers and learners with helpful materials but they should not be their "master" (Cunningsworth, 1995: 7). They are the best in reaching the objectives and goals that have been arranged for the particular learners. As Richards and Rodgers (2002) posit, course books are an indispensable component of the curriculum since they identify content and define coverage for syllabus items. To emphasize the same importance of course books, Grant (1987) suggests that course books attempt to solve the problem by giving

opportunities to students to use the target language in the classroom, as a sort of "halfway house" before using it in real life. To express the prominence of course book, Ur (1996) also states the advantages of course books in detail as follows:

a) They offer a clear framework which instructs the teacher and the students where to go and what is coming next,

b) They provide the syllabus since they are strictly planned and balanced in terms of selecting language content,

c) They present ready-made texts and tasks for every proficiency level, thus they save time for the teacher,

d) They save users' money as they are the cheapest way of getting learning material,

e) They are available packages since they are easy to obtain them,

f) They have clear guidelines especially for inexperienced teachers, who are rarely unsure of their language knowledge,

g) They foster autonomy since the students can utilize them to learn new material, review and monitor progress in order to be less teacher-dependent.

Despite the advantages mentioned above, Richards and Renandya (2002) indicate the disadvantages of course books as:

a) They fail to represent suitable and authentic language models,

b) They offer subordinate learner roles,

c) They are unsuccessful in terms of contextualizing language activities,

d) They are unable to present cultural understanding,

e) They are not adequate enough to address discourse competence,

f) They do not give importance to teach idioms,

g) They do not represent gender equally.

Other theoreticians such as Prodromou (1988) and Alptekin (1993) emphasize the

danger of the dominance of the target language culture in teaching foreign language and argue that this may cause alienation, stereotyping, or even unwillingness or resistance to learning.

Regarding bad effects of course books, Rivers (1968) emphasizes the significance of the course book through the idea that it will unavoidably determine the boundaries of the classroom teaching and the students' out-of-class learning. Williams (1983: 251) states that "in situations where there is a shortage of trained teachers, language teaching is very closely tied to the textbook. (…) The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained (…)."

Hutchinson and Torres (1994: 315) acknowledge that:

"The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us."

Unfortunately this view is not adequate enough to define the case. In this respect, Sheldon (1988: 237) asserts that "ELT course books evoke a range of responses, but are frequently seen by teachers as necessary evils. Feelings fluctuate between the perception that they are valid, labor-saving tools, and the doleful belief that masses of rubbish are skillfully marketed." Moreover, Tomlinson (2008: 3) states:

Many ELT materials (especially global course books) currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by

focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development. Furthermore, they do this because that is what teachers are expected and required to do by administrators, by parents, by publishers, and by learners too.

As a result, some theorists emphasize the indispensability of course books as they help learners create a sense of regularity, consistency and development, and they facilitate achieving coherence and continuity (Allwright, 1981; Littlejohn, 1998; O'Neill, 1982) while others find them superficial and insufficient in terms of their coverage of language items (Basturkman, 1999; Byrd, 2001; Hutchinson & Torres, 1994; Tomlinson, 1998). Basing on the assumption that each classroom has its own unique learning or teaching atmosphere, it is absolutely clear that almost every teacher benefits from published materials which are prepared considering common teaching achievements. Teachers use published course books or materials to save time and money, regardless of what, where and to whom they teach (Cunningsworth, 1984). Namely, the most effective use of a course book requires teachers who have to determine which course books are adequate for students' needs. In this case, teachers should decide the extent to which a course book's instructional design efficiently supplies the achievement of learning objectives. Therefore, as McDonough and Shaw (1993) mention that the ability to assess and complement teaching materials effectually is a very crucial professional activity for EFL teachers and requires being under continuous development. The only condition to attain this profession is conducting a thorough evaluation of course books and other curriculum materials (Schmidt, McKnight, & Raizen, 1997).

Approaches to the evaluation of language teaching materials. English Language teachers usually have difficulties in choosing a suitable course book that fits the aims, needs and interests of their students as well as expectations of the curriculum. Researchers generally support the idea that "the selection of a course book signals an executive educational decision

in which there is considerable professional, financial and even political investment" (Sheldon, 1988: 237). There may be a large number of studies on the theoretical principles related to the course book design, evaluation and selection. It is still a challenging responsibility to choose a mostly suitable course book. In spite of the gap between theory and practice, teachers still need to follow suggestions and strategies during the selection process. In this respect, Littlejohn (1998: 190) indicates, "we need to able to examine the implications that use of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context."

Bell and Gower (1998: 116) underline the importance of course books that course books offer teachers and learners teaching/learning materials that are developed, tried and tested professionally within the syllabus structure. In this respect, experts' views and professions gain more importance while determining the criteria in development of the materials. Tomlinson (2011) emphasizes that materials provoke learners' curiosity, interest and attention, and they can only reach impact by means of the following features:

a) Novelty (e.g. remarkable themes, images, artworks, drawings, pictures, etc. and activities),

b) Variety (e.g. eliminating the monotony with an unexpected activity, employing various text types taken from many different of sources),

c) Attractive presentation (e.g. using appealing colors and interesting photographs),

d) Appealing content (e.g. interesting topics which provide learners with the opportunity of learning something new, being aware of universal themes, dealing with local references).

Furthermore, Tomlinson focuses on the learners' feeling at ease by stating the

following assumptions:

1) Feeling more relaxed and calm with materials with lots of white space,

2) Feeling comfortable with passages or articles and drawing or artwork that they can relate to their own culture,

3) Being more at ease with materials which try to help them through relaxed and supportive voice, together with content and activities that promote the individual participation of the learners,

4) Providing learners with materials which serve as a bridge between the world of the book and the world of the learners by avoiding threatening and humiliating activities.

Tomlinson attempts to focus on improving learners' confidence basing on the assumption that relaxed and self-confident learners learn faster and easier (Dulay, Burt, & Krashen, 1982). Namely, materials in CBs gain more importance in terms of developing self-confidence through feeling of success, engaging learners' tasks beyond their existing proficiency, involving those tasks which make them imaginative, creative and analytical.

Many researchers suggest that teachers should make students recognize the relevance and utility of language expressing an unavoidable effect of relevant and utilitarian materials in language learning with their experiments such as Krashen (1982) and Wenden (1987). In this respect, materials should present students activities which stimulate their world- knowledge while providing them real-world tasks in order to create a feeling of relevance and utility. This issue may also be supported with self-investment activities, as profitable ways of improving students' interests and motivation, which provide learners with topic control by engaging them discovery tasks (Wright & Bolitho, 1993).

An essential component in language learning may be considered as being ready to learn. Krashen (1985) discusses the readiness of learners basing on the comprehensible input

which is already familiar with learners. Also Ellis (1990) states this important concept by emphasizing the idea that learners can only learn through input which they are ready to learn. In this issue, authentic input, received via a variety of written or spoken activities, may facilitate language learning. Additionally, by using this way, students also enable to comprehend linguistic features; because authenticity in language may help students learn easily. However, as Schmidt (1995) posits that learners should be aware of the difference between the language-specific usage and their use of specific features. In short, it may be simply accepted that authenticity supports students in terms of keeping interest and motivation.

Undoubtedly, materials should present opportunities to develop communicative skills, along with practical situations which are guided by both teachers and materials. Course books essentially should consist of interactive activities in a various discourse styles through information or opinion gap activities, creative writing and speaking activities, post- listening and reading activities (Ellis, 1990). In this context, there should be a reasonable overlapping cycle of the course book and the others - curriculum, students, and teachers in order to support particular curricular goals, students' individual expectations and teachers' personal preferences for their teaching settings. There is no doubt that, in educational systems, a meaningful consistency among course books, teachers and students enables teaching/learning process to obtain communicative skills.

On the other hand, learning style differences should be taken into account since each student has their own unique style during learning process. Namely, students' preference determines materials and classroom tools; this means, course books should consist of a variety of activities which provide students with equality and capability of benefiting of language classes. Here, it is very important that material developers should pay attention to individual differences in learning styles (Ellis, 1994). Differences, moreover, are related to students'

learning styles and their attitudes towards language learning. Dulay, Burt, and Krashen (1982: 46) state that "the learner's motives, emotions and attitudes screen what is presented in the language classroom ….. This effective screening is highly individual and results in different learning rates and results."

Depending on this statement, it may be mentioned that each student comes to classroom with their own motives, emotions and attitudes; hence, being aware of this is a crucial element and paying more attention to this touchy factor may change whole progress either in an efficient way or in an inefficient way. To minimize bad effects of these differences, some researchers such as Ellis (1984), and Wenden and Rubin (1987) suggest several points as below:

a) Providing different types of text and activities,

b) Providing variety for more motivated learners,

c) Providing activities which make the learners participate in the discussion of their attitudes, emotions and feelings about the course and materials,

d) Having understanding of cultural differences and being sensitive to the target learners.

In EFL environment, the cultural representations may be confusing matter because of the unknown input of foreign language culture and students may have obstacles while integrating the unknown cultural traits and linguistic forms. This may cause students' resistance in learning process. Therefore, course books should build a sensitive bridge between cultural values and students in order to create intercultural awareness. Also, Cunningsworth (1995) emphasizes the importance of familiarity in characters, social and cultural context for efficient language learning. In addition, Sheldon (1988) discusses cultural issues under the heading of 'cultural bias' in detailed by focusing on the topics about religious and social environments, gender images, the representation of the race, the illustrations of the

social class and nationality, views of social realities in course books.

Consequently, course book evaluation is not straight-forward process since it depends on different perspectives and variables. At this point, it is essential to take teachers and students' expectations, students' needs and purposes into consideration, as well as curricular goals.

Methods of the language teaching materials evaluation. There are various types of material evaluation in the field, and numerous research studies are still conducted from different perspectives; however, existing proposals give a comprehensible point of views for educational settings. Basically, there are three main methods which are called as impressionistic method, checklist method and in-depth method.

Impressionistic method refers to a general look to course books in order to get a brief information superficially about the quality of content, syllabus type, coverage, organization, topics, layout, visuals (Cunningsworth, 1995). However, Stevick (1972) suggests impressionistic proposal by pointing out three qualities (strength, lightness and transparency), three dimensions (linguistic, social and topical) and four components (opportunities for language use, sample of language, exploration of vocabulary and exploration of phonological, orthographic and grammatical form). Focusing on only this kind of superficial analysis, it may be inadequate to determine mostly appropriate materials which fulfill the expectations, aims and objectives of students, teachers and curriculum.

Another commonly used method may be considered as checklist. Tomlinson (2011) claims at least four advantages of checklist as following:

  a) It's systematic, conforming that every important element that is considered carefully, is taken into consideration,

  b) It's cost effective, permitting gathering recorded information in a short space of time,

c) The information is recorded to compare sets of material,

d) It's explicit, and provides a common framework for decision-making.

Considering advantages above, as Skierso (1991) points out that a checklist should contain an expansive set of criteria which is constructed on linguistic, psychological, and pedagogical principles so as to assess all characteristics of a course book. Therefore, checklist may be potentially limited by itself while evaluating a course book since it is very challenging to design such a checklist that covers each aspect of variables by leaving aside designer's beliefs and participant's attitudes.

In-depth evaluation method is used to examine materials deeply through close analysis (Hutchinson, 1987). In other words, this method proposes assessing specific features of materials, underlying assumptions about learning or values, with very specific techniques by going beyond publisher and author's point of view (Tomlinson, 2011). In-depth evaluation may shortly be presented as the partial insight into materials.

After reviewing the literature, several types of material evaluation were found. For instance, Cunningsworth (1995) maintains three types of material evaluation as pre-use evaluation which offers predictions about potential values, in-use evaluation which measures materials during the usage process, post-evaluation which aims at achieving actual assessment results of materials after using it. Ellis (1997) develops this method by defining predictive and retrospective evaluations. Predictive evaluation mainly represents the choice of material. Teachers decide available materials for them, and then they determine materials which are best fitted to their aims. In this respect, teachers make their evaluations either depending on experienced experts or relying on their own observations and assessments. Unlike predictive, retrospective evaluation is designed after using the material in order to check whether it is suitable for teaching situations or not. Teachers do not make material evaluation; instead, they

try to decide the materials which are best suited to their students.

Nunan (1991: 209) suggests that there are two steps; the first is matching the materials with the aims and goals of the teaching program, and the second refers to ensuring the consistency with teachers' perceptions about the nature of language and learning, and with learners' attitudes, beliefs and preferences; and adds a couple of perspectives to evaluate course books such as:

a) The general or subject knowledge contained in the materials,

b) Views on the nature and acquisition of knowledge,

c) Views on the nature of language learning,

d) Role relations implicit in materials,

e) Opportunities for the development of cognitive abilities,

f) The value and attitudes inherent in the materials.

Grant (1987: 119) proposes a CATALYST test for the material evaluation so as to determine whether course book is appropriate or not. This test has eight criteria as follows:

C: Communicative?

A: Aims?

T: Teachability?

A: Available Add-ons?

L: Level?

Y: Your impression?

S: Student interest?

T: Tried and tested?

McDonough and Shaw (1993) offer a similar test but their criteria are more extensive. They suggest an external examination of course books in order to measure general cover of the book such as intended audience, proficiency level, context of use, organization of teaching material, and the views of the author on language and methodology and relationship between language and the learner. Later, they continue in-depth evaluation by going beyond external characteristic of course books. This internal evaluation requires more detailed investigation; and they emphasize the effective internal analysis basing on the usability, the generalizability, the adaptability and the flexibility factors. It is a type of evaluation that examines what is there in the material, such as the representation of the language skills, the grading and sequencing of teaching materials, sensitivity of learning style differences.

Graves (2000) offers two types of material evaluation, formative evaluation and summative evaluation. Formative evaluation intends to reveal effective aspects of course books, and vice versa in order to make essential changes during teaching process. In other words, it aims at fulfilling students' language learning needs as well as meeting language program necessities. Besides, summative evaluation measures how much the curriculum works, and it is an assessment to get information about the purposes of the course, the efficiency of the course on students, the achievement of materials, etc. Briefly, it is a detailed analysis that tries to find out whether the course, with its all components and variables, develops and implements in a straightforward way (Richards, 2001).

Deciding procedure is a key consideration and all methods that are utilized to evaluate the material are integrated and consist of a number of levels. Here, the specification and the appropriateness of criteria should be clearly determined considering students, teachers and context so as to satisfy main demands of teaching - learning process, and find the suitable material for students and teachers' specific needs.

Criteria for the evaluation of language teaching materials evaluation.
Fundamentally, course book evaluation is conducted through checklists which facilitate
matching teaching-learning material. In short, it is a comprehensible survey that analyzes
consistency between the materials and the curriculum, the students and the teachers.
Thus, an awareness of the learners' needs and interests together with those of teachers
gains more importance during the evaluation process (Bell & Gower, 1998).

Many researchers agree on the idea that checklists depend on great number of
features of teaching and student-teacher mutual interactions. Daoud and Celce-Murcia
(1979)'s well-known checklist analyzes the course book from the perspective of subject
matter, vocabulary and structures, exercises, illustrations, physical make-up like Skierso
(1991), who offers checklists that examine bibliographical data, aims and goals, subject
matter, vocabulary and structures, exercises and activities, layout and physical make-up.
Ur (1996) also discusses general criteria and specific criteria concerning effective
material evaluation. The term general criteria refers to necessary characteristics of
sufficient teaching and learning material (for example, clarity of layout and prints) while
specific criteria represents context-related evaluations (for example, attractiveness and
colorfulness of illustrations). Her checklist includes items concerning with aims, goals,
approach, layout and print, clarity of instructions, variety of attractive themes, exercises,
activities and tasks, sequencing and grading, periodic review of units, authentic language,
the instructions and practice of language skills and sub-skills, learners' learning methods,
styles, learners' autonomy, teachers guidance and supporting materials. On the other
hand, Littlejohn (1998)'s checklist contains three levels of evaluation basing on the
examination of physical attributes of course books, the language learning activities and
approach, philosophy and goals of course books. As many others, Mc Donough and Shaw
(1998)'s external evaluation criteria seeks information about the intended audience, the

competency level, context, demonstration, design and organization of the language, accessibility of teacher's book, cultural content while their internal evaluation aims at gathering data about the presentation of skills, learner's needs and interests, grading and sequencing, learning styles and motivation, authenticity.

Besides, Cunningsworth (1995) suggests an expansive evaluative checklist that involves criteria for aims and objectives, design and organization, language content, skills, topics, methodology, practical consideration. His checklist proposes to gather information about grading and recycling, presentation and practice of new instructions. It deals with *aims and approaches* which questions the match between teaching programs' aims and students' needs and considers the suitability to different contexts. *Design and organization* contains concerns on learners, the section focuses on whether the material makes the learning easier or not. The concerns such as the organization and sequence of content, the rate of recycling and revision, the possibility of individual study are related to the design and organization. *Language and content* involves the appropriateness of grammar and vocabulary items, the organization of language and the suitable use of language according to context, skills, topic, methodology, teachers' manuals, practical considerations. The part, *Skills,* is about the balance of four skills according to course aims and syllabus requirements. The section asks whether the reading materials fit students' needs and levels, tries to find out the sufficiency of integrated skills and the authenticity of the materials. *Topic* involves their quality in terms of suitability to students' interests, their ability to raise awareness of students, the representation of other groups and minorities. *Methodology* means the approaches and techniques, the involvement of communicative abilities and the sufficiency to develop learning strategies and autonomy of students. *Teachers' books* deals with the adequacy of the guidance of teachers' book, whether the teachers' book is supportive enough or not. *Practical*

considerations asks whether the cost of materials are reasonable and also involves concerns about durability, availability, attractiveness and use of the course book.

Additionally, Byrd (2001)'s checklist expresses the relevance of the texts to the curriculum, the students, the teachers. Under these headings, her checklist intends to analyze the requirements of curriculum together with the needs of students and teachers. In this respect, her checklist offers some guidelines that evaluate materials' appropriateness to the stated curricular goals while examining the utility of materials' three major elements for students; that are, content (and explanations), examples, and exercises or tasks. Byrd also indicates that course books are not only for students but also for teachers; hence, her evaluative checklist questions materials' suitability for teachers' needs and preferences. Finally, she suggests further analysis for implementation in order to adapt, implement, and supplement the materials properly.

As literature mentions, mostly used checklists share almost similar dimensions which evaluates teachers and students' needs and attitudes, curriculum's goals, materials' physical attributes, language skills, sub skills and functions (Byrd, 2001; Cunningsworth, 1995; Harmer, 1991; Ur, 1996). However, there is not a definite system for course book evaluation as Sheldon (1988: 245) posits that "it is clear that course book assessment is fundamentally a subjective, rule of thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick."

The utility of language teaching materials evaluation. There are a variety of reasons for materials evaluations. Cunningsworth (1995) expresses that the weighing pros and cons of the course books which have been already in use enables both students and teachers to increase the efficiency of English language programs. It can be also considered as the useful process of finding out the supportive ways for language acquisition and pedagogic applications (Tomlinson, 1998).

Haycroft (1998) focuses on the idea that course books are psychologically necessary for students; and in this respect, deciding which one is the most suitable is a common problematic part of teaching and learning. Rea-Dickins and Germaine (1994: 4) state that "evaluation is an intrinsic part of teaching and learning". Therefore, it has pivotal role to ensure the effectiveness of the chosen material. Hutchinson and Waters (1987) clarify the importance of material assessment by the asserting that evaluation of materials means finding the best way among the applicable resources in order to fit the required purpose. Cunningsworth (1995) emphasizes that course book evaluation provides teachers' development and professional growth while Ellis (1997) demonstrates that course book evaluation gives teachers a chance to get beneficial, true, standardized and contextual insights into the material.

Sheldon (1988) affirms that evaluation helps the teacher or program developer in deciding on choosing the suitable course book. This also enables teachers to make proper modifications besides exploring the weaknesses or strengths of the course book. On the other hand, with numerous types of course books in the market, it can be much more difficult to choose the best book for a specific teaching situation. Therefore, through finding out strong and weak side of course books, the course books can be used more efficiently, and weaker points can be adapted or developed or supported with other materials (Cunningsworth, 1995). Eventually, the importance of material evaluation grows continuously since materials are not just ordinary tools of the language teachers; but they are expressions of the aims and application of methods in a particular teaching/learning situation (Zhang, 2007).

Evaluation may be accepted as 'a matchmaking process', and most teachers evaluate the materials to decide which published material is the best suitable course book for students' aims and needs throughout the course. Low (1987: 21) points out that

"teachers generally need to screen materials, in order to predict their suitability for particular classes." Furthermore, McDonough and Shaw (1998: 65) suggest that instructors can be "interested in evaluation as a useful process in its own right, giving insight into the organizational principles of the materials and helping them to keep up with the developments in the field." In other words, evaluation is not only a process of choosing a suitable material but also it develops teachers professionally in their fields.

All in all, all teachers participate in the material evaluation process at any time of their career in order to choose the most effective course book that offers the best possible fit for their students. Moreover, it is very important to realize that a course book is an aid and teachers should find out the best ways to employ their books considering the needs, interests, aims, beliefs, attitudes, emotions, learning differences and characteristics of an individual student or a particular group of students.

Studies on course books and materials evaluation. The literature on the course book evaluation is very extensive. Many writers evaluate course books and suggest ways for providing innovative steps to be more sophisticated in materials development in ELT, in the process of materials writing and choosing the proper course books for the intended language programs.

Aytuğ's (2007) study explores teachers' attitudes towards the evaluation of the course book "New Bridge to Success" for 9th Grade New Beginners and teachers' perception about main features of an ELT course book designed for high school students in Ankara. Quantitative data are gathered through questionnaires conducted to 60 teachers and qualitative data are gathered through interviews conducted to 12 teachers in Ankara. According to the result of the study, course book is efficient in terms of many features; however, their evaluations demonstrate diversity for a number of course book elements. Teachers indicate that the cover of the course book is durable and it is not appealing for

students. Additionally, most of teachers point out that course book is inefficient in terms of reflecting the presentations of the target language culture. On the other hand, the spoken aspect of communication is not presented sufficiently and the drawings are reported as poor in quality and childish for students' age. Additionally, the workbook is indicated as beneficial and efficient tool in terms of providing extra practice. With this study, the researcher suggests that the course book should be arranged by taking into consideration students' ages, expectations, and needs. Also, illustrations may be constructed in high-quality standards in order to meet high school students' expectations.

Similarly, Çakıt- Ezici's (2006) research study is an attempt to investigate students' and teachers' evaluations of the course book "New Bridge to Success 3" in high schools. To gather data, interviews are conducted with teachers and students, and also questionnaires are distributed to more than 300 students. The findings of this study reveal insufficiency of the course book in terms of vocabulary load and structure in reading texts, students' language level, different learning style and expectations. Also, Güreli's (2008) study tries to investigate the suitability of the New Bridge to Success in Çanakkale Science High School 9th and 10th grade students in Çanakkale. Both qualitative and quantitative data are gathered from 126 students and 4 teachers. Basing on the findings of the study, the course book requires to be reviewed, revisioned, and it should also be adapted for the target group of students.

Özdemir's (2007) study attempts to investigate the 4th grade teachers and students' perceptions of "Time for English 4" regarding purpose, approach, visual design, presentation of vocabulary and language, practice activities and supporting materials. Quantitative data are collected by means of questionnaires conducted to 102 students and 25 English teachers in Altındağ, Beypazarı, Keçiören, and Mamak. Qualitative data are gathered from six English teachers through interview. The study results indicate that the

course book is efficient for both students and teachers, and the level of satisfaction is higher among students. However, the instructions and the songs of the course book are two problems for students while the number of vocabulary items, the number of units and the presentation are problematic for teachers' book. Depending on the results, the researcher suggests that instructions should be simplified, selections of songs should be easier at the beginning, teachers' book should guide more properly, and it should involve more speaking activities instead of writing ones. The study suggests that teachers can adapt course book according to students' needs. For the researcher, Ministry of National Education should create a bridge between teachers and course book writers; moreover, teachers may also be provided with training.

Erdem's (2008) study evaluates Campus Life from the perspectives of the students' and instructors' in order to examine the strong and weak points of the course book. This study is conducted with 278 first grade students who take Compulsory Language (English) course at Çanakkale Onsekiz Mart University and 22 instructors who teach the course. The data are collected quantitatively and qualitatively, and the findings indicate that students report no weak points. The course book is found strong in terms of readable and clear type font and adequate number of visuals. However, instructors report that the teacher's book is poor but the other qualities of the book are moderate.

Hashemi's (2011) study aims at evaluating the three English language course books utilized in Iran from the perspectives of teachers. The study was conducted to 60 high school teachers in Tabriz, Iran through the questionnaire which examines the course books considering the language content (vocabulary, reading, grammar, language functions, and pronunciation), the physical make-up and practical concerns. The results indicate that course books are not sufficient from the teachers' perspectives in terms of language content, their physical make-up and some practical concerns.

Enomoto (1999) examines the depiction of Africa in EFL course book in Japan by identifying topics about Africa chosen from 13 high school EFL course books. His study reveals that Africa is usually characterized with hunger and foreign aid. This detailed analysis indicates that Japanese students stereotype images of African people, culture and societies due to the lacking knowledge and misinformation from the mass media. This study suggests that course books should not carry cultural stereotypes. In addition, Otlowski's (2003) study is an investigation that examines the images of gender and the presentation of different ethnic groups in the targeted culture. His study tries to investigate depiction of woman and minority groups in the course book "Expressway A" that is used throughout Japan. For this purpose, course book's illustrations, dialogues and drills are analyzed; and it is found out that women are stereotyped as either homemakers or mothers. In addition, there is inadequate representation of minorities. Depending on this detailed analysis, this study suggests that the misrepresentation of women and minority groups should be corrected or completely removed from the EFL course books.

The research studies demonstrate that there are many detailed studies that are conducted both quantitatively and qualitatively. The course books are evaluated both for students and teachers point of views in order to provide English teaching/learning process not only with a theoretical framework but also with a variety of practical recommendations. It should be also noted that each research study gives a valuable point of view for critical approach towards material evaluation while offering practical advice and suggestions in determining a course book.

Chapter Summary

In this chapter, background of the study with reference to the related studies in the field has been presented. Following the background section; purpose, significance of the study and research questions that have been formed for the present study have been

introduced. Next, limitations and assumptions of the study have been discussed. Following that, an overview of the issues in course book evaluation and the possible evaluation criteria highlighted by scholars are demonstrated. The materials evaluation types and approaches are also discussed in this chapter. Moreover, this chapter bases on materials evaluation along with the role of course books in ELT settings and the features of sufficient course books. Finally, the studies about the course book evaluation are indicated at the end of the chapter.

Chapter II

Methodology

Introduction

This chapter focuses on the methodology used in the study to find out the students and English teaching instructors' evaluations of their English course book. In the first part, the construction of the questionnaire and what parts it consists of are explained in detail. Second part of the chapter is mainly about the administering the questionnaires. In order to avoid any difficulties in the main study, how piloting is done is explained. Finally, main study with its setting, participants, materials, procedure for data collection and analysis, is presented in the last part of the chapter.

Research Method

In this descriptive study, quantitative and qualitative research methodology was used. In the qualitative part, a survey method was used as a sub-category. The required data were collected through a questionnaire that was designed by researcher. The questionnaire was conducted in Çanakkale at Çanakkale Onsekiz Mart University to first year students who took compulsory English language course at Faculty of Education. In the following parts, the construction process and the description of the questionnaire used in the study were explained in detail. In the light of the piloting and expert opinions each part of the questionnaire was organized. In the qualitative part, instructors wrote their evaluations about the course book on the table that was designed by the researcher and experts at the faculty.

Construction of the Questionnaire

After reviewing the literature, the items in the questionnaire were constructed. Before applying the questionnaire for the piloting, the ideas of experts were asked. In the

light of their ideas, some of the items were changed and some others were omitted. Also, some corrections were made in the questionnaire by the experts. Then, different parts of the questionnaire were organized in order to find answers to each research question of the study. (See page 4-5 for the research questions)

The item pool was constructed based on the Cunningsworth (1995)'s guidelines for materials evaluation. There were 136 items in the item pool in total in 21 headings (See Appendix A). However, with the help of expert opinions and guidance, items were reduced 55 items under 4 common headings since it was too long to receive reliable answers (See Appendix B).

Students generally expressed their evaluations about vocabulary and grammar, speaking and listening activities and clarity of the book. Additionally, quite a number of students highlighted that course books were supposed to be appropriate to their social and cultural values. Therefore, related items were added in the questionnaire. After students' questionnaire was constructed, the instructors' interview form was designed under the same 4 headings as students' items as below:

1. Methodology and language content.

2. Language Skills

3. Practicality

4. Topic, social and cultural values

After taking experts' opinions, some items in the item pool were omitted and re-designed to administer to the participants. The questionnaire consisted of 43 items under 4 headings (See Appendix C). The questionnaire was translated into Turkish to improve the comprehension, and to enable the students to answer the items more easily. After the expert opinions were taken, a pilot study was conducted. Final version of the questionnaire which consisted of 43 items was constructed, and then it was conducted to 105 students.

The pilot study was conducted to get some implications for the main study and make necessary changes in the questionnaire.

The parts of this questionnaire and interview form, what they include and what they aim to measure are described in the following part in detail.

Description of the Questionnaire

In order to answer the research questions, a questionnaire for students was constructed by the researcher. The students' questionnaire had two parts, a part for learning experience of the participants and another part for the checklist. The questionnaire was designed in two pages so that it would not take so much time to conduct. On the other hand, the interview form was prepared in the light of literature and experts' opinions for instructors in order to evaluate their perceptions in terms of methodology and language content, language skills, practicality, and social and cultural values of the course book "Traveller Elementary" (See Appendix D). Also, instructors' interview forms were divided into four headings like students' questionnaire, and at the end of this form, there was extra part for instructors so as to express their further opinions and suggestions for their course book.

In both students' questionnaire and instructors' interview form; there was an introduction part in which the researcher, the interview and the questionnaire's purpose was presented together with the promise that the information gathered from the questionnaire would be kept confidential. To do this, the researcher aimed at preventing any feeling of obligation to write their names on the questionnaire.

After the introduction part, first part of students' questionnaire asked each participant's success score in the English course and their department. At first, there were 55 items in students' questionnaire but some experts found it difficult to fill out and there were some related items. Thus, the checklist was decreased from 55 to 43 items in 4

categories. Additionally, the second part of the questionnaire was constructed to find out the evaluations of the students on their course book in a checklist form. The categories and number of the items were demonstrated in Table 1 below.

Table 1

Categories and Number of Items in the Questionnaire

Categories	Number Of Items
Methodology and Language Content	17 (1-17)
Language Skills	12 (18-29)
Practicality	8 (30-37)
Topic, Social and Cultural Values	6 (38-43)

As Table 1 demonstrates, there are 43 items in the questionnaire to investigate students and instructors' evaluations of their English course book. The items are categorized under the headings; methodology and language content, language skills, practicality, and topic, social and cultural values. The participants are asked to put a cross (X) into the most appropriate box for themselves. 5-point Likert-type Scale (5=Strongly Agree; 1=Strongly Disagree) is used in order to find out the students' evaluations of English course book.

The questionnaire was designed for the instructors by the researcher at first. Then, having asked two experts' opinions in the area, it was changed since there were not enough instructors to reach reliable results. After that, the researcher designed an interview form which included 4 main headings in order to find out what they thought about different aspects of the material, two experts suggested having tables which consisted four headings; methodology and language content, language skills, and practicality, social and cultural values (See Appendix D). This table aimed at revealing

the positive and negative sides of the material used by the instructors so as to investigate the weak and strong parts of the course book, as well as analyzing the efficiency of the course book in EFL teaching.

Administering the Questionnaire

The questionnaire was administered to first year students at Faculty of Education at COMU (See Appendix E). To collect the data needed, the questionnaire was piloted to the 105 university students to make changes and improvements to raise the clarity and reliability of the questionnaire. By doing this, the researcher intended avoiding any difficulties, and utilizing the questionnaire for the main study to gather the necessary data. Pilot and Main study with their setting, participants, materials, procedures for data collection and data analysis are explained below in detail.

Pilot Study

The pilot study was conducted to change ambiguous items in the questionnaire with an expert opinion in order to determine difficulties and problems. Furthermore, the reliability and validity of the questionnaire was tested after the pilot study.

Setting and participants. The pilot study was conducted at COMU. The questionnaire was piloted to the students at COMU. Students' questionnaire was piloted to the students who took Compulsory English Language Course at the Faculty of Education.

The questionnaires were handed out to the available and volunteer students by the researcher herself in March, 2017. Moreover, the ideas of two experts in ELT were consulted for students' questionnaire.

As for the students, 112 questionnaires were handed out to the first year university students. However 105 students' questionnaires were evaluated since 7 of them had missing items.

Data collection instrument. During piloting process, students' questionnaires which were constructed and designed after reviewing literature and taking experts' opinion were administered. Students' questionnaires consisted of 43 items under four headings. Additionally, questionnaires were checked by the experts to make necessary changes on questionnaires in order to gather data without any problems in the main study.

Responding to the items of the questionnaires took nearly 15-20 minutes, and the process for data collection took nearly two weeks. Afterwards, the data collected from the students were analyzed to get some implications for the main study.

Data analysis. The data obtained from pilot study were analyzed through SPSS 24 in order to measure the internal consistency of the items for the questionnaire. Table 2 below demonstrates the results of the reliability coefficiency of the questionnaire.

Table 2

The Reliability Statistics for the Pilot Study

Questionnaire	Reliability	N		
		Valid	Excluded	Total
Students' Questionnaire	.95	105	0	105

The reliability coefficiency of the students' questionnaire is .95 which is expected as high value. This value is acceptable according to Büyüköztürk (2006) who recommends levels of *.70* or greater for scales like these. It can be accepted that this questionnaire can be conducted for the main study.

Implications for the main study. The findings of the pilot study revealed some implications for the main study. Firstly, there was no observable difficulty while answering the questionnaires. However, 12 items were omitted and some other items were revised taking the experts' opinions into consideration in order to make items

clearer for the participants. Basing on the results, the ideal questionnaire items for students were restricted to 43 items under four headings for the main study.

For instructors' interview, instead of taking their evaluations through open-ended questions, the table was designed to ask instructors' positive and negative evaluations under four headings.

Additionally, the pilot study enabled the researcher to get some implications for the main study. With the reliable Cronbach's alpha score, the researcher got insights of the questionnaire's reliability and defined some problems and omitted ambiguous items. As a result, the present questionnaire as a pilot study has been found out to be reliable to collect the data to analyze for the present study since it presented a high reliability score.

Main Study

Setting. The main study was conducted at COMU. Both the first grade students and the instructors at Faculty of Education participated in the study. The main study was carried out in April, 2017.

Participants. As this study aims at getting an insight into students and instructors' evaluations on their course book, the participants of the study consisted of 380 first year students who were taking Compulsory English Language Course and three instructors who were giving Compulsory English Language Course at Faculty of Education at that time. They all used the course book 'Traveller'.

The descriptive information of the participants is presented in the following table. The table includes the numbers of students according to their success scores in the English course.

Table 3

Success Scores of the Students in the English Course

GPA	Frequency	Percent	Valid Percent	Cumulative Percent
3 and above	169	44.5	44.5	44.5
Between 2.00 and 2.99	164	43.2	43.2	87.6
Under 2.00	47	12.4	12.4	100.0
Total	380	100.0	100.0	

Table 3 demonstrates that 169 of the students have 3 and above success score, 164 of them have success scores between 2.00 and 2.99 and, 47 of them have under 2.00 success score. As it can be seen in the table, most of the participants can be accepted successful in English course since %87.7 of students has the GPA of more than 2.00.

Additionally, some information about the students is presented in the Table 4 below in order to show department distribution of the students participated in the study.

Table 4

Department Distribution of the Students

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Information and Communication Technologies Teaching	44	11.6	11.6	11.6
Geography Teaching	16	4.2	4.2	15.8
Primary Science	22	5.8	5.8	21.6

Teaching				
Music Education	21	5.5	5.5	27.1
Preschool Teaching	70	18.4	18.4	45.5
Guidance and Psychological Counseling	29	7.6	7.6	53.2
Primary Teaching	82	21.6	21.6	74.7
Social Studies Education	12	3.2	3.2	77.9
Art and Painting Education	23	6.1	6.1	100.0
Total	380	100.0	100.0	

Table 4 demonstrates the department distribution of the students in Faculty of Education at COMU. All the students are in first grade and all the instructors teach English to them as using the course book series 'Traveller- Elementary.' This means that the target population is suitable for the study.

Materials. Two instruments were used in order to gather data from the students and instructors about the course book 'Traveller'. They were the student questionnaire and the instructor interview form, both of which were prepared by the researcher. The categories and the items were chosen from the literature pool about course book evaluation; furthermore, the criteria were determined and adapted as basing on Ansary and Babaii (2002), Byrd (2001), Cunningsworth (1984), Littlejohn (1998), McDonough and Shaw (1993), and Ur (1996).

The number of students' questionnaire items was decreased from 55 to 43 since it

can be a time- consuming and an exhausting task for the students, while instructors'
interview was changed from the question form to the table form which asked instructors'
positive and negative evaluations about their course book. Moreover, the students'
questionnaire and the instructors' evaluation table were translated into Turkish in order to
eliminate difficulty in understanding the language during the main study.

To sum up, the students' questionnaire was utilized to gather data quantitatively
while instructors' interview was used to provide qualitative data for the study. Both of the
instruments aimed to elicit students and instructors' views about the weakest and
strongest aspects of the course book.

Data collection procedures. As the study was carried out in Faculty of Education
at COMU, it was essential to get permission from the related department in the
Directorate of Educational Sciences Institution (See Appendix E). The researcher
attached a sample of the students' questionnaire and instructors' interview form to her
written application and gave her papers to the officials in the Directorate of Educational
Sciences Institution at COMU in March, 2017. After getting permission for administering
the students' questionnaire, 380 participants filled out the questionnaire. The
administering process took nearly two weeks. While the students were doing
questionnaire, instructors were asked to fill out the table which showed positive and
negative sides of the course book in terms of methodology and the language content,
practicality, language skills, social and cultural values.

Data analysis. In this study, the data were analyzed quantitatively and
qualitatively. For the analysis of the students' questionnaire, SPSS 24 (Statistical Package
for Social Sciences) version was used and necessary calculations were carried out such as
mean scores, frequencies, and percentages. The results of these analyses were presented
in the "Research Findings" section of the study. Additionally, the reliability analysis was

conducted to the questionnaire; the results of the analysis can be seen demonstrated in Table 5.

Table 5

The Reliability Statistics for the Main Study

Questionnaire	Reliability	N		
		Valid	Excluded	Total
Students' Questionnaire	.95	380	0	380

As presented in Table 5, the reliability analysis on 43 items demonstrates that the questionnaire has a high degree of reliability coefficiency with a value .95 which indicates a high reliability for the survey to be used in the study.

Furthermore, the researcher aimed to determine whether the data set showed a normal distribution or not by applying the test of normality. According to the Shapiro–Wilk statistic test results, $p\ value$ was observed to be less than .05. Thus, it can be assumed that the data are not normally distributed. Therefore, instead of using parametric tests like ANOVA, a non-parametric test called Kruskal Wallis statistic test was used to find the significant differences considering students departments and their success in their English course. Also, items' frequencies, means, percentages and standard deviations were calculated.

The means and standard deviations were calculated for each item in the questionnaire. These analyses helped to get insight into the means of each item. To calculate the overall means for each category, the items of each category were computed in compute variable section in SPSS. Then, the overall means for each category were calculated. The results shed light of the evaluation of the students on the ways of increasing the efficiency of the course book.

For analyzing the data gathered from the instructors' interview, qualitative techniques were utilized to get a deeper understanding of the instructors. Instructors' interview papers were examined and interpreted according to the checklist determined while preparing the questionnaire in order to get instructors' evaluations, observations, beliefs and suggestions on the course book 'Traveller – Elementary.'

Chapter Summary

In this chapter, the methodology followed in the study was described. Firstly, the construction process of the questionnaire was explained in depth. Later on, the questionnaire was presented in detail. Secondly, the implementation process of the study was described elaborately. Finally, the pilot and main study with their setting, participants, materials, procedures for data collection and analysis were presented thoroughly.

Chapter III

Research Findings

Introduction

This chapter focuses on the findings of the statistical analysis of the data obtained from the main study. The statistical information of the analysis of data is demonstrated under each research question with the tables.

Findings

This study aims to investigate the evaluation of the course book 'Traveller-Elementary' from the perspectives of university students and their instructors. Besides, in order to find out the strengths and weaknesses of the course book, the findings of the study are presented under each research question in order to reveal deeper evaluations of the students and their instructors.

RQ1: Is the course book 'Traveller- Elementary' appropriate from the perspectives of students in terms of methodology and language content, language skills, practicality, topic, social and cultural values?

To find out students' evaluations regarding to the methodology and language content of the course book, the descriptive statistics of the items are analyzed. Table 6 demonstrates frequency distribution of overall questionnaire items related to the students' perceptions about methodology and language content of the course book.

Table 6

Students' Evaluations of the Methodology and Language Content of the Course Book

Items	N	Mean	Standard Deviation
1- The content of the course book identifies areas of my needs, interests and purposes.	380	**3.39**	1.035
2- There is a balance between subject-specific language items and skills in language use.	380	**3.27**	1.002
3- Learning activities have outcomes or products which will help me to evaluate my performance.	380	3.10	1.040
4- There is an active learner involvement.	380	3.15	1.109
5- The course book is sensitive to different learning styles.	380	3.07	1.060
6- There is a clear guidance on how to use the material.	380	3.11	1.014
7- The materials make a positive contribution to sustaining my motivation.	380	2.98	1.072
8- The course book encourages me to use language creatively.	380	**2.68**	1.059
9- Approaches to language learning are appropriate to the learning/teaching situation.	380	3.16	1.001
10- Approaches are satisfactory for learning of skills and communication.	380	2.99	1.043
11- There is an explicit and conscious focus on rules and explanations.	380	3.25	1.084

12- There are opportunities for me to discover the patterns in the first place.	380	3.01	1.074
13- There are enough materials for independent work.	380	**2.75**	1.129
14- The communicative activities and language work are carefully integrated.	380	3.10	.987
15- The language items are dealt with through a clear presentation stage.	380	3.16	1.048
16- The tasks and activities are creative.	380	3.04	1.072
17- Real spoken and written materials are exposed adequately.	380	3.03	1.065
TOTAL	380	**3.07**	1.052
Valid N (listwise)	380		

Table 6 indicates that the total mean value of the participants' answers about the methodology and language content of the course book is 3.07 (M=3.07, SD=1.05). Taking this mean value into consideration, it can be accepted that students find the methodology and language content of their course book moderate. Based on the results obtained from the item 1 which is the highest preferred one, it can be concluded that the content of the course book moderately identifies areas of students' needs, interests and purposes (M = 3.39, SD = 1.03). According the item 2 with the second highest value, most of the students consider that there is a balance between subject-specific language items (grammar, vocabulary, discourse structure) and skills in language use (M = 3.27, SD = 1.00). On the other hand, it can be indicated that the course book doesn't satisfactorily encourage students to use language creatively as it can be seen in item 8 which has the lowest mean value (M = 2.68, SD = 1.05). When item 13 is taken into consideration, the participants do not find the course book satisfying in terms of the

materials for independent work. (M = 2.75, SD = 1.12). All in all, it may be assumed that students in general have neutral perceptions in terms of methodology and language content of the course book.

Table 7 presents mean scores of the students' evaluations of the language skills of the course book.

Table 7

Students' Evaluations of the Language Skills of the Course Book

Items	N	Mean	Standard Deviation
18- Practice in all four skills is included and it is balanced.	380	**3.38**	1.104
19- The material progresses in terms of complexity and difficulty.	380	3.24	1.052
20- The activities include the integration of skills in realistic contexts.	380	3.12	1.035
21- The course book uses authentic materials for all skills at an appropriate level.	380	**2.94**	1.025
22- There are both controlled and communicative exercises of speaking and writing in terms of accuracy and fluency.	380	3.15	1.011
23- Listening material is well recorded, as authentic as possible, accompanied by background information, questions and activities in a meaningful context.	380	**2.95**	1.136
24- There is enough emphasis on spoken English in the course book.	380	2.97	1.145
25- Reading passages and associated activities are	380	3.21	1.150

suitable for my levels, interests, etc.			
26- There is a focus on the development of reading skills and strategies.	380	3.19	.982
27- The reading material is linked to other skills work.	380	3.25	1.024
28- There is an appropriate progression and variety of task in writing.	380	3.18	1.062
29- There is emphasis on accuracy in writing tasks.	380	**3.34**	1.069
TOTAL	380	**3.16**	1.066
Valid N (listwise)	380		

As Table 7 demonstrates, the overall value regarding to the responses given to the language skills of the course book indicates that the course book is moderately efficient in terms of reading, listening, writing and speaking (M = 3.16, SD = 1.06). The item 18 (M = 3.38, SD = 1.10) and the item 29 (M = 3.34, SD =1.06) have the highest mean values respectively. The mean value of the item 18 indicates that the students are satisfied with practice in all four skills and their balance in tasks. Additionally, as the mean score of item 29 shows, participants consider that there is enough emphasis on accuracy in writing tasks. On the other hand, the item 21 (M = 2.94, SD = 1.02) and the item 23 (M = 2.95, SD = 1.13) have the lowest mean values respectively. Namely, students consider that the course book is not satisfying in terms of authentic materials for all skills at an appropriate level, and students need more well recorded listening material which is as authentic as possible, accompanied by background information, questions and activities in a meaningful context.

Briefly, the mean scores of participants' evaluations indicate that most of the

students find the presentation of the language skills moderate, and they need more support and variety in writing, reading, listening and speaking activities and tasks in the course book.

Table 8 demonstrates descriptive statistics of the students' evaluations of the practical considerations of the course book.

Table 8

Students' Evaluations of the Practical Considerations of the Course Book

Items	N	Mean	Standard Deviation
30- All components are published and available.	380	**2.84**	1.217
31- There is a list of new vocabulary, and it shows where each word is first introduced.	380	3.61	1.142
32- It is easy to find my way around the course book, and the layout is clear.	380	3.23	1.100
33- The artwork and typefaces are functional, colourful and appealing.	380	**3.84**	1.038
34- The style of the visuals (photographs, line drawings, cartoons) is acceptable to me.	380	**3.77**	1.095
35- The course book uses authentic material at an appropriate level.	380	3.40	1.054
36- There are computer-based and web-based support materials.	380	3.21	1.123
37- The material is clearly organized and easy to access.	380	3.24	1.081
TOTAL	380	**3.39**	1.106
Valid N (listwise)	380		

Table 8 presents that the total mean value is 3.39 (M = 3.39, SD = 1.10). In other words, the practicality of the course book is a somehow satisfying aspect for the participants. What is more, it can be inferred from the item 33 (M = 3.84, SD = 1.03) and the item 34 (M = 3.77, SD = 1.09) that the students find the artwork and typefaces highly functional, colourful and appealing in the course book. Furthermore, they state that the style of the visuals such as photographs, line drawings, cartoons is acceptable to them and appropriate for their learning styles. However, the students reflect low appreciation to the availability, item 30 "All components are published and available" has the lowest means value in this part (M = 2.84, SD = 1.21).

Table 9 shows students' evaluations of the topic, social and cultural values of the course book.

Table 9

Students' Evaluations of the Topic, Social and Cultural Values of the Course Book

Items	N	Mean	Standard Deviation
38- The content is realistic, reflecting topics and events and texts from real world situations.	380	**3.27**	1.060
39- The topics are sophisticated enough in content, yet within my language level.	380	3.19	1.101
40- The social and cultural contexts in the course book are comprehensible.	380	**3.37**	1.031
41- Other groups are represented, with reference to ethnic origin, occupation, disability, etc.	380	**3.27**	1.084
42- The materials are relevant/ suitable/	380	**3.21**	1.130

appropriate to my cultural context and sensitive to my values and beliefs.			
43- The activities relate to my interests and real-life tasks.	380	**3.07**	1.155
TOTAL	380	3.23	1.093
Valid N (listwise)	380		

According to Table 9, the most preferred item is item 40 in this part (M = 3.37, SD = 1.03). That means students think that the social and cultural contexts in the course book are comprehensible. Additionally, the item 38 (M = 3.27, SD = 1.06) and the item 41 (M = 3.27, SD = 1.08) also have high mean values when compared to the other items. It can be confirmed that the course book provides realistic content, topics, events and texts from real world situations. Furthermore, it can be assumed that the course book is adequately sensitive to the representation of other groups, ethnic origin, occupation, disability, etc. Additionally, the mean score of the item 42 has the high value (M = 3.21, SD = 1.13). It can be inferred that students find the materials relevant and appropriate to their cultural context and sensitive to their values and beliefs. On the other hand, the mean value of item 43 is not low however, it is the lowest mean value in this part (M = 3.07, SD = 1.15). It can be assumed that the students need more activities which arouse their interests and include real-life tasks.

RQ2: Is there any significant difference in the perceptions of the students on the course book 'Traveller- Elementary' considering their success in the English course?

This study aims at investigating the effect of students' success on their perceptions of the course book. Therefore, the participants' success score in the English course is asked specifically in the data collection process. The collected data are analyzed through non-parametric Kruskal-Wallis Test, and the findings of the test are demonstrated in the

table below. Table 10 presents the difference of perceptions about the course book in terms of the students' success scores.

Table 10

The results of Kruskal-Wallis Test Regarding the Difference of Students'

Perceptions in terms of Their Success Score

Items	Students' Success	N	Mean	df	Chi-Square X^2	p
Item 1 Identifying students' needs, interests and purposes	3 and above	169	197.58			
	2 and 2.99	164	193.11	2	6.042	.049
	1.99 and below	47	155.94			
Item 6 Clear guidance on how to use the material	3 and above	169	204.82			
	2 and 2.99	164	182.44	2	6.448	.040
	1.99 and below	47	167.16			
Item 25 Suitability of reading passages	3 and above	169	208.53	2	18.654	.000
	2 and 2.99	164	188.17			
Item 40 The social and cultural contexts	3 and above	169	205.96			
	2 and 2.99	164	186.51	2	11.527	.003
	1.99 and below	47	148.83			
Item 42 Appropriateness to the cultural context, values and beliefs	3 and above	169	205.33			
	2 and 2.99	164	182.84	2	7.175	.028
	1.99 and below	47	163.89			
Item 43 Relatedness to the interests and real-life tasks	3 and above	169	202.00			
	2 and 2.99	164	187.74	2	6.306	.043
	1.99 and below	47	158.80			

As it is seen in the Table 10, item 1 [$X^2_{(2)}$ = 6.042, p<.05], item 6 [$X^2_{(2)}$ = 6.448, p<.05], item 25 [$X^2_{(2)}$ = 18.654, p<.05], item 40 [$X^2_{(2)}$ = 11.527, p<.05], item 42 [$X^2_{(2)}$ =

7.175, p<.05], item 43 [$X^2_{(2)}$ = 6.306, p<.05] indicate that there are significant differences between students' perceptions of the course book and their academic success. That is to say; in contrast to the students who have lower success score, the students who have higher success score reflect positive perceptions about the course book related with the suitability of the course book to their aims, needs, interests, levels, values, beliefs, as well as social and cultural context.

RQ3: Is there any significant difference in the perceptions of the students on the course book Traveller Elementary considering their departments?

Furthermore, the participants in the study are also grouped according to their departments to find out whether there is a significant difference between their perceptions of the course book and their departments. To find out this question non-parametric Kruskal-Wallis test is carried out. The findings of the non-parametric Kruskal-Wallis test are presented in the following tables.

Table 11 demonstrates the difference of students' perceptions on the course book's methodology and language content in terms of their departments.

Table 11

The results of Kruskal-Wallis Test Regarding the Difference of Students' Perceptions on the Course book' Methodology and Language Content

Items	Students' Departments	N	Mean	df	Chi-Square X^2	p
Item 1 The content of the course book identifies areas of my needs, interests and purposes.	Preschool Teaching	70	**228.47**			
	Information and Communication Technologies Teaching	44	206.17	9	36.984	.000
	Geography Teaching	16	167.16			
	Primary Science Teaching	22	**142.11**			
	Music Education	21	204.57			

	Guidance and Psychological Counseling	29	204.38			
	Primary Teaching	82	208.15			
	Social Studies Education	12	148.42			
	Turkish Language Teaching	61	158.61			
	Art and Painting Education	23	120.76			
Item 5 The course book is sensitive to different learning styles.	Information and Communication Technologies Teaching	44	**224.45**			
	Geography Teaching	16	159.59			
	Primary Science Teaching	22	172.50			
	Music Education	21	164.14			
	Preschool Teaching	70	201.24	9	18.399	.031
	Guidance and Psychological Counseling	29	211.36			
	Primary Teaching	82	203.11			
	Social Studies Education	12	197.92			
	Turkish Language Teaching	61	**155.07**			
	Art and Painting Education	23	174.46			
Item 7 The materials make a positive contribution to sustaining my motivation	Information and Communication Technologies Teaching	44	203.39			
	Geography Teaching	16	159.06			
	Primary Science Teaching	22	191.80			
	Music Education	21	150.50	9	29.056	.001
	Preschool Teaching	70	209.04			
	Guidance and Psychological Counseling	29	222.00			
	Primary Teaching	82	211.30			

	Social Studies Education	12	**229.39**		
	Turkish Language Teaching	61	151.31		
	Art and Painting Education	23	**136.15**		
Item 13 There are enough materials for independent work	Information and Communication Technologies Teaching	44	217.32		
	Geography Teaching	16	206.53		
	Primary Science Teaching	22	150.59		
	Music Education	21	184.38		
	Preschool Teaching	70	196.84	9	
	Guidance and Psychological Counseling	29	**225.47**	19.354	.022
	Primary Teaching	82	199.26		
	Social Studies Education	12	160.50		
	Turkish Language Teaching	61	170.98		
	Art and Painting Education	23	**135.48**		
Item 14 The communicative activities and language work are carefully integrated	Information and Communication Technologies Teaching	44	**211.10**		
	Geography Teaching	16	169.59		
	Primary Science Teaching	22	170.20		
	Music Education	21	191.76	19.505	.021
	Preschool Teaching	70	208.50		
	Guidance and Psychological Counseling	29	206.40		
				9	
	Primary Teaching	82	208.50		
	Social Studies Education	12	**154.96**		

Turkish Language Teaching	61	157.78	
Art and Painting Education	23	156.46	

As table 11 demonstrates, there is a significant difference between students' perceptions on the course book and their departments. In this respect, item 1 [$X^2_{(9)}$ = 36.984, p<.05], item 5 [$X^2_{(9)}$ = 18.399, p<.05], item 7 [$X^2_{(9)}$ = 29.056, p<.05], item 13 [$X^2_{(9)}$ = 19.354, p<.05] and item 14 [$X^2_{(9)}$ = 19.505, p<.05] indicate that students' departments create a significant difference on their thoughts about the methodology and language content of the course book. In this respect, it can be assumed that students from different departments perceive the course book significantly different in terms of identifying their needs, interests, and purposes, sustaining their motivation, representing various learning styles, and integrating the communicative activities with the language work.

Table 12

The results of Kruskal-Wallis Test Regarding the Difference of Students' Perceptions on the Course book' Representation of Language Skills

Items	Students' Departments	N	Mean	df	Chi-Square X^2	p
Item 27 The reading material is linked to other skills work	Information and Communication Technologies Teaching	44	189.89			
	Geography Teaching	16	**145.97**			
	Primary Science Teaching	22	168.39			
	Music Education	21	173.83			
	Preschool Teaching	70	217.44	9		
	Guidance and Psychological Counseling	29	**233.55**		17.748	.038
	Primary Teaching	82	194.60			
	Social Studies Education	12	177.96			
	Turkish Language Teaching	61	167.80			

	Art and Painting Education	23	174.87			
Item 28	Information and Communication Technologies Teaching	44	196.88			
There is an	Geography Teaching	16	159.69			
appropriate	Primary Science Teaching	22	157.55			
progression	Music Education	21	206.50			
and variety	Preschool Teaching	70	215.34			
of task in	Guidance and Psychological Counseling	29	**218.69**	9	22.692	.007
writing	Primary Teaching	82	201.82			
	Social Studies Education	12	212.71			
	Turkish Language Teaching	61	157.11			
	Art and Painting Education	23	**142.13**			

Similarly, Table 12 demonstrates that item 27 [$X^2_{(9)}$ = 17.748, p<.05] and item 28 [$X^2_{(9)}$ = 22.692, p<.05] reflect another significant difference in terms of the representation of the course book's language skills. Regarding this issue, it can be said that students present statistically significant difference in terms of the reading materials and writing tasks.

Table 13

The results of Kruskal-Wallis Test Regarding the Difference of Students' Perceptions on the Corse book' Practicality

Items	Students' Departments	N	Mean	df	Chi-Square X^2	p
Item 36	Information and Communication Technologies Teaching	44	182.85			
There are	Geography Teaching	16	190.44	9		
computer-	Primary Science Teaching	22	175.77			
based and	Music Education	21	204.24			

web-based support materials	Preschool Teaching	70	172.48			
	Guidance and Psychological Counseling	29	235.74		18.471	.073
	Primary Teaching	82	165.34			
	Social Studies Education	12	219.96			
	Turkish Language Teaching	61	217.75			
	Art and Painting Education	23	206.59			

Moreover, item 36 [$X^2_{(9)}$ = 18.471, p<.05] indicates that there is a significant difference between students' perceptions of the course book and their departments in terms of practicality. It can be inferred that students from different departments perceive the course book significantly different in terms of the computer and web based support materials.

Table 14

The results of Kruskal-Wallis Test Regarding the Difference of Students' Perceptions on the Representation of Course book' Topic, Social and Cultural Values

Items	Students' Departments	N	Mean	df	Chi-Square X^2	p
Item 38 The content is realistic, reflecting topics, events and texts from real world situations.	Information and Communication Technologies Teaching	44	177.06			
	Geography Teaching	16	152.03			
	Primary Science Teaching	22	161.70			
	Music Education	21	224.14			
	Preschool Teaching	70	194.13	9		
	Guidance and Psychological Counseling	29	213.52		16.288	.061
	Primary Teaching	82	194.72			
	Social Studies Education	12	187.58			

Turkish Language Teaching	61	209.26
Art and Painting Education	23	136.46

As seen in Table 14, item 38 [$X^2_{(9)}$ = 16.288, p<.05] demonstrates that there is a significant difference between students' perceptions of the course book and their departments in terms of the presentation of the topic, social and cultural values. That is to say; students from different departments perceive the course book differently in terms of reflecting topics, events and texts realistically.

RQ4: Is the course book 'Traveller- Elementary' appropriate from the perspectives of instructors in terms of methodology and language content, language skills, practicality, topic, social and cultural values?

In order to find out the instructors' perceptions on the course book, they were asked to write their positive and negative thoughts about the presentation of the course book's methodology, language content, language skills, practicality, social and cultural values. Additionally, there was extra part for instructors so as to express their own opinions and suggestions for their course book at the end.

Instructor 1:

Instructor 1 considers that the language content and methodology of the course book are not interesting for the students but the workbook contains more active and interesting exercises when compared to the course book. Also, reading and listening activities are efficient but they cannot be carried out due to the lack of technological equipment in the classroom. Besides, writing subjects do not attract students' attention and they are far from the authenticity. It is also pointed out that speaking activities are passive, incompatible with the teaching periods and not efficient due to this inadequacy.

In terms of visual design and practicality, it is posited that the course book's sequence of the topic is very clear and fluent, and does not confuse students' minds.

Nevertheless, the visual design of the book and the writing quality are not clear. However, the pictures and colors used are found complex; thus, the motivation of the students decreases. Besides, it is emphasized that the images in the book are far from students' perception of the reality and their world knowledge.

Regarding social and cultural values, it is posited that the book focuses on British culture in a dominant way and contains unnecessary information about culture. Therefore, the students are unable to have clear information about social and cultural values, and this creates a gap between the book and the perception of the students' reality. At the same time, a somewhat male-dominated view is felt in some parts of the book.

As a conclusion, it is indicated that the price is too much for the students and they usually purchase at second-hand. In this case, students have trouble in participating in the class tasks and activities since the books are scribbled and its exercises are done. It is also emphasized that students cannot attend language skills activities efficiently, and they cannot complete tasks satisfactorily due to the lack of course book's visual and audio supporters.

Instructor 2:

Instructor 2 points out that the guidance of the grammar bank and the teacher's book is effective and the combination of the student's book and the workbook is a positive feature. Another positive feature is that it has a simple list of vocabulary items and irregular verbs are adequately presented. It is especially expressed that the round-up chapters are very useful in terms of reinforcement. However, students have difficulty in keeping the interest and motivation alive because language skills are not balanced. Some information and data have become out-of-date, and the self-evaluation sections are not sufficient.

Additionally, the exercises are reinforced by the workbook at an optimum level in

terms of grammar and vocabulary learning / teaching; however, reading texts do not systematically increase in length; the required pre-writing activities are inadequate. The listening activities are so discordant that students cannot capture the topic. Moreover, the speaking exercises are far from content, and this causes the students to be reluctant to speak.

The visual design has colors that are not confusing and the use of soft colors in the cover design has a positive effect on the students. Yet, the transitions of activities and exercises are harsh and / or fragile, and this obstructs the integration of communication and language activities; for instance, the reading text is on one page and the exercises are on another page, and this is what weakens the design and practicality.

What is more, the reading texts, including socio-cultural aspects, are taken out of the current unit; hence, their importance is weakened considerably. Furthermore, local and global values are not socialized within the units and naturally they could not be individualized by the student.

Consequently, it is emphasized that it is difficult to present all the activities in the course book within 3 hours and the class periods are insufficient. Besides, the physical conditions and technological equipment of all classrooms are not suitable for teaching and learning effectively. On the other hand, the proficiency level of the students is not sufficient for the course and the students do not attend the preparatory education, so the desired acquisitions could not be achieved. In short, the lack of the class hours, the inadequacy of language levels of students and the inability of the physical environment of the classrooms prevent them from attaining the goals of the course. In this context, the course book should be compatible with the student in terms of content and curriculum, and the physical environment should support them.

Instructor 3:

Instructor 3 points out that the student's book and workbook are sufficient in terms of grammar and the topics are easily completed; however, the exercises on vocabulary items are inadequate. In addition, reading and listening activities and exercises are useful; but writing and speaking activities are not appropriate for the learners.

It is stated the book is adequate and appropriate in terms of visual design and practicality. Nevertheless, socio-cultural perspectives are not suitable for students' culture of life and experience in Turkey.

As a last word, it is pointed out that a course book should be chosen which makes it easier for students to understand, and which is easier to access and implement.

Instructors share the common points while evaluating the course book; however, they have different perceptions on some aspects of the course book as listed below.

Table 15

The Common and Different Perceptions of the Instructors

The Common Points of the Instructors	*The Different Perceptions of the Instructors*
Workbook is more useful and efficient.	Vocabulary exercises in the workbook are inadequate.
Visual design and practicality are appropriate.	The writing quality is not clear in some parts of the course book.
It is expensive and not easy to access.	Reading activities are not integrated to the other skills.
Class hours are insufficient to implement the course book completely.	Pre-writing activities are inadequate.

Students' proficiency level is not adequate to attain the course book's language skills.	Speaking tasks are not related to the content.
Listening activities are efficient but the technological equipment is not suitable to fulfill these tasks.	Listening activities are not linear to capture the topic.
Social and cultural values are not related to the students' cultural values.	Male-dominated view is felt in some parts of the book.
The course book is far from students' perception of the reality and their world knowledge.	Reading and listening activities are useful while writing and speaking tasks are insufficient.

Though they have common points especially regarding the course book's practicality and social and cultural values, they have different perceptions regarding language content of the course book and representation of language skills.

Chapter Summary

In chapter 3, all the data gathered from the questionnaire have been analyzed with SPSS Statistics. After the descriptive data has been presented about the participants in the study, the findings in terms of the research questions have been presented under the headings of the each research question of the study.

Chapter IV

Conclusion, Discussion and Suggestions

Introduction

This chapter presents a brief summary of the study. The conclusions derived from the findings are presented. Then, discussions about the findings are made related research questions. Later, suggestions for material writers and instructors are put forward. Lastly, implications for further study are presented.

The purpose of the study was to investigate the students and instructors' perceptions about the compulsory English course book. The study was carried thorough both quantitative and qualitative research methods. To reach the aim of the study, some research questions were formed based on the related literature. With a questionnaire constructed for this study, it was aimed to answer the research questions that were for students. The questionnaire was constructed after the related literature had been reviewed and a questionnaire for piloting was formed with 43 items. After the piloting and taking experts' advice, some parts of the questionnaire were re-designed. The final version of the questionnaire was applied for the main study with 43 items divided into 4 different subheadings. The participants of the study consisted of 380 students and their 3 instructors at COMU in the faculty of education. All of the students were in their first year of education and they all were using 'Traveller- Elementary' as a course book. The data obtained through the questionnaire were analyzed through a non-parametric test called Kruskal Wallis statistic test and Descriptive Statistics with SPSS program. Suggestions and implications for further study are presented in the following parts.

Conclusion and Discussion

The students reflect their thoughts about their English course book in four

categories. Based on the findings, it may be said that the students' considerations about the course book are moderate in general since no items receive the mean value below 2.68. Instructors also have moderately positive perceptions towards the course book in spite of having a few negative attitudes in general.

In terms of the methodology and language content, students find their course book moderately sufficient. In this respect, Tomlinson (2011) emphasizes that efficient materials require novelty, variety, appealing content and attractive presentation to provoke learners' curiosity, interest and attention. Basing on this statement, findings indicate that the content of the course book identifies areas of students' needs, interests and purposes. Additionally, most of the students consider that there is a balance between subject-specific language items such as grammar, vocabulary, discourse structure and skills in language use. On the other hand, it seems that the course book does not satisfactorily encourage students to use language creatively and the participants do not often find the course book satisfying in terms of the materials for independent work. Also, students believe that the course book sufficiently provides active learner involvement together with the sensitivity of different learning styles. It can be concluded that a course book should provide more autonomy and self-studying mode to the students in order to stimulate their motivation and interests.

According to instructors, the language content and methodology of the course book cannot capture students' attention although workbook contains more active tasks. They find some information and data out-of-date; thus, it is difficult to keep students' motivation alive. On the other hand, they agree that the course book is sufficient in terms of grammar exercises since grammar topics are easily completed by students. Briefly, like Hashemi's (2011) investigation, the course book is found insufficient in terms of some aspects of language content, physical make-up and practical

considerations. Therefore, instructors suggest that the course book should be improved to achieve course goals effectively, and it should be revised and then adapted for the target group.

Language skills of the course book are moderately efficient in terms of reading, listening, writing and speaking. Findings indicate that the students are highly satisfied with practice in all four skills and their balance in tasks and they consider that there is enough emphasis on accuracy in writing tasks. On the other hand, students moderately agree that the course book is not satisfying in terms of authentic materials for all skills at an appropriate level, and the students need more well-recorded listening material which is as authentic as possible, accompanied by background information, questions and activities in a meaningful context. In this respect, Stevick (1972) expresses the vital effect of relevant and utilitarian materials which provoke learner's world knowledge. In other words, real-world tasks create a feeling of relevance and utility together with the interest and motivation (Wright & Bolitho, 1993). Instructors also agree that writing and speaking exercises are sometimes far from content, and reading and listening tasks generally make students' mind confused. Therefore, the students are reluctant to attend language skills activities. Briefly, most of the students and instructors find the presentation of the language skills moderate; however, more support and variety in writing, reading, listening and speaking activities and tasks in the course book are needed to develop their language skills.

Ur (1996) emphasizes the general criteria which is essential feature for good teaching and learning. This criterion refers to **the practicality** of the course book which is a somehow satisfying aspect for the participants, and which is the highest mean value category in this study. Students and instructors usually consider that the artwork and typefaces are highly functional, colourful and appealing in the course book. Furthermore,

the style of the visuals is efficient and appropriate for their learning styles as Erdem's (2008) study which finds the course book is strong in terms of readability, type font and number of visuals. However, the students reflect low appreciation to the availability since components are difficult to find. In this respect, instructors also express that the price is too much for the students and they have difficulty in getting the course book and its supplementary materials.

Wenden and Rubin (1987) underline the importance of being aware of cultural sensitivities in language learning environment. In this context, students think that the social and cultural contexts in the course book are comprehensible. It seems that the course book provides realistic content, topics, events and texts from real world situations. Furthermore, it can be assumed that the course book is adequately sensitive to the representation of other groups, ethnic origin, occupation, disability, etc. Additionally, students find the materials highly relevant and appropriate to their cultural context and sensitive to their values and beliefs. Also, it can be assumed that the students need more activities which arouse their interests and include real-life tasks. On the other hand, instructors claim that social and cultural values are not appropriately represented, and the representation of the culture in the course book is not close to the culture of students. At the same time, a somewhat male-dominated view is felt in some parts of the book. Basing the results of the findings, Enomoto (1999) indicates that cultural stereotypes are presented dominantly, and Otlowski (2003) reveals the misrepresentation of woman and minority groups. In this respect, a useful course book should not carry cultural stereotypes and misrepresentation of woman and minority groups. If it does, it should be corrected or completely removed in order to make students improve positive attitudes towards the book.

In terms of students' success and departments, their perceptions of the course

book are significantly different. This study reveals that the students who have higher success score reflect positive perceptions about the course book related with the suitability of the course book to their aims, needs, interests, levels, values, beliefs, as well as social and cultural context. In this respect, it can be indicated that students' level affects their attitudes towards the book positively or negatively. In other words, features of the book should be chosen according to their language level, success score and expectations. Similarly, students from different departments perceive the course book differently in terms of methodology, language skills, and language content, social and cultural values. That means, different departments need different kinds of course book; thus, course books should be selected according to students' aims, needs and expectations.

This study reveals that the course book is moderately adequate regarding to students' needs, interests and purposes while it is not comprehensible to use language creatively. Also, it lacks enough materials for independent work. That is to say, students need autonomous language learning as well as a clear guidance on how to use the material.

Another important point of language learning is to sustain motivation. In this respect, the course book is moderately sufficient since communicative activities and language tasks are somehow carefully integrated. Students need to be exposed adequately to the real spoken and written materials. In addition to this, activities and tasks require integration of skills in a realistic and meaningful context by using authentic materials at an appropriate level. Briefly, students need more support regarding authenticity and autonomy in writing, reading, listening and communicative activities and tasks in the course book.

From the findings, it seems that the course book is moderately effective in

practicality such as design, organization, layout, visuals and availability. According to students, practicality is the strongest side of the course book since students find it clearly organized and easily accessible. Besides this, social and cultural contexts seem comprehensible and relevant to students' cultural context and sensitive to their values and beliefs. Thus, based on the findings, students seem moderately satisfied with the representation of the course book's topic, social and cultural values.

As a conclusion, there is not a perfect course book to meet all requirements of teaching situations but it should be the best possibility to create the most efficient teaching/learning procedure as Cunningsworth (1984) mentions. This study also reveals that there are sufficient sides of the course book in many respects, but at the same time it has several features that require improvement. In this context, course books should be evaluated externally and internally so as to determine the usability and adaptability of the course book for better teaching/learning environment.

Suggestions

Basing on the results of the study, some general suggestions can be inferred as following:

1. The course book can be supported by supplementary materials for independent work so as to provide students' autonomous learning while fostering their motivation. Authenticity is also another important concern to raise motivation; therefore, the course book can be supplemented by authentic materials at an appropriate level in order to be closer to students' world knowledge, and this can stimulate students to use language communicatively.

2. All components of the course book can be available and cheap to increase students' participation in class tasks and activities effectively. Especially, visual and audio supplementary materials can be easily accessible to raise students'

interest and motivation.

3. The physical conditions and technological equipment of all classrooms can be improved to attain the goals of the course. It is not only important for the course aims but also crucial to keep students' attention alive inside the classroom.

4. The course hours and students' language proficiency are found inadequate by instructors. In this respect, a suitable course book which is simplified in terms of the language skills can be selected according to students' language level.

5. Success score may determine students' attitudes towards the course. Therefore, it is important to take into account the success of students while choosing the course book.

6. Different departments need different kinds of course books; thus, course books can be selected according to students' departments' goals, aims, needs and expectations.

Suggestions for material writers. The study focuses on the evaluation of the course book basing on these questions in general: what is there, what is required of users, and what is implied (Littlejohn, 1998). Findings reveal some important issues for the course book writers in order to achieve the efficiency in EFL courses properly.

1. All students come from different educational backgrounds with different language proficiency levels. Furthermore, students from different departments can need different language learning procedures. Therefore, to fulfill all types of learners' needs and expectations, materials writers can provide variety of exercises and activities as extra materials for instructors so that the teachers can utilize the best one to meet the needs of their students.

2. Keeping in mind individual learning differences, extra activities and exercises can be prepared in various forms to capture all students' attention on the topic so that instructors do not waste time in adapting learning tasks.

3. Both students and instructors find the price of the course book expensive. For this reason, students' financial conditions should be taken into consideration by the material writers and by the publishers.

4. Every student comes to the classroom with their own world knowledge together with their own culture. In this respect, material writers can be more sensitive to social and cultural values while avoiding the dominance of a particular culture.

5. At last, materials writers can periodically get thoughts of universities, instructors and students to determine what they need, what is required for their teaching/learning objectives and what satisfies their expectations.

Suggestions for instructors. Cunningsworth (1995) demonstrates that course books affect what teachers teach and how they do it. As the main determiners of teaching process, there are some suggestions for instructors as following:

1. Instructors can conduct superficial research about the evaluation of the course book from consulting literature in order to recognize what their students need, which features of the course book makes learning/teaching process easier, what kind of features help them balance individual differences, learning style differences, different educational backgrounds, language learning objectives and how the language teaching materials work in different departments. This can be accepted as the first step to know their own students.

2. Most of the students think that course books do not help them to develop their spoken language. Therefore, teachers can teach them methods and strategies of using grammar topics in spoken language in order to increase productivity in foreign language.

3. From some students' point of view, there are not enough grammatical and vocabulary instructions in the course book; therefore, instructors can increase the amount of grammar presentation and vocabulary exercises. Additionally, instructors can provide students with creating effective language teaching materials since they know their students better than material writers and they know how to motivate and stimulate them.

4. For students whose proficiency level of English is low, the course book in which all of the explanations are presented in English creates a distance between the course and students. Regarding this distance, instructors can teach them specific strategies to understand explanations in the book. Additionally, instructors can clarify for the students what is going to be learnt and students can be clearly informed about learning objectives. Besides, they can help students to be ready before teaching instructions by making detailed explanations, giving extra tasks for independent work and giving wide range of examples.

Implications for further research. This research study is an attempt to be able to open the door so as to evaluate a number of features of the course book. Because no assessment can be so comprehensive in order to evaluate a course book completely; thus, another study is always needed. In this respect, another study can be conducted as using different checklists which are focused on different points of view, methods and approaches in the course book evaluation. The priorities can vary according to researchers who utilize different criterion, and it causes them to achieve different results which may give a more detailed and comparable information about the course book.

This study is conducted only with the first year students and their course instructors at the Faculty of Education. The same study can be carried out with a larger sample with more diverse backgrounds in order to find more generalizable results. Similarly, the

instructors' perceptions can be expanded in order to achieve wider comparative perspectives. For further research, different participants from different universities can be examined to get more conclusive findings. Additionally, the effects of gender differences on the course book evaluation can be searched; thus, materials writers can choose various topics and activities in the book by taking students' genders into consideration.

Consequently, for further research, the teacher's book, workbook, audio and computer-based materials and supplementary book can be evaluated with specific checklists in a detailed way. For the efficiency of language teaching material, all the supplementary tools of the book should be analyzed one by one in detail.

Chapter Summary

This chapter demonstrates the summary of the findings, conclusions and discussions. After that, suggestions are presented for material writers and instructors basing on the analysis of the results. Finally, several implications for further research are provided.

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Appendices

Appendix A: The Item Pool of the Scale Constructed for the Study

Appendix B: The First Version of the Questionnaire

Appendix C: The Final Version of the Scale Constructed for the Study

Appendix D: Instructors' Interview Form for the Main Study

Appendix E: Official Permission of COMU

Appendix A

The Item Pool of the Scale Constructed for the Study

Checklist for Language Content in General

1. The context and topics are familiar to me

2. The course book is well-organized in terms of the contents

3. The syllabus is carefully planned

4. Four skills are developed and balanced systematically

5. The topics provide me with vocabulary of daily life use

6. The pronunciation syllabus is closely linked to the language syllabus

7. Grammar items correspond to my language needs

8. There is enough emphasis on language form

9. There is an emphasis on language use

10. The treatment of form and use is balanced enough

11. Grammar rules are acquired with a variety of techniques

12. There is enough reinforcement and practice of the structures

13. Grammar learning involves comparing and contrasting the rules of English and Turkish

Checklist for Vocabulary

14. Material for vocabulary teaching is adequate in terms of quantity and range of vocabulary

15. Emphasis is placed on vocabulary development and strategies for individual learning

16. New vocabulary is presented with visuals

17. New vocabulary is recycled adequately

18. Vocabulary is presented in a structured, purposeful way

19. The material enables me to expand my own vocabulary independently by helping me to develop my own learning strategies

Checklist for Phonology

20. The course book includes material for pronunciation work

21. Aspects of the phonological system are covered (articulation of individual sounds, words in contact (e.g. assimilation), word stress, weak forms, sentence stress, intonation)

22. The emphasis is on areas of pronunciation meet my needs

23. The pronunciation work is built on to other types of works, such as listening, dialogue practice, etc.

24. The course book provides enough training in learning the phonemic alphabet

25. The cassettes or CD for pronunciation practice provide good models for me

Checklist for Appropriacy

26. Style and appropriacy are dealt with and language style is matched to social situation

27. The course book identifies situations or areas of language use where I am particularly sensitive to using appropriate styles, e.g. when complaining

28. There is material for sensitizing me to different levels of formality

29. The examples are presented sufficiently contextualized

30. The level of formality is related to the setting, social roles of the participants and their communicative goals

31. Learners are led towards an understanding of why some forms in English are more formal than others

32. The material is interesting, varied and topical enough to hold my attention

33. The authors' sense of humour or philosophy is obvious or appropriate

34. The authorial voice is friendly and supportive

Checklist for Linkage

35. The units and exercises are well-linked in terms of theme and topic

36. The sequencing is based on complexity, learnability and usefulness

37. New language items are adequately recycled

38. The staging and sequencing are suitable for my learning style

39. The progression of the course is linear

Checklist for Learner Needs

40. The content of the course book discusses and identifies areas of my needs, wants, interests and purposes

41. Skills and strategies allow me to operate effectively in English in the professional/occupational situation

42. There is a balance between subject-specific language items (grammar, vocabulary, discourse structure) and operational skills and strategies in language use

43. Learning activities have outcomes or products which will help me to evaluate my performance

44. There is an active learner involvement, and this matches my learning styles and expectation

45. The course book is sensitive to different learning styles

46. The course book is sensitive to take a degree of responsibility for individual learning through additional materials

47. There is a clear guidance on how to use the material

48. There is a key for self-monitoring

49. The materials make a positive contribution to heightening, sustaining my motivation

Checklist for Principles and Approaches

50. The course book encourages an appropriate approach to learning for me

51. Accuracy is balanced with fluency

52. The course book encourages me to use language creatively

53. The attitude towards error and the attitude towards the use of my mother tongue provide me in learning

Checklist for Learning/Teaching Procedures

54. Approaches to language learning are appropriate to the learning/teaching situation

55. Approaches are satisfactory for learning of skills and communication

56. Learning activities are personalized

57. There is distinction between learning and acquisition

Checklist for the Student's Role

58. There is a sufficient balance between analytical and experiential modes of learning

59. There is an explicit and conscious focus on rules and explanations, and there are opportunities for me to discover the patterns in the first place

Checklist for Study Skills

60. There is a satisfactory reflection on study techniques

61. There are enough materials for independent work

62. There is enough emphasis on the consolidation of communicative abilities as well as structural and lexical knowledge

63. The communicative activities and language work are carefully integrated

64. The language items are dealt with through a clear presentation stage

65. The tasks and activities are creative

66. Real spoken and written materials are exposed adequately

Checklist for the Course Book Package

67. All components are published and available

68. There is an overall guide to using the package, and there is cross-referencing between the different parts

69. Some parts of the package require particular equipment, such as a language laboratory, listening centre or video player

Checklist for Organization and Design

70. The organization is right for my learning style

71. There are an index of language items and reference sections for grammar, etc.

72. There is a list of new vocabulary, and it shows where each word is first introduced

73. There is an adequate recycling and revision, and techniques are adequate for recycling and reinforcement of my learning

74. It is easy to find my way around the course book, and the layout is clear

Checklist for Visuals

75. Visuals are reasonably well produced and attractive

76. The style of the visuals (photographs, line drawings, cartoons) is acceptable to me

77. Visuals are used as an integral part of teaching material, they are essentially decorative, and the illustrations contribute to my understanding

Checklist for Support Material

78. The course book uses authentic material at an appropriate level

79. There are computer-based and web-based support materials

Checklist for Layout/Graphics

80. There is a clarity of design and layout

81. There is an optimum density and mix of text and graphical material on each page

82. The artwork and typefaces are functional, colourful and appealing

83. There is enough white spaces on each page

Checklist for Accessibility

84. The material is clearly organized and easy to access

85. There are indexes, vocabulary lists, section headings and other methods or signposting the content that allow me to use the material easily, especially for revision or self-study purposes

86. The instructions for carrying out activities are clearly and concisely but adequately articulated

Checklist for Topic and Subject Content

87. Real topics are included in the course book

88. Topics and themes in the course book relate to and engage my knowledge system and my world knowledge

89. There are sufficient materials of genuine interest to me, and they are suitable for me

90. The topics are sophisticated enough in content, yet within my language level

Checklist for Social and Cultural Values

91. The social and cultural contexts in the course book are comprehensible

92. Social relationships and behaviour, intentions, etc. of the characters are portrayed realistically

93. The course book characters exist in some kind of social setting, within a social network

94. The social and cultural contexts are presented in an authentic way

95. Other groups are represented, with reference to ethnic origin, occupation, disability, etc.

Checklist for Cultural Sensitivity

96. Aspects of culture that are in focus are familiar to me

97. The materials are relevant/suitable/appropriate to my cultural context and sensitive to my values and beliefs

98. The materials reflect awareness of and sensitivity to sociocultural variation

99. The course book shows parallels/ contrasts to/with my culture

100. The course book enshrines stereotyped, inaccurate, considering or offensive images of gender, race, social class or nationality

101. There is an attempt to match language style to social situations

Checklist for Authenticity

102. The materials provide extensive exposure to authentic English through purposeful reading and/or listening activities

103. The content is realistic, reflecting topics and events and texts from real world situations

104. The activities relate to my interests and real-life tasks

105. The texts exploit language in a communicative and real-world way

106. The texts generate real-life communication processes

Checklist for Skills in General

107. All four skills are adequately covered

108. Practice is in all four skills included and it is balanced

109. There are enough materials for integrated skills work

110. The material progresses in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course, and it is well for my learning style

111. The presentation and practice activities include the integration of skills in realistic contexts

112. The course book uses authentic materials for all skills at an appropriate level

113. Comprehension questions are automatically answered without understanding the meaning, and this helps me learn easily

114. There are both controlled and communicative exercises of speaking and writing in terms of accuracy and fluency

115. Listening material is well recorded, as authentic as possible, accompanied by background information, questions and activities in a meaningful context

116. There are pre-listening tasks and questions that provide me to understand the context

117. There is a video material for listening and the visual medium to provide a meaningful context and show facial expression, gesture, etc.

118. There is enough emphasis on spoken English in the course book

119. The material for speaking includes suitable and enough oral presentation and practice of language items, dialogues, role-plays, communication activities; and those all well designed to equip me for real-life interactions

120. There are specific strategies for conversation or other spoken activities, e.g. debating, giving talks

121. The practice material helps me to cope with unpredictability in spoken discourse

122. Reading passages and associated activities are suitable for my levels, interests, etc., and there is sufficient reading material

123. The reading text is used for introducing new language items, and consolidating language

124. There is a focus on the development of reading skills and strategies

125. The reading material is linked to other skills work

126. There is emphasis on reading for pleasure and for intellectual satisfaction

127. Reading texts encourage intensive/extensive reading

128. Genres that are used in text types are appropriate

129. The texts help me reveal the discourse and the context

130. The material helps comprehension by, for example, setting the scene, providing background information, giving pre-reading questions

131. The material involves my knowledge system (knowledge of the world)

132. There is an appropriate progression and variety of task in writing

133. The conventions of different sorts of writing are taught, and they are presented through

my knowledge system

134. The attention is given to the language resources specific to the written form, such as punctuation, spelling, layout, etc.

135. There is emphasis on accuracy in writing tasks

136. Writing activities are suitable in terms of amount of guidance/control, degree of accuracy.

Appendix B

The First Version of the Questionnaire

Zorunlu İngilizce Dersi Alan Öğrencilerin Ders Kitabı Hakkındaki Algıları

Sevgili Öğrenciler,

Bu anketin amacı zorunlu İngilizce dersi alan öğrencilerin kullandıkları ders kitabı hakkındaki görüşlerini araştırmaktır. Anketi samimiyetle cevaplamanız çalışmam için değerli bir katkı sağlayacaktır. Cevaplarınız gizli kalacaktır. İsminizi yazmak zorunda değilsiniz.

Katılımınız için teşekkür ederim.

Narin ÖZİŞLER

BÖLÜM -1-: Sizin için uygun olan yerlere (X) ile doldurunuz.

İngilizce dersi başarı ortalamanız kaçtır? Not ortalamanızı lütfen buraya yazınız _____.

a. 3.00 ve üzeri (   )   **b.** 2.00 ve 2.99 arasında (   )   **c.** 2.00 ve altında (   )

Hangi bölümde eğitim görmektesiniz?

_____.

BÖLÜM -2-: Sizin için uygun yerleri (X) ile doldurunuz.

Kesinlikle Katılmıyorum = 1 Katılmıyorum = 2 Ne katılıyorum Ne Katılmıyorum = 3 Katılıyorum = 4 Kesinlikle Katılıyorum = 5					
1. Ders kitabının içeriği ihtiyaçlarıma, amacıma ve ilgi alanlarıma hitap eder.	**1**	**2**	**3**	**4**	**5**
2. Ders kitabında, dil becerileri dengeli bir şekilde dağıtılmıştır. (Dilbilgisi, kelime, konuşma, yazma, okuma, dinleme vb.)	**1**	**2**	**3**	**4**	**5**
3. Ders kitabındaki öğrenme etkinlikleri, dildeki performansımı değerlendirmeme yardımcı olacak sonuçlar veya ürünler içerir.	**1**	**2**	**3**	**4**	**5**
4. Ders kitabında aktif öğrenci katılımı vardır.	**1**	**2**	**3**	**4**	**5**
5. Ders kitabı farklı öğrenme tiplerine karşı duyarlıdır.	**1**	**2**	**3**	**4**	**5**
6. Ders kitabı, nasıl öğreneceğim konusunda yol göstericidir.	**1**	**2**	**3**	**4**	**5**
7. Ders kitabı motivasyonumu korumada pozitif bir etkiye sahiptir.	**1**	**2**	**3**	**4**	**5**
8. Ders kitabı dili yaratıcı bir şekilde ullanmam konusunda beni cesaretlendirir.	**1**	**2**	**3**	**4**	**5**
9. Ders kitabının dil öğrenme yaklaşımları öğrenme/öğretme durumları için uygundur.	**1**	**2**	**3**	**4**	**5**
10. Ders kitabındaki öğrenme yaklaşımları dil ve iletişim be erilerini öğrenmede yeterli düzeydedir.	**1**	**2**	**3**	**4**	**5**
11. Ders kitabı açıklamaları ve kuralları vurgularken açık ve nettir.	**1**	**2**	**3**	**4**	**5**
12. Ders kitabı örnekleri kendim keşfetmem için bana fırsatlar sunar.	**1**	**2**	**3**	**4**	**5**
13. Ders kitabının materyalleri kendi kendime çalışmam için yeterlidir.	**1**	**2**	**3**	**4**	**5**
14. Ders kitabındaki iletişim aktiviteleri ve dil çalışmaları dikkatli bir şekilde bütünleştirilmiştir.	**1**	**2**	**3**	**4**	**5**
15. Ders kitabındaki dil konuları açık bir şekilde sunulmuştur.	**1**	**2**	**3**	**4**	**5**
16. Ders kitabındaki görev ve öğrenme etkinlikleri yaratıcıdır.	**1**	**2**	**3**	**4**	**5**
17. Ders kitabındaki gerçek konuşma ve yazma materyalleri yeterli derecede gösterilmiştir.	**1**	**2**	**3**	**4**	**5**
18. Ders kitabı dört dil becerisi alıştırmalarını da kapsar (okuma, dinleme, yazma, konuşma)	**1**	**2**	**3**	**4**	**5**

ve bunlar b tünleştirilmiş bir şekilde sunulmuştur.					
19. Ders kitabı karmaşıklık ve zorluk bakımından mantıklı bir şekilde ilerler.	**1**	**2**	**3**	**4**	**5**
20. Ders kitabı dil becerilerini gerçekçi koşullarda sunar.	**1**	**2**	**3**	**4**	**5**
21. Ders kitabı tüm dil becerileri için orijinal materyalleri yeterli seviyede kullanır.	**1**	**2**	**3**	**4**	**5**
22. Ders kitabının, doğruluk ve akıcılık bakımından, hem kontrollü hem de iletişimsel alıştırmaları vardır.	**1**	**2**	**3**	**4**	**5**
23. Ders kitabındaki dinleme materyalleri iyi kaydedilmiş, mümkün olduğunca orijinaldir ve arka plan bilgileri, soruları ve etkinlikleri anlamlı bir kontekste sunulmuştur.	**1**	**2**	**3**	**4**	**5**
24. Ders kitabında konuşma İngilizcesine yeterli düzeyde önem verilmiştir.	**1**	**2**	**3**	**4**	**5**
25. Ders kitabındaki okuma metinleri ve bunlarla ilgili aktiviteler benim dil seviyeme uygundur.	**1**	**2**	**3**	**4**	**5**
26. Ders kitabında okuma becerilerinin ve stratejilerinin gelişimine önem verilmiştir.	**1**	**2**	**3**	**4**	**5**
27. Ders kitabındaki okuma metinleri diğer dil becerileri çalışmalarıyla bağlantılıdır	**1**	**2**	**3**	**4**	**5**
28. Ders kitabında kullanılan metin türleri yeterli seviyededir.(genre)	**1**	**2**	**3**	**4**	**5**
29. Ders kitabı benim dünyayı görüşüm ile paralellik gösterir.(world knowledge)	**1**	**2**	**3**	**4**	**5**
30. Ders kitabı yazma etkinliklerinde çeşitlilik içerir.	**1**	**2**	**3**	**4**	**5**
31. Ders kitabı yazma etkinliklerinde doğruluğa önem verir.	**1**	**2**	**3**	**4**	**5**
32. Ders kitabındaki yazma etkinlikleri doğruluk derecesi, kontrol ve rehberlik etme bakımından uygundur.	**1**	**2**	**3**	**4**	**5**
33. Ders kitabının tüm öğelerine kolaylıkla ulaşılabilir.	**1**	**2**	**3**	**4**	**5**
34. Ders kitabının dil konuları için indeksi ve dilbilgisi bölümleri için kaynakçası bulunmaktadır.	**1**	**2**	**3**	**4**	**5**
35. Ders kitabında her ünite içinde yeni kelime listesi vardır ve bu liste kelimelerle ilk olarak nerede karşılaştığımı gösterir.	**1**	**2**	**3**	**4**	**5**
36. Ders kitabında aradığımı kolaylıkla bulurum ve kitabın düzeni gayet açıktır.	**1**	**2**	**3**	**4**	**5**
37. Ders kitabındaki görseller fazlasıyla ilgi çekicidir.	**1**	**2**	**3**	**4**	**5**
38. Ders kitabındaki görsellerin tarzı benim için kabul edilebilir düzeydedir. (fotoğraflar, karikatürler, çizimler vb.)	**1**	**2**	**3**	**4**	**5**
39. Ders kitabının görselleri öğretim materyalinin bütünleştirilmiş bir parçası olarak kullanılmıştır.	**1**	**2**	**3**	**4**	**5**
40. Ders kitabı gerçek hayattan alınmış bölümleri uygun bir düzeyde kullanır.	**1**	**2**	**3**	**4**	**5**
41. Ders kitabının bilgisayara ve internet dayanan destekleyici materyalleri vardır.	**1**	**2**	**3**	**4**	**5**
42. Ders kitabının dizayn ve düzeninde anlaşılırlık vardır.		**2**	**3**	**4**	**5**
43. Ders kitabının resimleri ve yazı biçimi fonksiyonel, renkli ve ilgi çekicidir.	**1**	**2**	**3**	**4**	**5**
44. Ders kitabı anlaşılır bir şekilde düzenlenmiş ve ulaşmak kolaydır.	**1**	**2**	**3**	**4**	**5**
45. Ders kitabı gerçek hayatla bağlantılı konular içerir.	**1**	**2**	**3**	**4**	**5**
46. Ders kitabındaki konular ve temalar bilgi sistemimle ve yaşadığım dünya ile ilintilidir.	**1**	**2**	**3**	**4**	**5**
47. Ders kitabındaki konular içerik olarak sofistikedir ve benim dil seviyeme uygundur.	**1**	**2**	**3**	**4**	**5**
48. Ders kitabı sosyal ve kültürel bağlamda anlaşılabilir düzeydedir.	**1**	**2**	**3**	**4**	**5**
49. Ders kitabı, dili sosyal ve kültürel bağlamda gerçeğine uygun sunmuştur.	**1**	**2**	**3**	**4**	**5**
50. Ders kitabında farklı guruplara uygun bir şekilde yer verilmiştir(etnik köken, meslek, engelli vb.).	**1**	**2**	**3**	**4**	**5**
51. Ders kitabında vurgulanan kültür özellikleri bana aşinadır.	**1**	**2**	**3**	**4**	**5**
52. Ders kitabı kültürel bağlamda bana uygundur ve benim inanışlarıma ve değerlerime karşı duyarlı ır.	**1**	**2**	**3**	**4**	**5**
53. Ders kitabının içeriği gerçekçidir ve konular, olaylar ve metinler gerçek hayatı yansıtmaktadır.	**1**	**2**	**3**	**4**	**5**
54. Ders kitabı etkinlikleri ilgi alanlarıma ve gerçek hayatıma hitap etmektedir.	**1**	**2**	**3**	**4**	**5**
55. Ders kitabındaki metinler gerçek hayat iletişimini oluşturmaktadır.	**1**	**2**	**3**	**4**	**5**
Zaman ayırdığınız için teşekkür ederim.					

Appendix C

The Final Version of the Scale Constructed for the Study

Zorunlu İngilizce Dersi Alan Öğrencilerin Ders Kitabı Hakkındaki Algıları

Sevgili Öğrenciler,

Bu anketin amacı zorunlu İngilizce dersi alan öğrencilerin kullandıkları ders kitabı hakkındaki görüşlerini araştırmaktır. Anketi samimiyetle cevaplamanız çalışmam için değerli bir katkı sağlayacaktır. Cevaplarınız gizli kalacaktır. İsminizi yazmak zorunda değilsiniz.

Katılımızın için teşekkür ederim.

Narin ÖZİŞLER

BÖLÜM -1-: Sizin için uygun olan yerlere (X) ile doldurunuz.
İngilizce dersi başarı ortalamanız kaçtır? Not ortalamanızı lütfen buraya yazınız _____ . **a.** 3.00 ve üzeri **( )b.** 2.00 ve 2.99 arasında **( )**   **c.** 2.00 ve altında **( )**
Hangi bölümde eğitim görmektesiniz?

BÖLÜM -2-: Sizin için uygun yerleri (X) ile doldurunuz.					
Kesinlikle Katılmıyorum = 1 Katılmıyorum = 2 Ne katılıyorum Ne Katılmıyorum = 3 **Katılıyorum = 4 Kesinlikle Katılıyorum = 5**					
1. Ders kitabının içeriği ihtiyaçlarıma, amacıma ve ilgi alanlarıma hitap eder.	1	2	3	4	5
2. Ders kitabında dil becerileri dengeli bir şekilde dağıtılmıştır. (Dilbilgisi, kelime, konuşma, yazma, okuma, dinleme vb.)	1	2	3	4	5
3. Ders kitabındaki öğrenme etkinlikleri, dildeki performansımı değerlendirmeme yardımcı olacak sonuçlar veya ürünler içerir.	1	2	3	4	5
4. Ders kitabında aktif öğrenci katılımı vardır.	1	2	3	4	5
5. Ders kitabı farklı öğrenme tiplerine karşı duyarlıdır.	1	2	3	4	5
6. Ders kitabı, nasıl öğreneceğim konusunda yol göstericidir.	1	2	3	4	5
7. Ders kitabı motivasyonumu korumada pozitif bir etkiye sahiptir.	1	2	3	4	5
8. Ders kitabı dili yaratıcı bir şekilde kullanmam konusunda beni cesaretlendirir.	1	2	3	4	5
9. Ders kitabının dil öğrenme yaklaşımları öğrenme/öğretme durumları için uygundur.	1	2	3	4	5
10. Ders kitabındaki öğrenme yaklaşımları dil ve iletişim becerilerini öğrenmede yeterli düzeydedir.	1	2	3	4	5
11. Ders kitabı açıklamaları ve kuralları vurgularken açık ve nettir.	1	2	3	4	5
12. Ders kitabı örnekleri kendim keşfetmem için bana fırsatlar sunar.	1	2	3	4	5
13. Ders kitabının materyalleri kendi kendime çalışmam için yeterlidir.	1	2	3	4	5
14. Ders kitabındaki iletişim aktiviteleri ve dil çalışmaları dikkatli bir şekilde bütünleştirilmiştir.	1	2	3	4	5

15. Ders kitabındaki dil konuları açık bir şekilde sunulmuştur.	**1**	**2**	**3**	**4**	**5**
16. Ders kitabındaki görev ve öğrenme etkinlikleri yaratıcıdır.	**1**	**2**	**3**	**4**	**5**
17. Ders kitabındaki gerçek konuşma ve yazma materyalleri yeterli derecede gösterilmiştir.	**1**	**2**	**3**	**4**	**5**
18. Ders kitabı dört dil becerisi alıştırmalarını da kapsar (okuma, dinleme, yazma, konuşma) ve bunlar bütünleştirilmiş bir şekilde sunulmuştur.	**1**	**2**	**3**	**4**	**5**
19. Ders kitabı karmaşıklık ve zorluk bakımından mantıklı bir şekilde ilerler.	**1**	**2**	**3**	**4**	**5**
20. Ders kitabı dil becerilerini gerçekçi koşullarda sunar.	**1**	**2**	**3**	**4**	**5**
21. Ders kitabı tüm dil becerileri için orijinal materyalleri yeterli seviyede kullanır.	**1**	**2**	**3**	**4**	**5**
22. Ders kitabının, doğruluk ve akıcılık bakımından, hem kontrollü hem de iletişimsel alıştırmaları vardır.	**1**	**2**	**3**	**4**	**5**
23. Ders kitabındaki dinleme materyalleri iyi kaydedilmiş, mümkün olduğunca orijinaldir.	**1**	**2**	**3**	**4**	**5**
24. Ders kitabında konuşma İngilizcesine yeterli düzeyde önem verilmiştir.	**1**	**2**	**3**	**4**	**5**
25. Ders kitabındaki okuma metinleri ve bunlarla ilgili aktiviteler benim dil seviyeme uygundur.	**1**	**2**	**3**	**4**	**5**
26. Ders kitabında okuma becerilerinin ve stratejilerinin gelişimine önem verilmiştir.	**1**	**2**	**3**	**4**	**5**
27. Ders kitabındaki okuma metinleri diğer dil becerileri çalışmalarıyla bağlantılıdır.	**1**	**2**	**3**	**4**	**5**
28. Ders kitabı yazma etkinliklerinde çeşitlilik içerir.	**1**	**2**	**3**	**4**	**5**
29. Ders kitabı yazma etkinliklerinde doğruluğa önem verir.	**1**	**2**	**3**	**4**	**5**
30. Ders kitabının tüm öğelerine (CD, Alıştırma Kitabı, vb.) kolaylıkla ulaşılabilir.	**1**	**2**	**3**	**4**	**5**
31. Ders kitabında her ünite içinde yeni kelime listesi vardır.	**1**	**2**	**3**	**4**	**5**
32. Ders kitabında aradığımı kolaylıkla bulurum ve kitabın düzeni gayet açıktır.	**1**	**2**	**3**	**4**	**5**
33. Ders kitabının resimleri ve yazı biçimi fonksiyonel, renkli ve ilgi çekicidir.	**1**	**2**	**3**	**4**	**5**
34. Ders kitabındaki görsellerin tarzı benim için kabul edilebilir düzeydedir.(fotoğraflar, karikatürler, çizimler vb.)	**1**	**2**	**3**	**4**	**5**
35. Ders kitabı gerçek hayattan alınmış bölümleri uygun bir düzeyde kullanır.	**1**	**2**	**3**	**4**	**5**
36. Ders kitabının bilgisayara ve internete dayanan destekleyici materyalleri vardır.	**1**	**2**	**3**	**4**	**5**
37. Ders kitabı anlaşılır bir şekilde düzenlenmiş ve ulaşmak kolaydır.	**1**	**2**	**3**	**4**	**5**
38. Ders kitabının içeriği gerçekçidir ve konular, olaylar ve metinler gerçek hayatı yansıtmaktadır.	**1**	**2**	**3**	**4**	**5**
39. Ders kitabındaki konular içerik olarak benim dil seviyeme uygundur.	**1**	**2**	**3**	**4**	**5**
40. Ders kitabı sosyal ve kültürel bağlamda anlaşılabilir düzeydedir.	**1**	**2**	**3**	**4**	**5**
41. Ders kitabında farklı guruplara uygun bir şekilde yer verilmiştir(etnik köken, meslek, engelli vb.).	**1**	**2**	**3**	**4**	**5**
42. Ders kitabı kültürel bağlamda bana uygundur ve benim inanışlarıma ve değerlerime karşı duyarlıdır.	**1**	**2**	**3**	**4**	**5**
43. Ders kitabı etkinlikleri ilgi alanlarıma hitap etmektedir.	**1**	**2**	**3**	**4**	**5**
Zaman ayırdığınız için teşekkür ederim.					
Ders Kitabınız hakkında başka görüşleriniz varsa lütfen belirtiniz.					

Appendix D

Instructors' Interview Form for the Main Study

Değerli Öğretim Elemanı,

Bu çalışma tamamıyla bilimsel amaçlı olup, vereceğiniz cevaplar gizli tutulacaktır. Bu formun amacı zorunlu İngilizce dersi veren öğretim elemanlarının kullandıkları ders kitabı (Traveller Elementary) hakkındaki görüşlerini araştırmaktır. Yardımınız için şimdiden teşekkür ederim.

Narin ÖZİŞLER

1.İçerik ve Metodoloji

Olumlu	Olumsuz

2.Dil Becerileri (Okuma-Yazma-Dinleme-Konuşma)

Olumlu	Olumsuz

3.Görsel Dizayn ve Pratiklik

Olumlu	Olumsuz

4.Sosyal ve Kültürel Değerler

Olumlu	Olumsuz

5.Ders kitabınız hakkında başka görüşleriniz varsa, lütfen belirtiniz.

Appendix E

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T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı : 68203582-044-E.31637   10.03.2017
Konu : Narin ÖZİŞLER

DAĞITIM YERLERİNE

İlgi : 06.03.2017 tarihli ve 33813216-044-E.29248 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı 12291601017 numaralı Yüksek Lisans öğrencisi Narin ÖZİŞLER'in "Evaluation Of Efl Texibook "Traveller Elementary" From The Prespectives İnstructors And University Students" balıklı tez çalışması kapsamında hazırlamış olduğu "Zorunlu İngilizce Dersi Alan Öğrencilerin Ders Kitabı Hakkındaki Algıları" isimli anket çalışmasını Fakülteniz 1. sınıf öğrencilerine 13.03.2017-21.04.2017 tarihleri arasında uygulama istemi uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

🎗 e-imzalıdır
Prof.Dr. Dinçay KÖKSAL
Dekan V.

Dağıtım:
Gereği: Bilgi:
Eğitim Bilimleri Enstitüsü Müdürlüğüne   TÜM BÖLÜM BAŞKANLIKLARI BİRİMİNE

Not: 5070 sayılı elektronik imza kanunu gereği bu belge elektronik imza ile imzalanmıştır.