REPUBLIC OF TURKEY
CANAKKALE ONSEKIZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME

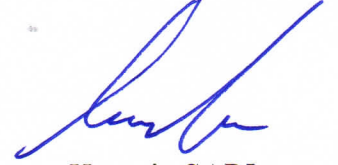**EVALUATION OF "NEW ENGLISH FILE": TEACHERS' AND STUDENTS' VIEWS**

MA THESIS

Hüseyin SARI

ÇANAKKALE
October, 2016

Decleration

I hereby declare that the Master Thesis '**Evaluation of "New English File": Teachers' and Students' Views'**, which was written by myself, has been prepared in accordance with the ethical scientific values, and all the sources which I have used are contained in the References.
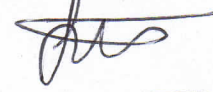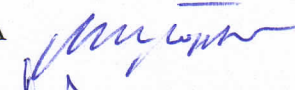
Hüseyin SARI

03.10.2016

Çanakkale Onsekiz Mart University

Graduate School of Educational Sciences

Certification

We hereby certify that the report prepared by Hüseyin SARI and presented to the committee in the thesis defense examination held on 3 October 2016 was found to be satisfactory and has been accepted as a thesis for the degree of Master of Arts.

Thesis Reference No: ...10127329.............

	Academic Title	Full Name	Signature
Supervisor	Assist. Prof. Dr.	Sevim İNAL	
Member	Assoc. Prof. Dr.	Ece Zehir TOPKAYA	
Member	Assoc. Prof. Dr	Rana YILDIRIM	

Date:03.10.2016...........

Signature: ....

Assoc. Prof. .Dr.Salih Zeki GENÇ

Director, Graduate School of Educational Sciences

Foreword

Abstract

Evaluation of "New English File": Teachers' and Students' Views

The aim of this study was to analyze and evaluate the English textbook 'New English File (NEF)' through the opinions of instructors and students in School of Foreign Languages at Canakkale 18 Mart University (COMU). Regarding this object in mind, mixed research model was conducted in this study. A questionnaire was used to collect instructors' and students' opinions about the textbook. The study was also supported by qualitative data collected from content analysis and interviews. The population of the study was all the teachers and students who use *New English File* textbook in COMU. 174 preparatory grade students and 14 instructors were recruited in this study towards the end of 2014-2015 academic term. Data were gathered through instructor and student questionnaire and interviews with the teachers. The data acquired through two questionnaires were analyzed according to descriptive analysis. On the other hand, qualitative data were analyzed by using content analysis.

The results of the study revealed students' support with the book's appearance, language skills (four skills), language type, subject and content but not the cultural issues of the textbook. The questionnaire of the students also showed that the textbook do not have local culture. Furthermore, the interviews of the instructors put forward certain problems concerning the textbook.

Özet

"New English File" Ders Kitabının Değerlendirilmesi: Öğretmen ve Öğrenci Görüşleri

Bu çalışmanın amacı 'New English File' ders kitabını Çanakkale 18 Mart Üniversitesi Yabancı Diller Yüksekokulundaki okutman ve öğrencilerin düşünceleri doğrultusunda değerlendirmek ve analiz etmektir. Bu amaç doğrultusunda, karma yöntem modeli bu çalışmada kullanılmıştır. Okutmanların ve öğrencilerin ders kitabı hakkındaki düşüncelerini anlamak için anket kullanılmıştır. Bu çalışma ayrıca içerik analizi ve mülakatlardan elde edilen niteliksel verilerle desteklenmiştir. Çalışmanın evreni ÇOMÜ'de New English File ders kitabını kullanan herkestir. 2015- 2016 akademik döneminin sonundaki 175 hazırlık sınıfı öğrencisi ve 14 okutman bu çalışmada yer almıştır. Veriler okutman-öğrenci anketi ve okutmanlarla yapılan mülakatlar aracılığı ile toplanmıştır. Bu iki anketten elde edilen veriler betimsel analiz yönetimine göre analiz edilmiştir. Öte yandan niteliksel veriler ise içerik analizi yöntemi ile analiz edilmiştir.

Çalışmanın sonuçları öğrencilerin kitabın kapağını, kitaptaki becerileri, kitaptaki dili ve kitabın konu ve içeriğini desteklediklerini fakat kitabın kültürel ögelerini desteklemediklerini ortaya çıkarmıştır. Ayrıca öğrencilerin anketi ders kitabının yerel bir kültürü içermediğini ortaya çıkarmıştır. Okutmanlarla yapılan mülakatlarda ders kitabı ile alakalı belli problemleri ortaya çıkarmıştır.

Table of Contents

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

NEW ENGLISH FILE   NEF

ENGLISH LANGUAGE TEACHING   ELT

CHAPTER 1

INTRODUCTION

The present study is organized in five chapters and each chapter deals with a distinct feature of the study. Chapter I includes introductory part and it describes background and aim of the study together with research questions. The significance of the study, assumptions and limitations are also briefly explained.

Chapter II starts with relevant terminology of the present study containing the role of the textbook, types of materials evaluation, textbook evaluation, the importance of textbook evaluation, checklists of textbook evaluation, the drawbacks and merits of using textbooks in classrooms and relevant studies about textbook evaluation in Turkey and Foreign Countries. Furthermore, it provides the types of textbook evaluation.

Chapter III is organized in order to describe the method of the present study. It contains the questions of teachers' interview and questionnaire and students' questionnaire. Moreover, this chapter contains setting, participants and instruments of the present study as well as data collection procedures and analysis.

Chapter IV presents the teachers' and students' opinions on the textbook 'New English File' in detail by presenting the results of each statement in the questionnaires with the help of tables and statistical results.

Lastly, Chapter V presents a summary of the present study and the discussion of conclusion, results and implications. In addition, further suggestions for other studies and limitations of the study are placed in this chapter.

Introduction of the Chapter

This chapter provides the reasons that led to the present research study,'' Evaluation of 'New English File': Teachers' and Students' Views". Chapter 1 has five sections; the first section gives the general background to the study. Section 2 introduces the aim of the study. The third section introduces the scope of the study. The fourth section discusses the assumptions of the study. Section five explains the limitations of the study, and sixth section describes for the method of the study.

General Background to the Study

As technology grows widely and rapidly, students are exposed to English more than before through the use of internet and mobile phones, however, students and teachers still depend on their textbooks to learn English. Learning a foreign language and practicing it generally take place only in the classrooms. In Turkey, in order to get effective results, foreign language teaching starting with the fourth grade was included in the curriculum of Primary Education in 1997-1998 according to the resolution number 114, dated 17.09.1997, by the Board of Education. In order for students to use English correctly and appropriately, the curriculum of English Language was changed with the resolution number 14 by the Board of Education in 2006. And then, the number of English Language hours increased from 2 hours to 3 hours in the 4th and 5th grades with the resolution number 111 in 2007 by the Turkish Government.

Besides the curriculum, the materials of language learning are also essential elements of foreign language teaching. Nowadays English Language Teachers are using different materials to teach English such as posters, maps, textbooks, workbooks, computers, mobile phones, deliascopes but among them the most significant ones are textbooks, teacher's book and workbooks (Stein, 2001).

Textbooks and the instructional materials used in language classrooms are generally viewed as the basis of teaching English. A published textbook can be described as a

commercially available book that provides content, teaching and learning activities including examples, tasks, activities, exercises and graphical elements in order for the students to help foster their language abilities and skills (Byrd, 2001, p. 415). In Turkey, the financial difficulties of students and teachers have made the textbooks the only materials for English language teacher (Akyüz, 2003). Students generally count on their teachers and textbooks, the only places that they are exposed to English. It is claimed that the textbooks generally aid the students and teachers with exploiting classroom opportunities more efficiently (Crawford,2002, p. 82).

Richards (2001, p. 251) asserted various benefits of using textbooks in the English language classrooms. Firstly, the textbooks are usually prepared by well-qualified and experienced professionals. Therefore, they save time and effort. Secondly, textbooks are generally piloted and tested in real classrooms before they are published and offered to students and teachers. Thirdly, Crawford (2002:81) claimed that textbook provide priceless help to novice and inexperienced teachers and a set of valuable ideas, tasks, and activities for more experienced teachers. Moreover, the textbooks can provide a kind of framework for course syllabus since the orders of subjects and what will be learned and thought have already been described by the authors of the textbook. Furthermore, textbook can aid teachers to gain time by providing a bank of visuals, readings, exercises, tasks, activities. Consequently, textbooks include readymade and useful materials.

It is well known fact that a good teacher can create a motivating atmosphere in which learners are ready to learn English. According to Tice (1997:22), if the learners love their English language lessons, this can provide powerful motivation. Providing that textbooks and lessons are well paced and include different kinds of activities, students' motivation and interests will be kept active as Krashen (1985) suggests if the exterior message is clear the input will be comprehensible and this the way human acquire the language. So it makes

necessary for textbooks to design them in such a way that the students enjoy the tasks in order to understand the input.

The significance of textbooks again raises in their own world since textbooks are the only resource for the students, especially indifferent ones, in order to recycle what they learn and practice at home. Teachers with the textbooks can motivate the students to continue language learning after school, and also make him enjoy language learning.

Aim of the Study

The present study aims to evaluate the English language textbook of preparatory grades that are generally graduated from Anatolian Hotel Management and Tourism Vocational High School. It also aims to determine English language instructors' attitudes towards the evaluation of '*New English File*'. The study was implemented at preparatory grades of Çanakkale 18 Mart University since the researcher could have a better control over the research conditions. There are 177 students who use *New English File* textbook at preparatory grades of School of English in Çanakkale. They are exposed to intensive English 24 hours a week. The main purpose of Preparatory Classes is to enable leaners to acquire language skills for Tourism department. *New English File* series have been used for three years by about 14 instructors.

Research Questions

The present study aims to find answers to the following research questions;

RQ1. What are the opinions of preparatory class students about their textbook –New English File- in terms of pre-established criteria and questions involved in the questionnaires?

Sub-RQ1. What are the opinions of the students about the layout and design of the textbook?

Sub-RQ2. What are the opinions of the students about the activities of the textbook?

Sub-RQ3. What are the opinions of the students about language skills (speaking, writing, listening and reading) of the textbook?

Sub-RQ4. What are the opinions of the students about the language type (functions, authenticity, level of language) of the textbook?

Sub-RQ5. What are the opinions of the students about the subject and the content of the textbook?

Sub-RQ6. What are the opinions of the students about the overall consensus of the textbook?

Sub-RQ7. What are the opinions of the students about the cultural issues of the textbook?

RQ2. What are the opinions of English Language Instructors about the present English textbook in terms of pre-established criteria and questions in the questionnaires and interviews?

Sub-RQ1. What are the opinions of the teachers about the layout and design of the textbook?

Sub-RQ2. What are the opinions of the teachers about the activities of the textbook?

Sub-RQ3. What are the opinions of the teachers about language skills of the textbook?

Sub-RQ4. What are the opinions of the teachers about the language type (functions, authenticity, level of language) of the textbook?

Sub-RQ5. What are the opinions of the teachers about the subject and the content of the textbook?

Sub-RQ6. What are the opinions of the teachers about the overall consensus of the textbook?

Assumptions of the Study

The present study has two assumptions regarding the organization and the process of it. First of all, the researcher of the study is assumed to be objective in terms of the opinions of both the teachers and students while evaluating the textbook 'New English File'

Consequently, this study is assumed to be reliable and important in all terms, highlighting active instructors' and students' opinions in terms of the textbook which is used in School of English.

Chapter Summary

This part of the study provides information about the role of the textbook. Furthermore, the aim and significance of the study have been discussed here.

REVIEW OF THE RELATED LITERATURE

According to Sheldon (1988:237), textbooks are ''the visible heart of any English Language Teaching (ELT) program'' and a method of controlling large classes. Similarly, textbooks represent 'an almost universal element of teaching' (Hutchinson and Torres, 1994: 315). As a result of the significance of the textbooks in educational setting, the textbooks need to meet the students' and teachers' needs and the changing focuses of the instruction. When taken up in this respect, textbook writers are expected to take into account students' and teachers' needs and views about the textbook.

The Role of Textbooks

Ozkan (2004:31) emphasized that materials are anything that aims to foster the student's knowledge experience or fluency of the language. Amongst the materials used in English language classrooms, textbooks play the most significant role in ELT classrooms..

Grant (1987:118) adds that a great textbook needs to satisfy three specialties:

- The textbook needs to suit the interests, needs, and abilities of the learners.

- It should suit the teacher (Even if the teacher uses the best textbook in the world, it will not work when you have reasons for not using it)

- The textbook has to comply with the curriculum and examinations of official public teaching.

In non English speaking countries, English speaking is limited within the classroom and therefore textbooks seem to be the most easily available learning material and this urges the necessity for evluation and accurate selection of the textbook. Turkish students are hardly exposed to the target language in their lives since they do not have any opportunity to use it. In this sense, the only place for using the target language is language classes and textbooks

seem to the most easily available learning material to be exposed to target language, which drives the necessity for evaluation and accurate selection of the textbook.

A well written textbook compatible with curriculum helps teachers and can be used as a source for the activities, songs and texts which leaners can engage at home. It assists students to become aware of how much they progress and gives them a kind of schedule which guides them to acquire the target language. It includes practice and reviewing materials according to what has been leaned so far. Moreover, Ersöz (1990:56) claims that the textbooks are prerequisite for the teachers in that they can use the time well in the classroom and ignore some language patterns or avoid repetition.

Sheldon (1988:239) clarifies three reasons emphasizing that textbooks should be utilized in the language classrooms. First of all, advancing teachers' own teaching materials is highly demanding and difficult process for teachers. Secondly, teachers do not have enough time to develop new materials because of other things to do such as preparing exams and daily-yearly plans, attending the meeting, etc. Last of all, many teachers may be restricted by external pressures. In this sense, textbooks can lessen preparation time and present prepared activities for the teachers.

Ersöz (1990:57) states that a good textbook should;

- be motivating,

- should allow for creativity in order to give opportunities for students having different strategies for learning

- should match with the student's level, age, needs, social attitudes, level of maturity, and the general aims of language teaching in the country.

- should give opportunities for real and genuine communication,

- have practicality,

- be easily accessed and economical.

Textbooks are one of the indispensable materials for English Language classes. Cunningsworth (1984:7) asserts the roles of the textbooks in the English language classrooms as;

- A source for self-access work and self-directed learning

- A curriculum (where learning aims have already been determined)

- A reference book for students on vocabulary, grammar points, pronunciation

- A resource of ideas for English language activities

- A primary source for novice teachers who needs confidence

- A resource of activities for students practice and interaction

Material Evaluation Types

According to McDonough and Shaw (1993:59), there is a distinction between teaching situations: one of them is the place where 'open-market' materials are chosen and another one is where Ministry of National Education (MoNE) produces language materials which are passed on to the teachers. First of all, learning experiences of the students can be examined by the teachers. They can find a chance to evaluate education settings involving materials and teaching techniques. In the evaluation process, teachers can acquire valuable information regarding designing future courses, discover problems occurring throughout the course and implement needs analysis to determine it is essential to add extra resources or leave some of them. Furthermore, it is probable to explore the language materials and measure the quality of the textbook.

Littlejohn (2011) sheds a light on this issue by establishing two evaluation processes: theoretical level, in which textbooks are evaluated according to curriculum, and practical level, evaluating the practicality of the textbook in the classroom. On the other hand, Ellis (1997) also mentions about empirical nature of materials, which differentiate whether the

evaluation is predictive nature (Is the material going to work?) or prospective nature (Did the material work?). According to Roberts (1996), evaluation is a continuous process with pre evaluation stages, in which the publisher balances between profitability and content, and post evaluation stages, conducted by teachers dealing with the practicality of the textbook in the teaching context.

Another suggested type of evaluation by Ellis (1987) is a retrospective evaluation which can be done systematically and more impressionistically. It can be observed that teachers generally evaluate the materials in impressionistic way throughout the course process. For instance, they can decide whether certain activities are flexible or useful. On the other hand, in the systematic evaluation, empirical evaluations are carried out by using learners' journals and questionnaires to assess the effectiveness of the materials. However, this type of evaluation is not commonly used since it takes too much time to implement. Instead, Ellis suggests a more manageable way: a micro-evaluation way. That is, for example, a teacher chooses a particular task and it is submitted to empirical evaluation. Micro-evaluations can contribute macro evaluation and this can provide us a judgment whether the materials worked or not.

Textbook Evaluation

According to Cunningsworth (1984),''we should not be looking for the perfect textbook which meets all our requirements, but rather for the best possible fit between what the textbook offers and what we as teachers and students need''. In this sense, it can be concluded that textbooks are one of the essential materials in the process of language learning; however, it has been a very demanding job to find a suitable textbook that can comply with the aims of the syllabus, the objectives of the language teachers, the needs of the learners. In general, a variety of teachers utilize a textbook to various students in many classes. The same syllabus, the same curriculum, the same textbook are used in any school,

teachers and students are divergent and their aims and need can vary. Furthermore, students' level in any class is fluctuating. Accordingly, teachers need to look at textbooks from a different aspect considering their learners' level and needs in a class. Regarding this point, however carefully the textbooks are designed, teachers have to take initiative and make necessary changes that match with his/her students' aims and needs.

With the help of textbook evaluation, teachers can find out the missing points in the textbook and adopt new materials. This process can be carried out in different ways and levels with different textbook evaluation methods, which makes it a complex issue. Nunan (1991:209) gives advice on what is necessary for textbook evaluation. He states that the match-up of the aims and goals of the curriculum is necessary in choosing teaching materials. Language teaching materials should also ensure that they are consistent with teachers' and learners' beliefs concerning the nature of language and learning besides their attitudes, preferences and beliefs.

McDonugh and Show (1993:66) proposed two stages for textbook evaluation; an external evaluation which offers a brief overview of the materials from the outside and internal evaluation which evaluates in a detailed and closer way.

Table 1

External and Internal Evaluation

External Evaluation	Internal Evaluation
The intended audience	The treatment and skills
Proficiency Level	The sequencing and grading of the materials
Language Items	The type of all materials
Table of contents	Appropriacy of tests and exercises
Cultural specificity of the materials	Self-study provision
Provision of the material	Teacher-learner balance in

use of the materials

Inclusion of the tests

McDonough and Show's evaluation stages, Cunningsworth (1995:14) proposed three types of evaluation.

Figure 1

The Distribution of Evaluation Types (Cunningsworth,1995:14)
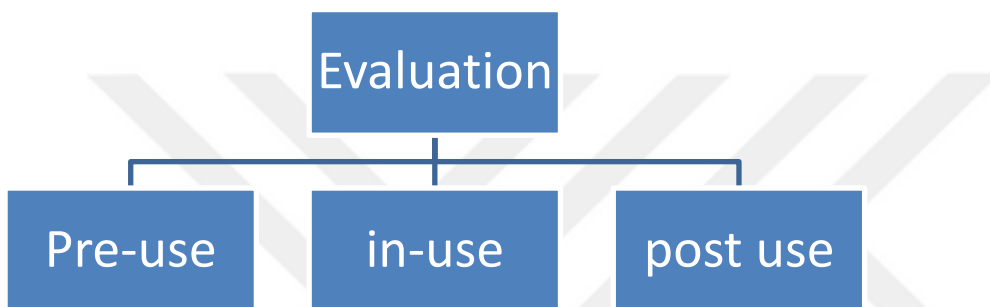
Pre-use evaluation seems to be the most difficult one because there is no actual experience of using the textbook. On the other hand, in-use evaluation is a kind of evaluation searching for appropriateness, including matching the textbook with a specific requirement involving the students' aims and background, the available resources, etc . Post-use evaluation, from another perspective, refers to an assessment of a textbook's suitability over a period a continual use. This type of evaluation can be useful in determining whether the stakeholders use the same textbook in future.

Cuuningsworth (1995) also claims four criteria for evaluating textbooks:

''1. They should correspond to students' need. They should match the aims and objectives of the language-learning program.

2. They should reflect the uses (present or future) which learners will make use of the language and which would help equip learners to use language effectively for their own purposes.

3. They should take account of the learners' need as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner. ''

Grant (1992) claims a three-stage process to evaluate a textbook. Similarly, he resembles it just like buying a new dress during which we ask questions:

''1- Does it fit?

2- If it fits, how well does it fit- and how does it compare with others that also fit?

3- (Later!) Does it still fit? This question becomes relevant after you have had it for a time. ''

Regarding to the first stage, initial evaluation, Grant offers to apply 'CATALYST' test. By applying this test on the textbook, we can determine whether it is worth looking in detail. He proposes that a textbook should serve as a 'CATALYST' in the classroom setting. The letters in CATALYST stands for 8 criteria as follows:

C – communicative?

A – aims?

T – teachability?

A – available additions?

L – level?

Y – your impression?

S – student interest?

T – tried and tested?

Following the application of CATALYST test and finding out that the textbook will work, it is recommended to find out how good it works out. In order to find an answer to this question, the researcher will implement a questionnaire. The questionnaire should be designed to help him determine how well or whether a textbook meets the following conditions:

- Does the textbook suit your students?

- Does it suit the teachers?

- Does it suit the syllabus?

Lastly, in-use evaluation is crucial in that one can make sure his own mastery via constant evaluation. The questionnaires used in the second stage or the modified ones related to your priorities can be used in this evaluation.

The Importance of Textbook Evaluation

There is a great deal of agreement in the literature to support the position that the textbook is one of the chief instruments in the universe. There are some focal points which play a pivotal role in obtaining knowledge about how to apply the aims of a course. Thus, the structures of textbooks have determinant features on classroom settings.

The importance of textbook evaluation can be attributed to a variety of reasons. Sheldon (1988) has put forward several reasons for textbook evaluation. First, the selection of textbook signals managerial and educational decision which include professional, economical and even political investment. Furthermore, the selection of textbook helps teachers and educators determine the strong and weak points of those books already in use and identify certain exercises and texts which are found unnecessary. It can be said that through the textbook

evaluation the teachers can know the characteristic of the textbook, its strengths and shortcomings, which assist him to adapt it to match learners' needs and the beliefs of the teachers.

Similarly, Cunningsworth (1995) states that textbook evaluation can be valuable in that it helps teachers go beyond impressionistic assessments and gain accurate, contextual, useful and systematic insights into the nature of textbook. Thus, textbook evaluation can be beneficial in conducting action research and fostering the developments of the teachers.

One additional reason claimed by Grant (1990) for textbook evaluation is the fact that a textbook shows the order of what is to be taught and learned .They help the teachers about which methods of teaching will be used and as Richards (2001) stated, a textbook reduces the burden of preparation of the course and saves a great a deal of time.

Hutchinson & Waters (1987) point out that textbook evaluation is fundamentally a matching process concerning adapting students' needs to available situations. Through identifying strong and weak points of the textbook, optimum usage can be made of stronger points, shortcomings of them can be adapted and substituted with better parts of other books. It is suggested that textbooks are suitable for learners' needs; assist leaners to use language effectively according to their aims; foster learning process; mediate the learner and the target language Cunningsworth (1995).

Garinger(2002) builds his view related to the role of textbook suggesting that the textbook and the aims of the syllabus should run parallel to each other. As an instance, if one of the goals of the curriculum depends on the reading fluency, the content of textbooks should be designed related to the authentic reading skills. Consequently, as mentioned above by Hutchinson & Waters (1987), textbook evaluation aims to match the goals of the curriculum with the content of the textbook.

Richards (2001:3) also proposes four questions to seek the information which is necessary while evaluating textbooks as follows:

''• Is there a well-developed curriculum which describes the objectives, syllabus and content of the program or will this be determined by the textbook?

• Will the book or textbook series provide the core of the program, or is it one of several different books that will be used?

• Will it be used with small classes or large ones?

• Will the learners be expected to buy a workbook as well or should the textbook provide all the practice students need?''

These crucial questions are the most appropriate questions which a teacher responsible for choosing or evaluating a textbook. According to Richards (2001), textbook writers take into consideration two factors: the interest of the author whose wishes are to see that teachers find his book creative and related to learners' needs and the interest of the publishers who are after potential benefit only.

Allwright (1981) described the lesson as an interaction between three elements of the learners, teacher and materials. This triangle strengthens the opportunities to teach and learn.

Figure 2

The Triangle of Three Elements (Allwright, 1981)

MATERIALS   TEACHER

LEARNERS
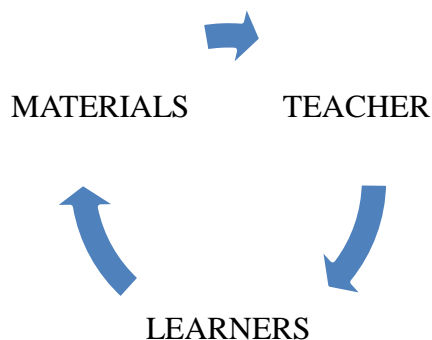
Checklists for Textbook Evaluation

It is crucial for teachers who are in charge of selecting textbooks to have certain checklists suitable for their syllabus and students' needs and examine the textbook in detail taking into account all respects. In the process of textbook evolution, not only the teachers can recognize their strong points which reskill teachers, but also they can modify, adapt or even delete the weaker points according to our teaching situation.

Chambers (1997) mentions that materials evaluation is a complex process and it requires that teachers need to take into consideration their relative merits from a large variety of features (Cunningsworth 1984, Rea-Dickins and Germaine 1998, McDonough and Shaw 1993). He proposes some checklists for evaluating teaching materials. First of all, pedagogical factors such as problem solving, age, personal involvement, level, pace, suitability and quality, variety, cultural appropriateness, teacher's book, methodology and number or type of exercises need to be considered. Secondarily, the materials should be not only appropriate for particular context but also needed to be proved well enough practically. Furthermore, the success of the learners using the textbook should also be considered.

On the other hand, according to Sheldon (1988) textbook evaluation checklist should depend on major and detailed points. He proposes a variety of textbook criteria including the elements as follows:

- Selection/Grading, Rationale, Linkage, Availability, Accessibility, User Definition, Graphics/Layout.
- Educational Validity, Physical Characteristics, Cultural Bias, Authenticity.
- Rating and comments, Flexibility, Overall Value for Money, Guidance, Revision/Practice/Stimulus

Nevertheless, the above criteria can be thought as more or less significant by different types of users. For instance, one may consider 'authenticity' or 'educational validity' to be more significant than 'guidance' or 'flexibility'. In addition, the same textbook might be 'flexible' in one situation, but not in another. Similarly, flexibility of the checklists for one situation can be affected by different types of learning/teaching environments.

Cunningworh (1995) claims that textbooks should be suitable for the learners' need, help them to speak the language effectively, foster their learning process and supports their learning. Cunningworth (1984: 5-6) has also stated guidelines focusing on the principles of material evaluation:

1. Relate the teaching materials to your aims and objectives;

2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes;

3. Keep your students' learning in mind;

4. Consider the relationship between language, the learning process and the learner.

In this sense, teaching materials should involve a suitable fit between learner and teacher expectations, personal and methodological preferences. It is impossible to find a textbook corresponding to all the needs of learners and teachers. Actually, teachers are responsible for determining whether the textbook is suitable or how to adapt it. It can be confirmed that 'textbooks are good servants but poor masters' (Cunningworth, 1984).

According to evaluation system introduced by (Tucker, 1975, pp. 335-360), there are three types of material evaluation components:

- *A set of checklist*; 'consistent with the basic linguistic, psychological, and pedagogical principles' (p. 355)

- *A rating scheme*; providing a method for evaluating the comparative weights of textbooks' advantages.

- *A graph/chart*; proving a visual comparison between the opinion of the evaluator about the textbook and hypothetical ideal model, which facilitates evaluator's judgment.

Ur (1996, p. 186) also provides another checklist which involves such criteria 'good pronunciation practice, cultural and pedagogical concerns, good grammar presentation, interesting topics for different learners, grading and sequencing etc. According to a study carried out in Spain, the opinions of the future teachers were taken about the important characteristics that a textbook should have (Gutiérrez-Colon, 2008). The question 'What is the most important criterion which a book should have?' was asked to the future teachers. The teachers in this study were experienced enough in using teaching materials of all kinds since they had been studying English for about ten years. Thirteen students who were senior students in the department of English Language and Literature were recruited and asked to arrange Ur's criteria from the most significant to the least. Afterwards, they rated an English textbook which they had chosen.

The findings of the study revealed that the five most important criteria selected by Ur did not match with the four criteria selected by the students. The most significant criteria selected by the students as follows:

- Varied topics and tasks,

- Interesting topics and tasks,

- Objectives of the unit,

- Organized and graded content (sequenced by difficulty)

Only four criteria were demonstrated to be least significant ones to take into consideration when choosing materials:

- Appropriate visual materials,

- Readily available locally,

- Audio CD's,

- Adequate guidance for the teacher; not too heavy preparation load.

It was deduced by the author that the future teachers (senior students in the English Language Department) appreciate the books that match with the students' needs (topics, levels, objectives) and suits students' culture and interests. That is to say, the importance of the criterion can be different in different teaching environment.

Ansary and Babaii's (2002) schema is a mixture of Ur and Tucker's schemas. Ansary and Babaii assert that most of the checklists introduced by stakeholders have little practicality. They used ESL (English as a Second Language)/EFL(English as a Foreign Language) textbook reviews and checklists and attempted to introduce the crucial criteria of ESL/EFL textbooks. They introduced a set of common features and offered a detailed and universal textbook evaluation schema. These characteristics are shown below in Table 2.5.

Table 2
Ansary and Babaii's schema for textbook evaluation

Approach	Dissemination of a vision (theory or approach) about	The nature of language
		The nature of learning
		How the theory can be put to applied use
Content Presentation	Stating purpose(s) and objective(s)	For the total course
		For individual units
	Selection and its rationale	Coverage
		Grading
		Organization
		Sequencing

			Providing a guide book
	Satisfaction of the syllabus	To the teacher	Giving advice on the methodology (giving theoretical orientations, key to the exercises)
			Supplementary materials
		To the student	Piecemeal, unit-by-unit instruction
			Graphics (relevant, free from unnecessary details, colorful, etc.)
			Periodic revisions
			Workbook
			Exercise and activities (in the classroom, homework, sample exercises with clear instructions, varied and copious)
			Periodic test sections
			Accompanying audio-visual aids
Physical Make-up	Appropriate Size & Weight		
	Attractive layout		
	Durability		
	High quality of editing and publishing		
	Suitable title		
Administrative Concerns	Macro-state policies		
	Appropriate for local situation		Culture
			Religion
			Gender
	Reasonable price		

The categories in this table have many common features. For instance, one of them is 'content presentation' and this category might be useful guide for the teacher. Furthermore, the information acquired from this category can provide valuable knowledge. Some of the issues which are more discussed and focused are: flexibility, physical make-up, rating, methodology, authenticity, content presentation, rationale, skills, etc. Nevertheless, some points some of the points in this schema are not discussed in most checklists. For example, 'gender', 'to the teacher' and 'appropriateness for local situation' are some criteria which have rarely been mentioned in other checklists.

Inal (2006, p. 25-26) thinks that checklists are highly beneficial at the stage of textbook selection and regards the checklists as the results of conducting experiences and piloting processes. The followings are the significant principles of a textbook selection:

1- Are the subjects and contents of the tasks relevant to your aims?

The contents and subjects of the tasks should comply with the goals and objectives of the syllabus.

2- Do students find the tasks interesting?

We need to take into the students' needs and interests consideration. It is necessary to encourage them to express their needs in the classroom.

3- Is the language in the tasks relevant?

The language in the tasks and activities should be clear and concise.

4-Is there variety in the tasks?

The tasks and activities should appeal to different learning types and learner needs.

5- Are the tasks authentic?

The tasks of the textbook should prepare the students for real-life situations and aid them to use the target language in a communicative way.

6-Do the tasks provide the student with training?

The tasks should foster the students' all four skills in order to develop their language competences and necessary strategies.

7- Do the texts of the tasks increase the students' general knowledge?

The text should present necessary knowledge to enable the learners to better comprehend the world. For instance, the text should include such issues as culture, technology, learning strategy, etc.

8-Are the objectives clearly stated for each task?

Learners and teachers should be aware of the objectives of the syllabus. Thus, activities will be more powerful and meaningful.

9- Are cultural sensitivities taken into consideration?

The goals of the textbook should be suitable for the school' approach and attitude towards the aims of language learning.

Culture in the EFL Classroom

There is no doubt that culture plays a significant role in classrooms (Taba, 1962; Cuban, 1993). Most of the scholars assert that every person is unique and they organize their own world differently (Hall, 1973; Fast, 1970; Ashcraft & Scheflen, 1976). Moreover, many educators are aware of the significance of culture in the classroom, and ELT teachers should consider the culture in their classroom and in dealing with the students (Taba, 1962; Lado,

1964; Corbett et al.,1984; Henry, 1963; Miller & Seller, 1985). All agree that the curriculum of the schools should include the students' culture.

On the other hand, there is an everlasting debate between EFL scholars concerning the presentation of local culture in the textbooks. Lado (1964) claimed that the target culture should be part of foreign language teaching, as the target culture fosters cross-cultural communication. However, other scholars asserted that the usage of native culture in EFL promotes learning (Ihm, 1996; Philips, 1983; Noguchi, 1991). Crossley and Murby (1994) also claimed that in order to improve the quality of education is to use textbooks which are culturally relevant. In addition, Miller and Seller (1985) asserted that one of the key foundations of curriculum is to understand cultural (social) foundations.

The Drawbacks and Merits of Using Textbooks in Classrooms

The main goal of designing materials is to help ELT students to acquire necessary knowledge to play functionally in professional settings (Suzani, Yamini and Yarmohammadi, 2011, p.180). Textbooks play a significant role in all learning and teaching contexts and they help teachers to carry out their responsibility properly. According to Mirza Suzani (2007, p.1), text books and teaching materials play an indispensable and vital role in educational settings. Schmidt, McKnight, and Raizen (1997) assert that textbooks play a significant role in linking between syllabus and plans to classroom activities and procedures.

Hutchinson and Waters (1987) proposes six goals for textbooks: a) offering models of appropriate language use, b) fostering the foundation of teacher training, c) disclosing the nature of the learning task, d) helping to organize teaching and learning practices, e) proving motivation for learning, f) presenting a sight of the very essence of language learning.

Ur (1996, p. 185) asserts that a textbook is the cheapest material for each learner. Harmer (1996; p. 257) also suggests that textbooks provide 'lively and interesting materials'

which cannot be produced by teachers in a trice. Furthermore, textbooks can relieve the teachers overloaded with a great deal of time, stress and additional work and therefore textbooks help the teachers focus on other tasks such as developing revision materials, preliminary preparation and observing the process of their students (Nunan, 1998, p. 181).

Ur (1996:84) declares the advantages of textbooks as follows:

a) Framework: Teachers and learners can easily find what is coming next and where they are going, which provides a sense of progress and structure.

b) Syllabus: The textbook serves as a syllabus and when it is followed systematically, a carefully balanced and planned selection of language content will be covered.

c) Ready-made texts and tasks: The textbooks supply tasks which are possibly to be of an appropriate level for most of the leaners. Therefore, they save time for the teachers.

d) Economy: A book is the cheapest learning material for each learner. Other materials such as computer software and photocopied papers are likely to be more expensive.

e) Convenience: A textbook is a convenient and bound package whose components stick together; it is small enough to carry around easily; it does not depend on hardware or electricity.

f) Guidance: The textbooks can provide useful guidance and support for inexperienced teachers

g) Autonomy: The textbook can be used to foster leaner autonomy so that they can learn new material and monitor their own progress.

Apart from providing these advantages, they ensure the consistency of language content across classes. In addition, textbooks are useful in the sense that they suggest

appropriate learning tasks according to the students' level, methods to follow and ''pedagogical rationale that is consistent with the philosophy school''(Nunan,181). Sheldon (1988) also claims that ''in house'' and ready-made tasks have less credibility than ready-made text books. Preparing materials can be time consuming for teachers; however, text books offer lower lesson preparation time. Thus, textbooks give the teacher an opportunity to spend their time embarking on preparing worthwhile teaching tasks. (O'Neill, 1982; Sheldon, 1988).Regarding assessment of students' learning, textbooks are advantageous because they include evaluation materials and tests. They are also useful because they are convenient, moveable and cheap (Graves, 2000, p. 174).

Table 2.3 (in Hong Xu, 2004) summarizes the advantages of the textbook brought forward by various experts.

Table 3

The Advantages of Using Textbook (in Hong Xu, 2004)

Advantages: Good textbooks are	Ansary, H. & Babai, E. (2002)	Britton, B. K., Gulgoz, S., & Glynn, S. (1993)	Hargis, G. (1998)	Mikk, J. (2000)	Richards, J. C. (2001)	Woodward, A. (1993)
accurate: containing correct, truthful, factual and accurate			√			
a way to unite a nation: sharing national experience				√		
inexpensive: providing learning materials in an inexpensive way	√					
clear: presenting information in such a way that users understand it the			√			

complete: including all necessary information and only that information, being an ever-present			√			√
concreate: including appropriate examples, scenarios, similes, analogies, specific language, and			√			
modeling language and providing input					√	
efficient					√	
field-tested in some schools				√		
tools for learners	√					
a resource or a general outline for teachers						√
long-term investments				√		
a source for novice teachers: meaning security, guidance, and	√					√
organized: so that information is presented that makes sense to users			√			
ways to teach ideas of democracy and human rights: giving a sense of	√			√		
a medium for high quality serious education: maintaining quality.	√			√	√	
a source of useful learning and teaching tasks: helping users do tasks related to their work	√		√			
a framework which regulates and times the programs: pacing, standardizing instruction	√				√	
a source that helps users retrieve information quickly and easily.			√			
models of style: using correct and appropriate writing conventions and			√			
a syllabus: providing structures for a program or dominating the	√			√	√	√

a means of training teachers				√	√	
providing a variety of learning activities.					√	
visually appealing: using visual elements to enhance meaning and attractiveness			√		√	

Nevertheless, textbooks are not always conducive to such merits in teaching/learning environments. Several ELT specialists and researchers do not wholeheartedly advocate the advantages of textbooks in ELT. Richards (2001) gives the list of the shortcomings of using textbook :

- They might include un-authentic language

- They may fail to represent real issues

- They may not mirror students' interests and needs

- They can deskill the teachers

- They are commercial

Kitao and Kitao(1997:1) draw attention to another issue about the limitations of textbook in the ELT classroom. They suggest that students and teachers depend heavily on textbooks and they determine the content, methods, and procedures of learning. What students learn is parallel to what is presented in the textbook, and the way of presenting the material in the textbook is similar to the way students learn it. Thus, it can be said that the philosophy of the textbook in educational context will affect the whole class and the process of learning, which limits the knowledge of the students to whatsoever the textbook offers them. The implication here is they are afraid of the fact that the teacher's role may become reduced to that of a technician whose basic aim is to present materials prepared by others.

Ur (1996:183-195) adds a further dimension to the counter-arguments of using textbooks as a resource in ELT classroom on the following statements:

- if every group of students has different needs, no one textbook can be a response to all differing needs,

- topics in a textbook may not be relevant for and interesting to all,

- a textbook is confining, i.e., it inhibits teachers' creativity,

- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,

- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,

- teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

It can be said that Ur and Richards might be in the same boat about the drawbacks of using textbook. It is true that in all over the world every class consists of heterogeneous groups of students. Including the interest and need of every learner in a textbook makes it burden for a textbook writer, which necessitates the evaluation of textbooks.

Hardwood (2005) also claims three views by distinguishing between the 'strong' and 'weak' anti-textbook arguments: According to the strong anti-textbook view, pedagogical soundness of the material is absolutely weak since the aim of most of the textbooks is commercial. The weak anti-textbook view claims that it is possible material's pedagogical soundness may occur. Lastly, the pro-textbook view mentions that there is no tension between marketability and sound pedagogy. Furthermore, the strong anti-textbook view states that

textbooks kill the skills of the teachers, taking over the responsibility for the development of the materials, and that the global textbook cannot meet the local needs of the learners. On the other hand, weak-anti textbook asserts that textbook quality and syllabus flexibility determine the degree how much the textbook reskill or deskill the teacher. Nevertheless; pro-textbook maintains the opposite: textbooks reskill the teachers but not deskill and they are practical for both experienced and new teachers. In addition, students and leaners use the textbook since it is suitable for their local needs.

The weak anti-textbook view says that the textbook content may mislead both the leaners and teachers while the strong anti-textbook view focuses on the imposed textbook content, however inaccurate and insufficient it may be. The pro-text view proposes that the students and teachers can decide the extent to which the textbook's content is accurate.

In anti-textbook view, textbooks might be deficient in incorporating the findings of applied linguistics research. The strong anti-textbook view embodies the notion that the knowledge of the textbook writer about applied linguistics seems scarce. Yet, according to pro-textbook view, textbooks are regarded as products of dialogue and research between stakeholders, teachers and publishers.

Table 2.4 (in Hong Xu, 2004) explains the disadvantages of the textbook briefly as follows:

Table 4

The Disadvantages of Using Textbook (in Hong Xu, 2004)

Disadvantages: Bad textbooks are	Ansary, H. & Babai, E. (2002)	Britton, B. K., Gulgoz, S., & Glynn, S. (1993)	Hargis, G. (1998)	Mikk, J. (2000)	Richards, J. C. (2001)	Woodward, A. (1993)
a disaster for a nation				√		
confining: inhibiting teachers' creativity, being too difficult for students.	√			√		
not a response to all differing students' needs.	√			√	√	
expensive.					√	
deskilling teachers: making teachers slave to others' judgments about what is good and what is not.	√				√	
unclear, incoherent: missing important elements or links.		√				
inauthentic: being prearranged sequence and structure that may not be realistic and situation-friendly	√				√	
irrelevant or uninteresting: being unclear, incoherent, missing important elements or links or distorting content.	√	√		√	√	
not catering for a variety of levels: satisfying every type of learning styles, and every category of learning strategies that often exist in the class.	√					

Although the flaws mentioned above seem more or less true, textbook will doubtless

continue to play a pivotal role in the classroom and serve as a useful resource for both learners

31

and teachers. Textbooks are considered to be second important factor after the teacher in the second/foreign language classroom (Riazi (2003, p. 52) because teachers and learners need a framework and syllabus which guide them what is coming next and textbooks absolutely provide this. It is therefore textbook evaluation is required in order to be ensured that careful selection is made.

Regarding merits and demerits of using textbooks, it is highly difficult to decide the most suitable textbook because of the great number of textbooks on the market (Cunningsworth, 1995; Green, 1926) and they are hardly purchased with careful analysis (Green, 1926; McGrath, 2002). Tomlinson questions the appropriateness of the existed textbooks in the market and argues that local English textbooks are refined for commercial purposes but are not depended on basic principles of language acquisition and development suggested by educators and scholars (Tomlinson, 2003, 2008 & 2010).

Similar Studies about Textbook Evaluation in Turkey and Other Countries
a) Textbook Studies in Turkey

Empirical investigation about textbook evaluation has been conducted some of which are mentioned below.

Arıkan (2008) examined the EFL teachers and 4th grade students about the textbook, *Time for English*. 20 teachers and 703 students were recruited at the time of the study. The findings of the study revealed that while a high percentage of the students exhibit positive attitude to the components of the textbook, the opinions of the teachers were found changeable.

Tekin and Arıkan (2007) investigated the views of teachers' and 7th grades students on *Let's speak English 7* through student and teacher questionnaires. The participants of the study were 80 seventh grade students and 50 English language teachers teaching at a primary

level in a state school. The findings showed that both students and teachers had rather negative feelings. Another result that both questionnaires reveals is that the text book does not include various types of information gap tasks and role-plays which focus on fluency production and open-ended discussion questions that helps students express their own experiences and thoughts in English, personalize their responses and share information. About the topics in *Let's speak English 7* both students and teachers state that they do not match the interests of the students and both of them do not find the activities interesting, either. In conclusion, overall results indicated that the textbook cannot be candidly advised in 7th grade English language classroom.

In Tok's (2010) research, the advantages and disadvantages of English language textbook *''Spot On''* used in state primary schools in Turkey were studied. The participants consist of 46 English teachers from state primary schools in the city centers of Malatya and Adıyaman, the two cities in the east of Turkey. The researcher evaluated the textbook in terms of layout and design, language type, subject, content and skills, activities and tasks, and whole aspect. A high percentage of the teachers put forward negative attitude towards the layout and design of the textbook. The teachers mention that the textbook do not include enough expression glossaries, grammar references and vocabulary lists with their meanings. The findings of Tok (2010) reveals that although '*Spot On'* is a multi-skills syllabus and integrates four language skills, it places a larger emphasis on writing and reading. Finally, the researcher reached the conclusion that the negative attitudes of the teachers exceeded the positive characteristics very much.

b) Textbook Studies in Other Countries

Litz (2005) evaluated English *Firsthand 2* in South Korea and conducted both quantitative and qualitative research design. The participants of the study included eight

English course instructors as well as 500 students enrolled in 2000-2001 term. The students were studying in Secondary School in Hong Kong. The findings of the study revealed that;

- The textbook integrates four language skills

- The tasks and activities are communicative

- The supplementary materials of the textbook are useful

While claiming the strengths of this textbook, Lits (2005) claimed that the textbook have some deficiencies, too. For example, most of the activities in the textbook are repetitive and do not lead to authentic discourse.

Aftab (2011) evaluated the English language textbook in Pakistan by utilizing mixed method approach. The study includes two preliminary stages: small scale exploring English language requirements and interviews of the administers responsible for publishing and sanctioning textbooks. The core stages of the study were the survey of the curriculum and syllabus, the examination of the opinions of textbook users. The research highlighted the deficiencies in general education arena and found that textbook policies were inadequate. Moreover, the textbooks intensely focused on controlled and inauthentic learning tasks to teach English. Consequently, improvement in the curriculum and training programs for textbook writers were suggested by the author.

Phanhan, Watkhaolarm, and Chiyasuk (2012) studied on teachers' views and classroom applications of My World 1-3 textbook Series. 39   English teachers from 15 secondary schools were recruited. The research instruments to teachers' questionnaire, semi-structured interviews and ELT checklist. It was concluded that a high percent of the teachers' perceptions and classroom applications were highly suitable.

According to Sarem, Hamidi and Mahmoudie (2013), selecting a suitable textbook is not an easy task and it necessitates a lot of time and energy. To deal with this complexity and

make this process easier, they conducted evaluation checklists to choose suitable textbooks. This study evaluated International Tourism English textbook which is based on the checklist developed Daoud and Celce-Murcia (1979). The result of the study revealed that the prevailing textbook can be used as an appropriate textbook for students who study tourism. Regarding the content, the exercises and activities were generally based on communicative skills such as listening and speaking because the curriculum was mainly skill-based.

Fraidan (2012) analyzed two books Business Studies and Business Objectives by using external and internal evaluations. The former included a brief scan to determine whether the claims of the textbook writers are related to the content of the books. The latter consisted of different criteria: *language; authenticity; appropriateness*; and other factors, such as *usability generalizability, adaptability and flexibility*. After examining both books, the author found that Business Studies is superior to Business Objective since this book includes a lot of interactivity and give students many opportunities for role play and simulation.

Ghalandari and Talebinejat (2012) considered the incorporation of students' needs as a vital part of the curriculum. Their study's aim is to analyze whether ESP textbooks of medical students are effectively used in the Shiraz Medical School, Iran. This study is based on Hutchinson and Waters (1987) framework and evaluates the compatibility of these textbooks with the students' needs. The study reveals that prevailing textbooks are related to Iranian Physicians' needs and achievement.

Consequently, the studies on this field demonstrate that there are qualitative and quantitative studies. Most of these studies aim to find out both students and teachers views about the textbook. In addition, there are studies involving principles and inspectors' perspectives. The significance of exploring students' needs and adaptation of deficient parts of the textbook are pointed out. In this sense, it can be said that there is almost no studies about '*New English File*' textbook evaluation.

35

METHOD OF THE STUDY

Introduction

The main aim of this research is to examine both the students' and English Language Instructors' views about the content suitability of the textbook-New English File- , used in the School of English at Çanakkale Onsekiz Mart University, as to their needs and interests.

The research method of the study is mixed method. Interviews were conducted to English Language Instructors teaching English at the school of foreign languages of Çanakkale University. Then, questionnaires were conducted to gather information about the content of the textbooks' suitability for the students' and instructors' needs and purpose.

On the other hand, the content of the textbook was examined and content analysis method for the interviews of the teachers was conducted for qualitative research. In conclusion, both the student questionnaire and interviews were administered and examined pertaining to the principles of the aforementioned research methods.

The participants

According to Sheldon (1987; p. 6), evaluation of the materials needs to be retracted to the real consumers who are educators and learners. His view led the inclusion of both the teachers and the students in this research. In this respect, the participants of the study were 174 preparatory students and 14 instructors teaching English in School of English for preparatory students from 2014 to 2015. Students' language background is English as they started to learn English in the primary school. Of 174 student participants, 80 of them are females and 94 of them are males and their ages range from 18 to 22. However, the study did not include age and sex variables as these variables do not make any sense for the purpose of the study (Arıkan, 2008; Seda, 2007).The questionnaire was administered to 177 students;

but, 3 of them were eliminated since they contained two answers or more for the questions of the questionnaire and incomplete. Regarding the views of the implementer of the textbook, the interview and questionnaire were conducted to English Language Instructors teaching *New English File* textbook. The researcher asked a total of 14 English Language Instructors to participate in the study and sent an e-mail for getting consent and waited for the answer. 14 English Language Instructors answered in the affirmative and explained that they will be volunteer to be recruited in the study.

Data Collection and Procedure

In the present study, a student and teacher questionnaire and teacher interviews composed by Arıkan (2008) were taken and the questionnaires were adopted with the addition of 12 items as to cultural issues (Göktaş,2013). In other words, the questionnaires were slightly changed without any changes in the roots of the items. Furthermore, team-based brainstorming was also carried out with Turkish Language Teachers and two language versions (English and Turkish) were compared whether there are any problems in both questionnaires. The permission was taken to use these scales in this present study (See Appendix D to see permission letter).

The target population of the present study is the English Language Instructors and students in Çanakkale 18 Mart University School of English. In the procedure of permission, a hierarchical chain was needed in order to get permission for conducting these scales. For this reason, the official consent was required from the administration of Institute of Educational Sciences. In this process, the researcher first arranged the questionnaires and interview questions and the researcher expressed this situation to the institute officers. Afterwards, the consent from Canakkale 18 Mart University was taken on March 01, 2015 in the fall term of 2014-2015 education year (to see the permission, please see the Appendix D).

Following the approval of the institute, the researcher's papers were sent to the director of School of English on March 24, 2015 informing that this study can be implemented in School of Foreign Languages.

The questionnaire of the students was conducted in School of English on April 6-10-14-30 2015. The students completed the questionnaires in the classroom during the lesson. The student questionnaire was administered to 174 students. At the beginning of 2015 spring term, the researcher told the students that 'The aim of this questionnaire is to evaluate the textbook that you are using now. I kindly ask you to share your opinions with me.'Before distributing the questionnaires to the students it was observed that nearly all of the students had already some questionnaire experiences and they seemed to be familiar with filling in a questionnaire. It lasted roughly five minutes to answer the questions in the questionnaire.

Moreover, 14 English Language Instructors were informed about the interview and questionnaire and the researcher planned to meet them individually according to their availability after getting oral permission. The questionnaires were filled out in instructors' rooms or the researcher sent them through Google forms. Each of the instructors had a copy of the textbook 'New English File' while filling out the questionnaire. The researcher told the teacher that they were free to write their names on the questionnaires.

Interviews were conducted in the instructor's room in brake hours or during their free time. There is no one else in the rooms during the interviews. The interviews took almost 15-20 min.

The procedure of the interview s: At first, the aim of the study and the interview was expressed to the instructors briefly. And then, interview questions were put to the interviewees and they were asked to answer these questions freely. The permission was asked to record the interview (see Appendix-C to see interview questions). Subsequently, the

researcher asked the questions orally and the instructors followed the interview questions which were given to them earlier.

Instruments

Students' Questionnaire

Questionnaires are one of the most commonly used research tools. Tuckman (1978) asserts that questionnaires are a way of collecting information about people by asking questions directly but not observing their behavior.

Seliger and Shohamy (1989) took a different approach to the nature of questionnaires emphasizing that they are time-efficient since they can be conducted to very large groups of the participants, which makes it less time-consuming in comparison to other tools like interviews. However, Robson (in Cabaroğlu, 1999, p. 113) expressed the disadvantages of questionnaires stating that it is generally impossible to check the seriousness and honesty of the responses given by the participants.

The student questionnaire consisted of 32 items which were in the form of the statements to which the participants gave answers by choosing from multiple choices. The questionnaire served to unearth the students' opinions about the layout and design, activities, language skills, language type, subject and content and cultural issues of the textbook. They showed their agreements and disagreements by ticking up likert type scales ranging from "I totally agree, I agree, I am not sure, I do not agree to I do not agree at all." The items of the questionnaire were translated into Turkish for the students since the level of the students is A2 and B1 proficiency level which are not enough to understand the items in English. Team-based brainstorming with Turkish Language teachers was also carried out because badly-translated scales can cause a study to fail. In this regard, two language versions were compared to detect if there were any mistakes in the translated questionnaire. Furthermore,

three experts from Çanakkale 18 Mart University, Middle East Technical University and Balıkesir University were consulted for the content and conduct validity of the instrument and the general structure of the set of the statements. Consequently, none of the items are changed. Moreover, Cronbach's Alpha of the questionnaire administered to the students was calculated in order to find out the reliability accurately. The reliability of the student questionnaire is given below.

Table 5

Reliability Analysis of Students' Questionnaire

	N	α
32 items	175	.921

As it is shown in Table 3.1, Cronbach's Alpha of the student questionnaire is .92 which means that there is high reliability in terms of items. The internal consistency of 32 items was calculated as $\alpha = .921$ Cronbach's Alpha score. It can be concluded that there was no need to exclude any items from the questionnaire. The Cronbach's Alpha score ($\alpha = .921$) indicated that every item is consistent with the questionnaire (see also Appendix F for the reliability of each item).

Table 6

The Number of Male and Female Students (n= 177)

	f	%	Valid Percent	Cumulative Percent
Male	94	51.4	53.8	53.8
Female	80	44.1	46.2	100.0
Total	174	95.5	100.0	
Missing	8	4.5		

Total	177	100.0

The table displays the number of male and females students. As shown in Table 3.2, of the participants, 94 were male participants and female participants in the study were 80. According to the acquired data, the number of both groups is nearly equal. However, 8(4.5%) of the students probably do not want to express their sexual orientation or might have not seen this statement.

Instructor Questionnaire

The instructor questionnaire consist of 42 seven main parts; A- Teacher profile B- Layout and Design C- Activities D- Skills E- Language Types F- Subject and Content G- Conclusion. (For the complete version of the questionnaire, see Appendix B). The instructors showed their agreements and disagreements by ticking up Likert type scales ranging from "I totally agree, I agree, I am not sure, I do not agree to I do not agree at all." 14 instructors were recruited in School of English, Çanakkale 18 Mart University during the beginning of 2015 Spring term. The distribution of English Language instructors was shown in terms of gender, teaching experiences and academic development in Table 3.3

Table 7

The Distribution of Gender, Experience, Degree (N= 14)

		Number of Participants
Gender	Female	6
	Male	8
Degree	Bachelor	1
	Master	11
	Doctorate	2

Experience	1-5 years	2
	6-10 years	11
	more than 10 years	1

As shown in Table 3.3, it can be concluded from the table that the majority of the participants were males. The teacher questionnaire was conducted to 6 female instructors and 8 male instructors (*N= 14*). The age of the participants ranges from 25 to 42 years old and the educational degree of the instructors range from Bachelor to Doctorate degree.

Table 8

Reliability Analysis of Teachers' Questionnaire

	N	α
42 items	14	.89

As shown in Table 3.4, the "Teacher Course Book Evaluation Form" developed by Arıkan (2008) was found a well-established instrument with the reliability value of $\alpha = .89$ which indicates that the questionnaire is highly reliable.

Instructor Interviews

Interviews provide researchers in depth analysis about the study by making use of the personal opinions of the participants (Büyüköztürk, 2002). Cannell and Kahn (1968) claim that interview was'' a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation."

Similarly, Cabaroğlu (1999: 73) mentioned several purposes of interviewing. Firstly, it can be used as the core tool of data collection regarding research objectives. Secondly,

interviews can be useful in testing hypotheses or suggesting new ones and helping identify relationships and variables.

Ekmekçi (1999:29) further argues that interviews as a data collection have advantageous over questionnaires in that participants may complete the items heedlessly or skip some of the statements in the questionnaires since the items may be in comprehensible. Furthermore, the misconceptions the participants may face can be solved by interviews since interviews let interviewees ask for clarification for questions they find ambiguous.

In view of the enlightening information discussed above, the interviews were administered to a total of 14 English Language Instructors at the end of the 2014-2015 education term. Interview questions were composed by Arıkan (2008) and they were slightly changed in order to adapt the context of School of Foreign Languages without any changes in the roots of the questions. Interview was conducted with the following questions:

1. Do the aims of the textbook correspond closely with the aims in the teaching program and with the needs of learners?

2. Does the course include examples of authentic language and materials?

3. Is the textbook flexible? Does it allow different teaching and learning styles?

4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?

5. What opportunities exist for students to interact using English?

6. What components does the teacher's book include?

    a. Are there guidelines for evaluating how well lessons went?

    b. Does it explain any methodological issues regarding teaching adult

learners?

7. What is your overall opinion about the textbook you have been using?

Data analysis

The aim of the present study is to evaluate 'New English File' textbook used in School of English in Çanakkale 18 Mart University in terms of instructors' and students' perspectives.

In order to gather information about the opinions of teachers and students, both quantitative and qualitative research methods are used. Karasar (as cited in Kıncal, 2013, p.66) asserts that quantitative research is the research where the data is empirical forms. Furthermore, Yıldırım and Şimşek (2006, p. 39) claim that qualitative research can be described as a research in which qualitative research data collection methods such as interviews, observation and document analysis are conducted. Finally, Fırat, Yurdakul and Ersoy (2014, p. 67) state that mixed method cannot be defined as a simple combination of both quantitative and qualitative methods but the work of exhaustive combination of strengths of both methods.

Under the title of mixed method, descriptive evaluation model was employed for quantitative research since the opinions of the students and instructors were analyzed through a student and teacher questionnaire. On the other hand, the opinions of the instructors were examined and content analysis for the interviews was conducted. Consequently, both the student and teacher questionnaire and teacher interviews were administered and analyzed in terms of the principles of the aforementioned research models.

Analysis of Quantitative Data (Questionnaires)

The student questionnaire contains 32 Likert type scale items. A five-point Likert scale was used between strongly agree and strongly disagree. These 32 items in the student questionnaire are designed in seven main sections; layout and design, activities, language skills, language type, subject and content and cultural issues of the textbook.

In order to acquire data concerning students' and teachers' opinions about the preparatory grade textbook 'New English File' (NEF), a five-point Likert scale was used ranging strongly agree to strongly disagree. The data acquired from the questionnaires were transmitted to a computer and analyzed by using Statistical Package for Social Science (SPSS) 20. Teachers' and students' responses to the questionnaires were evaluated by looking at the mean scores, frequencies, standard deviation and percentages in order to understand the overall consensus towards the features of the textbook. While sorting out the student questionnaire, it was detected that some of the questions had missing data, therefore 2 questions were omitted.

Different from the student's questionnaire, the teacher's questionnaire was designed to learn the teachers' opinions concerning NEF. The questionnaire consists of 42 Likert scale type items. A five-point Likert scale was used ranging between strongly agree to strongly disagree. The items of the questionnaire are designed in seven main parts; demographic information of participants, layout and design, activities, skills, language type, subject and content and conclusion. For the purposes of the study, descriptive statistics were implemented to reveal the mean values, frequencies, standard deviation and percentages of the items in the questionnaire. The standard deviations and means were calculated for each item. Then, the overall means of each category were calculated. The findings shed light of the opinions of the instructors on the general effectiveness of the textbook.

Analysis of Qualitative Data (Interviews)

For analyzing the interviews, content analysis was used. Initially, all the tape-recorded interviews were transcribed and the same responses were extracted. The responses of the collected interview were carefully transcribed and analyzed by the researcher. A two-way analysis of the data was done by combining the interviews and questionnaires. The purpose of

this analysis is to depict the correspondence between the responses of the instructors to the questionnaires and the instructors' relevant responses to the interview questions.

Chapter Summary

In this chapter, the methodology process of the present study was clarified closely by explaining the process of data collection and analysis, aims and participants of the study. Moreover, how the data were gathered and analyzed by using qualitative and quantitative data was explained in detail.

CHAPTER 4

FINDINGS

Introduction

The purpose of the study is to investigate the opinions of the students and teachers regarding the current preparatory grade textbook 'New English File'. This chapter aims to highlight the results of the current study through the eyes of the students and English Language Instructors working for School of English. At first, the data obtained from student's and teacher's scale were analyzed. And then, the analysis of the results of the interviews with teachers was added.

The acquired data were analyzed through a statistical program, SPSS Statistical Package for Social Sciences for Windows 20.0. The findings obtained from the questionnaire recruited to 177 students are shown below. The responses to the questionnaire are given with a total of 7 sub-headings from *layout and design, the activities, the language skills)speaking, reading, writing and listening), the language type,* and *the subject and content* to *the overall consensus.*

Results from the Student Questionnaire

Table 9

The Mean Scores of Students' Opinion Concerning Layout and Design.(N= 177)

	Mean	SD
The layout and design is appropriate and clear (Item1)	2.36	1.13
The textbook is organized effectively (Item 2)	2.37	1.07

As Table 4.2 reveals that students moderately think that the layout and design of the textbook is clear for them (*M*= 2.36, *SD*= 1.13). On the other hand, the participants held

neutral attitude towards the organization of the textbook (*M*= 2.37, *SD*= 1.07). It can be concluded from these findings that the students think neither positively nor negatively in terms of layout and organization of the textbook.

Table 10

The Mean Scores of the Students' Opinions about the Activities of the Textbook (N=177)

	Mean	SD
The activities encourage sufficient communicative and meaningful practice(Item 3)	2.77	1.17
The activities incorporate individual, pair and group work(Item 4)	2.27	1.10
The grammar points and vocabulary items are introduced in motivating and realistic context through games, songs and storytelling (Item 5)	2.53	1.23
The activities promote creative, original and independent responses (Item 6)	2.72	1.13

As demonstrated in Table 4.4, the overall mean score of the statements between 3 and 6 (*M= 2.57*) reveals that the attitude of the students towards the activities of the textbook is neutral. The students applied the statements of 'encourage sufficient communicative and meaningful', 'promote creative, original and independent responses' more than the other items.

Table 11

The Mean Scores of Students' Opinions About the Language Skills of the Textbook (*N= 177*)

	Mean	SD
The textbook highlights and practices natural pronunciation (Item 9)	2.60	1.21
The materials include and focus on the skills that I need to practice(Item 7)	2.70	1.02
The materials provide an appropriate balance of the four language skills (Item 8)	2.91	1.10

The mean scores and standard deviations for language skills of the textbook are demonstrated in descending order in Table 6. Accordingly, the mean scores of the students

regarding language skills of the textbook are similar to each other. For example, the mean score for item7, item 8 and item 9 are (*M=2.7, SD= 1.02*), (*M=2.91, SD= 1.10*) and (*M=2.6, SD=1.21*) respectively. Furthermore, it can be observed that the most reported item is '*The materials provide an appropriate balance of the four language skills*' which reveals the fact that the students believe that the textbook covers four language skills. The least favored item by students is '*The textbook highlights and practices natural pronunciation*' which implies that the students do not find useful enough the natural pronunciation the textbook provides.

Table 12

Students' Opinions About the Language Type of the Textbook (N=177)

Items	Mean	SD
Item 10: *The language used in the textbook is authentic – i.e. like real life English*	4.02	1.24
Item 11: *The language used is at the right level for my current English ability*	2.71	1.25
Item 12: *The progression of grammar points and vocabulary items is appropriate*	2.43	1.19
Item 13: *The grammar points are presented with brief and easy examples and explanations*	3.36	1.07
Item 14: *The language functions exemplify English that I will be likely to use in the future*	4.32	1.10

Considering the 10th item in the questionnaire, the students were found as negative about the authenticity of the textbook with the mean value of 4.02 (*SD*= 1.24). Additionally, they believe that the level of the language in the textbook is appropriate for the students (*M* = 2.71, *SD* = 1.25). Furthermore, the students found the progression of grammar and vocabulary appropriate with the mean value of 2.43, which indicates that the grammar and vocabulary items in the textbook are progressed gradually. On the contrary, the students do not think that the examples of textbook are relevant to their interests (*M* = 4.32, *SD* = 1.10). It can be

concluded that the examples of the textbook need to be changed according to the needs of the students.

Table 13

Students' Opinions About Content and Subject of the Textbook

Items	Mean	SD
Item 15: *The subject and the content of the textbook is relevant to my needs as an English language learners.*	4.05	1.13
Item16: *The subject and content of the textbook is generally realistic.*	2.43	1.08
Item 17: *The subject and content of the materials is interesting, challenging and motivating.*	2.78	1.17
Item 18: *There is sufficient variety in the subject and content of the textbook.*	2.59	1.15

As the Table 4.8 demonstrates, it can be observed that the students did not find the textbook relevant to their needs ($M = 4.05$, $SD= 1.13$) which implies that the students are not satisfied with the subject and content of the textbook. However, the students thought that the subject and content of the textbook is realistic ($M = 2.43$, $SD= 1.08$). On the other hand, '*There is sufficient variety in the subject and content of the textbook.*' was not favored by most of the students with a mean value of 2.59 ($SD = 1.15$) which reveals that students did not find the variety of subject and content sufficient.

Table 14

Students' Opinions About the Overall Consensus of the Textbook

Items	Mean	SD
Item 19: *The textbook raises my interest in further language study*	3.08	1.30
Item 20: *I would choose to study this textbook again*	3.05	1.28

As it can be observed in 4.9, the participant students do not find the textbook sufficiently interesting for learners' further language study ($M = 3.08$, $SD = 1.30$). Similarly, the students are not sure about the selection of the textbook again ($M = 3.05$, $SD = 1.28$) which reveals that they have some concerns about the textbook.

Table 15

The Mean Scores of the Students' Opinions About the Place of Multiculturalism in the Textbook

	Mean	SD
I think that New English File increases my awareness in terms of multiculturalism(Item 21)	2.60	1.12
I have been more willing to analyze other cultures since I had lessons by using New English File(Item 22)	3.34	1.11
I think that elements shown in New English File from different cultures do not reflect the truth(Item 23)	3.16	1.17
I think that Turkish culture is not included enough(Item 24)	1.20	1.35
I think that Turkish culture is not reflected correctly(Item 25)	2.58	1.36
My interest for learning language increases in the lessons including Turkish culture(Item 26)	2.41	1.42
I believe that I can contact with people from other cultures without difficulty after the lessons I took by using New English File(Item 27)	3.9	1.2
Turkish culture is reflected in a wrong way(Item 28)	2.60	1.29
I have some negative thoughts about New English File because of the way of presenting Turkish culture(Item 29)	2.79	1.35
I think that some cultures are presented weaker than some other cultures(Item 30)	1.46	1.38
I think that elements of multiculturalism are not reflected correctly(Item 31)	1.33	1.26
There are enough examples for multiculturalism(Item 32)	4.15	1.22

It can be deduced from Table 4.11, as for item 24, that the students complained about the insufficiency of the Turkish culture in the textbook. Accordingly, most of the students prefer to see more elements of Turkish culture , which means that the inclusion of the Turkish culture is significant for their learning when they are exposed to Turkish culture in New English File *(M= 1.02, SD= 1.35).*

With relation to item 25, the students were found as neutral about the accurate reflection of the Turkish culture in the textbook *(M= 2.58, SD= 1.36).* The mean score of this

item probably shows that the students cannot express their own ideas since they believe that the inclusion of the Turkish culture is not enough for this textbook.

Analysis of the Student Questionnaire

From the gathered results, it can be concluded that the students generally approve front and cover of the textbook. It is seen that there is enough number of activities that the students do on their own and individually in the textbook. Furthermore, it can be said that there is enough number of pair work activities in the textbook and the number of group work activities seem sufficient. It appears that the textbook covers both free and teacher-bounded activities. The number of the games, songs, and listening activities other than songs in the course book is sufficient.

It is clear that the textbook covers sentence level reading/writing, and short paragraphs and the number of activities that cover reading and writing practice satisfy the needs of the learners. In addition, it can be deduced that there are many vocabulary practice activities in the textbook and students asserted that the number of these activities is sufficient.

In general, the findings showed that students liked the textbook very much except for the cultural sufficiency. It is understood that the textbook includes different types of subjects, content and activities that address different types of students in class. Consequently, the textbook is approved and enjoyed by the majority of the students. In the twenty item, most of the students mentioned that they liked the book very much. According to them, the activities are colorful and enjoying. They said they like studying English with this book.

Findings from the Teacher Questionnaire

Table 16

Teachers' Opinions About the Layout and Design of the Textbook (N=14)

	Mean	SD

Item 1:The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	1.21	.43
Item 2: The layout and design is appropriate and clear.	3.50	.85
Item 3: The textbook is organized effectively.	3.01	.83
Item 4: An adequate vocabulary list or glossary is included.	3.57	1.02
Item 5: Adequate review sections and exercises are included.	1.57	1.16
Item 6: An adequate set of evaluation quizzes or testing suggestions is included.	1.43	.65
Item 7: The teacher's book contains guidance about how the course book can be used to the utmost advantage.	2.50	.88
Item 8: The materials objectives are apparent to both the teacher and student.	2.57	.65
Item 9: The textbook meets the long and short term goals specific to my learners.	2.36	1.22
Item 10: The workbook includes appropriate supplementary activities.	1.64	.84
Item 11: There is an adequate explanation to enable teachers to understand the cultural differences of the target language.	4.50	.52

As shown in Table 4.12, the teachers were found moderately positive about the layout and design of the textbook with the mean value of 2.28 (*SD*= .82). When the mean values are concerned item by item, it can be concluded that the most reported item is '' *The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit(Item 1)*'' which implies that the textbook is equipped with vocabulary, functions and structures (*M*= 1.21, *SD*= .43). Secondly, Item 2 "The layout and design is appropriate and clear'' was not supported by the teachers showing that the outer side of the textbook should be more attractive and intriguing (*M*= 3.5, *SD*= .85). It can be concluded that the cover of the textbook should be more colorful which appeal to students and attract their attention. Regarding item 3, most of the teachers partly pleased with the organization of the textbook and very few teachers pleased with the organization of the book (*M*= 3.01, *SD*= .83). On the other hand, as it can be seen in Item 4, the participants have a negative tendency towards the efficiency of the vocabulary list and glossary with the mean value of *M*= 3.57 *SD*= 1.02 revealing that there is not adequate word lists and vocabulary section in the textbook.

Furthermore, the mean values of item 5 (*M*= 1.57, *SD*= 1.16) and item 6 (*M*= 1.43, *SD*= .65) clearly demonstrates that the teachers are satisfied with review sections, exercises, evaluation quizzes and testing suggestions. Additionally, the teachers were found moderately positive towards the content of the guidance of the textbook (*M*= 2.5, *SD*= .88). It can be concluded the teachers do not think that the textbook does not include enough guidance and ''Objectives and Goals'' section that students will pursue or the methodologies they should employ. In addition, as shown in item 8, according to the teachers, the objectives of the materials are not clear enough for the students and the teachers (*M*= 2.57, *SD*= .65). Similarly, almost most of the teachers reported that the aims of the textbook match with the needs of the students (*M*= 2.36, *SD*= 1.22). However, some of the teachers objected to this view because they think that these students will work in tourism sector and the textbook should meet the specific purposes of the students. According to them, if the textbook was selected according to their needs, the students would gain more favor and the textbook would be more beneficial. On the other hand, item 10 reveals that the teachers regarded themselves as rather positive about the supplementary materials of the textbook (*M*= 1.64, *SD*= .84). However, teachers have negative concerns related to the information about the cultural differences of the target language (*M*= 4.5, *SD*= .52). According to them, some necessary cultural differences were not demonstrated in the textbook, which is not good for the awareness of students as to different cultures. In this way, most of the teachers think that multicultural subjects and elements should be scattered throughout the textbook.

Table 17

Teachers' Opinions About the Activities of the Textbook

	Mean	SD
Item 12: The activities encourage sufficient communicative and meaningful practice.	1.49	.65
Item 13: The activities incorporate individual, pair and group work.	1.57	.51

Item 14: The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.	4.79	.43
Item 15: The activities promote creative, original and independent responses	2.14	.86
Item 16: The tasks are conducive to discovery learning and to the internalization of newly introduced language.	2.57	.65
Item 17: The course book's activities can be modified or supplemented easily.	2.64	1.15
Item 18: There are interactive and task-based activities that require students to use new vocabulary to communicate.	1.50	1.09

As Table 4.9 shows that the teachers were found moderately positive about the activities of the textbook (M= 2.67, *SD*= .76). Regarding to each item, it was seen that most of the teachers reported that the activities of the textbook foster communicative and meaningful practice (*M*= 1.49, *SD*= .65). According to the teachers, the textbook includes a lot of discussion questions and dialogs in every unit, which encourages students to interact in English. According to the item 13, the activities in the textbook are thought to include pair, group and individual work with a mean value of 1.57 (*M*=1.57, *SD*= .51). It is understood from the data that the students prefer individual, pair-work and group-work activities. These result may show that although more group work activities are needed according to the teachers, it is a known fact that group work activities can create management problems in class especially for these ages of learners so in the interviews they generally claimed the number of the group work activities should be kept limited. Furthermore, the analysis of the responses given to the item 14 leads us to the conclusion that most of the teachers displayed their disapproval of the textbook's attitude towards vocabulary items and grammar points (*M*= 4.79, *SD*= .43). In this sense, it can be concluded that the textbook is not capable of including realistic and motivating context such as songs, games and storytelling. As for the item 15, the teachers generally responded positively to this statement (*M*= 2.14, *SD*= .86). They think that the textbook provides the activities which encourage the students to produce their own responses. According to the students, English is a new subject to them, so at the beginning it

is good to be partly depended on teacher; however, being depended on the teacher does not raise their self-confidence. Concerning the item 16, the teachers have a positive feeling regarding to the inclusion of discovery learning in textbook (*M*= 2.57, *SD*= .65). They believe that the textbook provides problem solving situations where students can have a chance to use their own experiences and background knowledge. According to the item 18, most of the teachers consider the activities covered in the textbook are convenient to be supplemented and modified (*M*= 2.44, *SD*= 1.15). It can be said that the teachers think that the textbook is suitable for adaptations. Cunningsworh claims that no textbook will be totally suited to a particular teaching situation. The teacher will have to find his own way of using and adapting it if necessary (1984:89). It can be understood that the textbook needs to be easily adaptable according to the needs of the learners. A good amount of teachers partly agrees that the textbook is easily adaptable. In addition, according to the final item of the table, the textbook provides task-based and communicative activities (*M*= 1.50, *SD*= 1.09). Most of the teachers believe that the textbook is a convenient stage for meaningful and communicative practice. They said that especially the guessing activities play a significant role in encouraging the students to trigger their schemata.

Table 18

Teachers' Opinions About the Skills in the Textbook (N= 14)

	Mean	SD
Item 19: The materials include and focus on the skills that I/my students need to practice	1.29	.47
Item 20: The materials provide an appropriate balance of the four language skills	1.64	.50
Item 21: The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).	1.57	.65

As demonstrated in Table 4.14, the teachers were found as strongly positive about the skills of the textbook (*M*= 1.5, *SD*= .54). When the mean values are concerned item by item,

the most reported item is '' Item 19: The materials include and focus on the skills that I/my students need to practice'' which implies that the teachers find the skills (reading, listening, writing, speaking) covered in the textbook as adequate (*M*= 1.29, *SD*= .47). It can be concluded that the materials of the textbook include sufficient opportunities for the learners to practice the four skills. In the textbook, only sentence level reading is given so the teachers can think that the number of the reading practice activities is not sufficient but when the level of the students are considered the number of the reading practice activities seem sufficient. In addition, the results showed that the textbook mainly provides an appropriate balance for the four language skills. As to balance of the four skills, the teachers hold a positive view about the involvement of the four language skills (*M*= 1.64, *SD*= .50). In this sense, the teachers considered that each unit in the textbook includes four language skills and they are distributed equally in each unit. As to item 21, a great number of the teachers pointed out that the textbook includes natural pronunciation (*M*= 1.57, *SD*= .65). According to them, each unit involves pronunciation section.

Table 19

Teachers' Opinions About the Language Type of the Textbook (N=14)

	Mean	SD
Item 22: The language used in the course book is authentic - i.e. like real-life English.	1.29	.61
Item 23: The language used is at the right level for my (students') current English ability.	2.29	.61
Item 24: The progression of grammar points and vocabulary items is appropriate.	1.57	.51
Item 25: The grammar points are presented with brief and easy examples and explanations.	1.29	.83
Item 26: The language functions exemplify English that I/my students will be likely to use.	4.46	.52
Item 27: The language represents a diverse range of registers and accents.	4.29	.61
Item 28: The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.	4.43	1.09

Regarding the authenticity of language in the textbook, defined as natural or real language, a great majority of the teachers believes that the textbook contains authentic real life examples of four skills (*M*= 1.29, *SD*= .61). The reason may stem from the fact that the textbook contains sound charts, games, songs. On the other hand, the teacher expressed their agreement with the textbook's suitability with the language abilities of their students (*M*= 2.29, *SD*= .61). The teachers pointed that the textbook is not above the students' level and each unit covers four language skills. Item 24 explores the progression of grammar and vocabulary items. Regarding this item, the teachers showed affirmative responses to this statement (*M*= 1.57, *SD*= .51). Concerning the presentations of the grammar points, the teachers considered that grammar points are presented through easy and brief examples (*M*= 1.29, *SD*= .83). According to them, there should not be more grammar practice activities. For years, language teaching education in Turkey depended on grammar practice and teachers taught grammar to children. After the revolution in English language curriculum, teachers are still seeking for grammar because of their habits. As years go by, their habits will also undergo some chances and they will admit that grammar should take a back seat in language teaching. However, the teachers believed that the language functions of the textbook do not give students the opportunity of practicing real life English (*M*= 4.46, *SD*= .52). They believed that the current textbook covers general English competence. However, in the future ESP (English for Specific Purposes) textbooks will be necessary for them because these student's specific field is tourism. As for item 27, it can be concluded that the textbook does not place sufficient focus on different accents and registers (*M*= 4.29, *SD*= .61). At least, regarding the final item of the table, according to the teachers, language and vocabulary structures are not built on the former ones (*M*= 4.43, *SD*= 1.09).

Considering the content and the subject of the textbook, teachers were asked about their views through five likert scale. And the results were shown in Table 4.16.

Table 20

Teachers' Opinions About the Content and Subject of the Textbook (N=14)

	Mean	SD
Item 29: The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).	4.14	1.03
Item 30: The subject and content of the textbook is generally realistic.	1.43	.76
Item 31: The subject and content of the textbook is interesting, challenging and motivating.	2.29	.91
Item 32: There is sufficient variety in the subject and content of the textbook.	1.46	.88
Item 33: The materials are not culturally biased and they do not portray any negative stereotypes.	1.57	.94
Item 34: Students learn about the customs and cultures of English-speaking countries.	4.00	1.18
Item 35: The textbook is methodologically in line with the current worldwide theories and practices of language learning.	2.11	.99
Item 36: Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.	2.23	1.27
Item 37: The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.	2.43	1.28

Findings from the item 29 uncover the fact that the subject and content of the textbook fails to comply with the students' needs (*M*= 4.14, *SD*= 1.03). They thought that these students' interest area is tourism and the textbook should appeal to the specific needs of the tourism and hotel management students. For the item 30, the teachers believed that the textbook is realistic (*M*= 1.43, *SD*= .76). For the next item'' The subject and content of the textbook is interesting, challenging and motivating.'', most of the teachers believed that the textbook includes interesting, challenging and motivating subject and content (*M*= 2.29, *SD*= .91). According to Krashen's 'i+1' theory we acquire language only when we understand language that contains structure that is 'a little beyond' where we are now. So being a little beyond where students are now is desired for language acquisition. According to the teachers'

answers, the textbook meets Krashen (1981)'s 'i+1' theory. As for the item 32, the teachers believed that the textbook includes a wide variety of subject and content (*M*= 1.46, *SD*= .88). Furthermore, in the process of the interviews, they expressed the fact that the activities and exercises in each unit are prepared within the scope of communicative approach and multiple intelligences because in each unit we can see the section of 'games and songs' and 'pronunciation and speaking''. These elements also appeals to multiple intelligences. Regarding the item 33, most of the teachers believed that the textbook does not include any unrepresentative negative stereotype (M= 1.57, *SD*= .94). However, one of the teachers opposed to this criterion and specifically gave an example 'New English File-Elementary page 47'.

Figure 3

The Picture Taken from the 'New English File' p. 47

In this picture, the man is cooking and it can be a negative stereotype for the students. On the other hand, 'The materials are not culturally biased and they do not portray any negative stereotypes.' was not favored by most of the teachers (*M*= 4.00, *SD*= 1.18). According to the teachers, the textbook does not include any 'culture' section and ways of life of English-Speaking countries. It can be concluded that the textbook is not sufficient in terms of intercultural communicative competence (ICC). To be clear, the textbook does not encourage the students to speak and communicate with the other cultures. Furthermore, it can be deduced that the textbook does not have the examples about how gestures and the distance between speakers vary from culture to culture. As for the item 35, when teachers asked whether the textbook is methodologically in line with the current worldwide theories, the

teachers responded positively believing that the textbook is prepared according to the current theory and principles (*M*= 2.11, *SD*= .99). Regarding this item, one of the interviewees (teachers) said that the textbook keeps itself updated on the latest developments about the English Language Teaching (ELT). Item 36 questions whether there are real life issues in the textbook. As shown in table 4.16, teachers demonstrated positive views on this statement (*M*= 2.23, *SD*= 1.27). According to the responses in item 37, it was construed as affirmative by the teachers. They contended that the textbook is prepared in accordance with Multiple Intelligence- Naturalist Intelligence, Verbal/ Linguistic Intelligence, Intrapersonal/Introspective Intelligence, Logical/Mathematical Intelligence, Interpersonal/Social Intelligence, Bodily/ Kinesthetic Intelligence, Visual/ Spatial Intelligence (*M*= 2.43, *SD*= 1.28).

Table 21

Teachers' Opinions About the Conclusion of the Textbook

	Mean	SD
Item 38: The textbook is appropriate for Common European Framework of Reference (CEFR)	2.43	1.28
	4.50	.65
Item 40: The textbook raises my (students') interest in further English language study.	2.50	1.02
Item 41: I would choose to study/teach this course book again.	2.13	1.16

Regarding item 38, it can be concluded that the teachers believed that the textbook is convenient for language-learning objectives of Common European Framework of Reference (CEFR) (*M*=2.43, *SD*= 1.28). Responses of the teachers given to the item 39, it is evident that the textbook is not appropriate for different types of classes (*M*=4.5, *SD*= .65). This result led to the conclusion that the textbook is not convenient for small-medium, homogeneous, co-ed. Classes of preparatory grade students. On the other hand, as for the item 40, the teachers were

found as moderately positive about the fact that the textbook will foster my students' interest level in the future (*M*= 2.5, *SD*= 1.01). Regarding the final item of the conclusion part, majority of the teachers believed that they would use this textbook in the future (*M*= 2.13, *SD*=1.16) whereas some of them gave negative responses.

Analysis of the Teacher's Questionnaire

In the teachers' questionnaire the textbook is evaluated in five sections; layout and design, activities, skills, language type, subject and content, and overall consensus.

Concerning the layout and design, teachers claimed that the cover of the textbook should be more colorful which appeal to learners and attract their attention. The teachers generally claimed that they are very pleased with the organization of the textbook. In addition, the teachers find the layout and design appropriate except the cover of it.

In terms of activities in the textbook, there is a doubt among the teachers about the number of the communicative and meaningful, and reading activities in the textbook but when the level of the students are considered the activities seem sufficient. It is understood that there are enough number of listening and writing practices in the textbook. It is clear that the textbook includes sufficient individual and pair-work activities. Teachers stated that there should be more group work activities in the textbook. However; when management problems are thought, the number of group −work activities seem sufficient.

From the acquired results, it can be concluded that the activities in the textbook are appropriate to student's age and the activities in the textbook involve sufficient number of tangible tasks. Furthermore, the activities in the textbook seem easily adaptable to the classroom atmosphere.

In terms of skills, the results indicate that the textbook satisfies the skills, which students need to practice language and the textbook provides an appropriate balance for the four language skills. In addition, the textbook provides enough vocabulary practice. The teachers claimed that there should be more reading practice activities because the new curriculum emphasized increasing comprehensible input.

Regarding the subject and content, teachers pointed out that the subject and content of the textbook is relevant to students' needs. Furthermore, the subject and content of the textbook appears to be interesting. It can be said that teachers find the subject and content of the textbook a little bit challenging for their students but it is wanted for language learning. Teachers believe that the textbook raises students' interest in further English language study. Lastly, the results show that activity variation in the textbook is satisfactory.

Regarding the consensus, the textbook is generally approved and liked by the teachers and students. The results also show that both the teachers and students enjoy teaching and learning English with this textbook.

Findings from the Interviews with Teachers

The analysis of the interview transcripts consists of the comments made by the instructors on the following issues; the textbook's compliance with the needs of the learners and involving the appropriate balance of four language skills and sub-skills.

The interview was conducted in Turkish because it would be better to communicate with our mother tongue and the key points of their insights would be understood more easily. Following the interview, the researcher translated them in English.

R: Do the aims of the textbook correspond closely with the aims in the teaching

program and with the needs of learners?

Interviewee 4: Generally, yes. Especially reading texts include very satisfying comprehension questions and vocabulary activities.

Interviewee 2: I do not like Grammar Translation Method. Generally I use different approaches. – Do you use Eclectic Method? – No, I use Communicative Approach and Natural Approach. Actually, my first aim in the classroom is to entertain the students in the process of the lesson. This textbook is convenient for these aims. There are many different kinds of activities, which makes the textbook consistent with the aims of the learners.

In the following part, another interviewee showed a similar tendency regarding the balance of four skills.

R: Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?

Interviewee 2: Mostly yes, each unit includes the activities for four skills. Each activity in every unit focuses on more than one skill. As an example, in one of the units, I saw that the students are encouraged to speak at a reading activity or write at a listening activity (taking small notes before listening).

Interviewee 11: In this textbook , we can say that reading activities, games, songs are convenient for four skills.

Interviewee 12: The textbook includes both creative and mechanical exercises besides four skills.

Interviewee 10: I think being proficient for all skills separately in the language is not enough. It is more than being able to perform four skills separately. It means that the

students can the skills effectively in different combinations. In this sense, I do not think

that this textbook do not present the four skills by combining them.

The interviewees here show their beliefs concerning the authenticity of the target language in the textbook.

R: Does the course include examples of authentic language and materials?

Interviewee 7: In New English File textbook, there are many composition speaking activities such as ' Which detective TV series or films are popular in your country? (Intermediate Page 99) and 'Do you suffer from information overload in your own life? (Intermediate page 89). I think these kinds of activities do not activate the students' creativity. I believe that these compositions are not authentic because in normal situations no one starts the conversation by asking whether you suffer from information overload in your life? The students need to talk about the relationship with their friends, their likes and dislikes, etc. Furthermore, using newspaper articles and real interviews should be used in the textbook. Consequently, I do not think that the textbook contains enough authentic materials.

Interviewee 6: Yes, we have the chance to listen to native speaker in DVDs provided by the stakeholder. Furthermore, the textbook includes real examples of written language.

Interviewee 1: I want to see more authentic materials in the textbook. Some of the topics in the textbook are uninteresting for the students such as going to Dubai for the holiday, but this is impossible for most of my students. Is it authentic? Is it real-life example?

R: Is the textbook flexible? Does it allow different teaching and learning styles?

Interviewee 3: Generally I choose to skip the parts which the students are not interested in. Sometimes I change them regarding their level by adding, deleting, reorganizing and modifying the context.

Interviewee 10: Yes, I can use the textbook with different kinds of learners. It includes a variety of activities which respond the needs of different learners who have different abilities.

Interviewee 6: When it is not flexible, I use adaptation techniques.

R: What opportunities exist for students to interact using English?

Interviewee 2: The organization of the textbook can provide opportunities for evaluation and self-study.

Interviewee 1: Regarding the speaking activities in the textbook, I think there are limited opportunities for students to communicate with each other. The speaking exercises require the students to act out with partner but not in groups. In this sense, group discussions containing more students are in scarce.

Interviewee 5: The speaking activities are generally based on guessing. As an example, as you see in this picture taken from New English File, it asks the students to guess with whom they are because it would be useless to write down the names below and then ask ' who are they with?' . Other activities are just like this one. There is no certain answer. It depends on the guessing of the students.

Figure 4

The example taken from the textbook' New English File' p.46

Interviewee 7: The aspect of communication and listening in the textbook are sufficient enough for the textbook. However, the only place for the students to communicate in English should not be limited to classroom. They need to hear from native speakers.

R: What do you advice?

Interviewee 7: I communicate in English in the classroom as much as possible. But this is not enough. I think authentic materials should be given to the students.

Interviewee 4: Interaction is very crucial and so I ask the students to do pair and group works. It diminishes the anxiety to speak in English. However, this technique is extremely difficult for my students in large classes. Because we cannot have eye-contact with the students.

R: What components does the teacher's book include?

a. Are there guidelines for evaluating how well lessons went?

b. Does it explain any methodological issues regarding teaching adult

learners?

All interviewees: All of the participants thought that there are no guidelines for evaluating how well lessons went and methodological issues regarding teaching adult learners.

The final question for the interview is in connection with getting the ultimate opinions about the evaluation of the textbook. The answers of the participants who approved this textbook are as seen below.

R: What is your overall opinion about the textbook you have been using?

Interviewee 1: I think the vocabulary section of the textbook is adequate. There are enough words to memorize.

Interviewee 2: Generally, it helps my students to love English. However, there are some problems. I do not remember most of them but the one I came across last week is worth mentioning. The video showing that Rob asks Jenny to marry him might disturb some of the students (Figure 4.3 shown below). Because in this picture the man kisses the girl and asks her to marry him. Some of my students made some jokes about this picture. While watching this, they altogether said 'Wowwww'. However, some of other students were embarrassed.

Figure 5

The video picture taken from New English File Textbook (page 93,Intermediate level)

Interviewee 5: Generally, I like the textbook. However, there are some parts which are below the students' level. As a solution, I skip them or changed the activity according to their level and interests.

Interviewee 6: This book is convenient for my students. It has a lot of exhaustive materials and activities. I think the student enjoy them.

Four of the teachers in fourteen answer this question positively. Teachers generally gave the same answer to the question 'why?'. Because they said that by using the textbook they can easily follow the program and there is a resource for students to look and study at home. They mentioned that students like 'New English File' textbook so they enjoy the lesson as well as themselves. Some of the teachers claimed that the words of every previous unit are recycled, which is a nice thing. However, there are diverge opinions held by the participants about the evaluation of the textbook. Some of the instructors are dissatisfied with the textbook itself.

Interview 3: I believe that the textbook is not appropriate for students. They will work in Tourism sectors and the books about the tourism will attract them much more than *New English File* textbook.

Interview 4: There are many videos in the textbook. However, some of my students have difficulty in understanding them. I do not appreciate video parts.

Interviewee 7: There is a balance between free and controlled activity type and the number of game-like activities is sufficient. Activities in the textbook involve sufficient number of tangible tasks. The activities are appropriate to students' age. The s in the textbook are a little challenging; but, this can be taken as advantage for students. The textbook includes vocabulary practice activities and the number of vocabulary practice activities should be increased. The new curriculum system in Turkey attaches significance to reading and listening skills, so the textbook includes very few grammar practice activities. I think the number of these kinds of activities is sufficient.

Interviewee 8: Although the activities are very easy, I look for extra information for the activities and I sometimes have difficulty in adapting some of the activities to my classes. So extra activities should be inserted into the textbook.

Interviewee 9: The book I use (Teacher's book) does not contain exam and quiz samples for me and colleagues. It is a known fact that traditional exams and quizzes are not satisfactory for the students but the management of the school requires exams and so we may have difficulty in preparing exams for the students. More sample exams should be included in the teacher's book.

Five of the teachers answer this question negatively. They said that they cannot digress from the textbook when they are using it-any kind of a textbook. Some of them claimed that

the textbook gave too much stress grammar and speaking section. Similarly, one of the teachers said that there must be more stress on reading and listening.

CHAPTER 5
DISCUSSION

The aim of the present study is to evaluate the opinions of Canakkale 18 Mart University Preparatory Grades' students and instructors about EFL textbook New English File they have been using. Patton (1990) emphasized the idea that quality is not only the attributes of a program, but a major concern in program evaluation. In order to insure quality, a major emphasis should be directed to correcting deficiencies and detecting problems.

The core questions of the study were formulated to cover all the areas which constitute the quality of a textbook. There were questions about; layout and design, activities, skills, language, subject and content, overall review, culture. The questions were based on the characteristic of a good textbook, on the recommendations and suggestions of scholars in the field (Zais, 1976; Lewy, 1977; Damaah, 1982; Gall, 1981).

The main points of the student and teacher questionnaire were formulated to acquire detailed answers to the research questions. The qualitative technique (content analysis for the interviews of the instructors) was also conducted to support the quantitative results, provide more detailed understanding and explain points of strengths and weaknesses of the EFL textbook. The purpose of these scales was to assess the opinions of teachers and students about 'New English File' textbook for preparatory grade stage using multiple resources.

The findings of the study revealed that the textbook appearance was attractive. The preparatory-grade ELT textbook's appearance was adequate as it had a clear table of contents, an informative cover, and a glossary at the end. It made the book comply with the characteristics of a good textbook appearance suggested by scholars in the ELT field (Zais,

1976; Lewy, 1977; Gall, 1981; Damaah & Mursi, 1982). Lewy (1977) claimed that of the points of evaluating materials are using colors and material attractiveness. However, the cover of the textbook was found deficient in not having an attractive color and not a bibliography at the end for more reading. These two were characteristics requested by many scholars (Jalali, 2011, p. 78; Harmer, 1996; Sheldon, 1998; Brown, 1995). The cover of the textbook should be made attractive by adding colorful pictures which illustrate its contents. The results of this part were supported by the recommendations of scholars in the field that the appearance of a textbook is significant; and a clear table of contents, organizing the textbook by having an attractive and informative cove, having a title at the beginning of each unit, glossary, pictures, and bibliography make a textbook more attractive.

The teachers tended to be negative regarding the efficacy of grammar points and vocabulary items. The teachers also showed concerns that the teachers were not eager to participate in certain units because they found the units uninteresting. According to the scholars (Litz, 2001; Kilickaya, 2004; Williams, 1983), the activities in the textbook should be lively, amusing, interesting and challenging for the students. Furthermore, the activities should reflect different aspects of authenticity (Allwright, 1981; Dougill, 1987) and they should foster interaction among students (Gearing, 1999; Richards&Rodgers, 2001). On the other hand, teachers' questionnaire indicates that the activities are consistent with the students' expectations, preferences and ages. Furthermore, the study has similar findings with Aytug (2007) and Al-Hajailan (1999)' studies in that the activities in the textbook should comply with the students' needs.

Another aim of the study was to collect information regarding the four mail skills (speaking, writing, listening and reading) that are presented in the textbook. Regarding the equal coverage of four main language skills, the instructors' responses did not show a high agreement. Following an analysis of language skills presentations in the textbook the reason

for this diversity has shown up. All of the teachers agreed with the statement that four main language skills are presented in order; however, the number of the reading and listening exercises outnumber writing and speaking ones. In this regard, instructors may have considered that the limited number of the exercises of productive skills as a factor which affects the equality issue negatively. Furthermore, the instructors suggested some aspects regarding the presentation vocabulary in the textbook. According to the instructors, the selection of vocabulary should comply with the students' levels and needs. Furthermore, the vocabulary should be included and assessed in all language skills (Cunningsworth, 1995).

According to the students, the content of the textbook does not include cultural aspects of the target culture. This finding correlates with the instructors' interview. All of the participants indicated that the materials should be presented through the presentation of the target language. The instructors suggested the usage of Turkish cultural items to make comparison between different cultures. In this regard, concerning the researcher's observation about the cultural issues, the local culture need to be emphasized much more than the target language culture. In the interviews, more than half of the instructors indicated that there is not a wide use of the local language culture.

The results of the study for the cultural content showed that there was a general disagreement by both groups of participants that the cultural content of the textbook was useful. Most of the both participants highlighted that the presence of local culture made learning English faster, easier and interesting. These results supported previous research findings about ELT teaching that culture is an inevitable part in EFL classroom (Hirsh, 1987; Fantini, 2006; Campinha, 1991), and knowledge of the students' culture develops more learning (Philips, 1983; Ihm, 1996; Nogushi, 1991), and that familiarity of the topic studied in the textbook proved to promote learning, and eliminate the interference of unfamiliarity that may delay learning (Kharma, 1981; Khalil, 1989). Furthermore, according to Saricoban and

Caliskan (2011), in order to overcome this problem the first thing is to include local culture elements in all sections more. They suggested other ways for this issue:

"Too much cultural information in the class may be boring for the students. Thus, the planning part is very crucial for a successful class both for the teacher and for the students. Students want to learn the local and target culture and instead of textbooks, they want to learn cultural information with realias, in pictures and videos." (p. 13)

Consequently, the results of this section supported previous findings, added that English is international now and does not belong to a certain culture. Moreover, it can be concluded that teaching English as a Foreign Language (EFL) in local culture made English learning faster, easier and interesting. It may stand to the reason that the elimination of target culture requires too much time to explain the differences. It can be suggested that target culture's pictures should be increased in the textbook.

CHAPTER 6
CONSCLUSION

In recent years English has become the world's global language and a great interest in the teaching of English to students has been increased. In state schools, the starting age in learning English has decreased to fourth grades. It is known that learning a language at a young age build more proficient speakers of English. The characteristics, needs, expectations, interests but also the emotional, social, psychological and cognitive developments of each student are completely different. Nowadays learning a foreign language in a natural way is preferred. They learn a language by listening and repeating things over and over, by imitating, by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose. Thus, teacher's role and materials' significance in learning a foreign language has been greatly expanded.

In Turkey, language learning/teaching greatly depends on teachers and textbooks since it takes place in schools that are basically the only places for exposure to language. This fact puts a tremendous responsibility on the teachers and textbooks in order to make the learning process effective and enjoyable. By using games, songs, puzzles, art and craft activities (task-based learning) in the textbooks, the students can learn subconsciously. As it is said that second language learning should be seen as acquisition, it is necessary for children to repeat the target language over and over again.

The most effective way to help students to learn a language is through engaging them in meaningful, purposeful, enjoyable activities. Repetition and practice can be done far more effectively by different kinds of activities where students expose to the same vocabulary a number of times. Variation of activities in the language classes provides a relaxed atmosphere

in classes because students have fun when they are faced with different kinds of activities. By this way, the child acquires the language without formal instruction.

Textbooks, being an important teaching/learning aid, should serve as a means to reach the goals of language teaching/learning and should help organizing teaching/learning process. Most classrooms are likely to contain children with different abilities, different styles of learning and with different attitudes towards English. Textbooks should appeal to a variety of learners and their needs, interests, emotions, feelings etc. with different kinds of materials, activities, and exercises. In brief, a textbook should address to all kinds of learners who may have different learning styles and strategies. The textbooks should also present activities and exercises to develop all four language skills.

This study is a further proof on the assumption that the textbook is very significant material/aid in language teaching. The objective of this research is to evaluate the English textbook 'New English File' and materials of the preparatory classes. A questionnaire was implemented to teachers and another questionnaire which is parallel to teacher's questionnaire was applied to students to collect data about the textbook. Teachers' interview and student's questionnaire formed the basis for this study. Student's questionnaire was formed in general view and the items of the questionnaire were translated into Turkish in order to make the questionnaire easy and clear. On the other hand, teacher's questionnaire was prepared to evaluate the textbook in sub-headings which are also divided into parts within themselves.

Questionnaires revealed that the textbook 'New English File' meets the needs of both the learners and teachers on the whole. As stated before, language acquisition occurs after a number of repetitions and practice of the language and textbook plays a significant role in practicing language except the school. Textbook, to be more effective teaching material,

should contain different kinds of activities in which the students are exposed to the same subjects in the classroom for a number of times, and also in a relaxed way.

It is clear that textbooks can be useful guides for the teacher in the classroom. The English language teacher should be aware of the fact that s/he can omit or replace some materials which he thinks inappropriate to his/her classroom situation and s/he can make some additions from various other sources. It is impossible to find materials which would interest everyone. However, no textbook can completely fit any actual classroom situation. The teachers should be able to use the textbooks in the purpose of their teaching by evaluating and adapting them constantly. There is no doubt that materials adaptation is highly demanding and time consuming job which requires a strong methodological background, experience in teaching, competency in English, creativity and devotion to one's job. Teachers should be aware of the needs of their students' and make some adaptations on the existing materials. It should also be added that it is always the teacher who can/should develop the best materials for his/her class as s/he is the only one who knows the needs, interests and the attitudes of the students and goals of the program.

It is a fact that teachers in any school do not have enough time for materials adaptation or even for preparing supplementary materials because of extra activities in school and their postgraduate studies. The aim of the researcher is to evaluate the textbook in order to show the needs of the students to teachers.

Implications for Practice

The following points are suggested for modifying preparatory-grade textbook:

1. The instructors complained that some of the topics in the textbook do not attract the students such as tennis playing and scuba diving. They suggested replacing them with other interesting topics about the local cultures.

2. Throughout the data collection, the instructors showed concerns about adding some attractive ways to the textbook, or adding materials and topics. They also suggested adding pictures and colors to the book's cover to illustrate what is inside, and adding colors to the wall-charts. Moreover, they suggested to increase grammar, vocabulary, reading, and to add more topics about local culture. Because the students complained about the scarcity of the target culture and had a tendency towards learning through Turkish culture. Some different topics and exercises about tourism sector were also suggested.

3. The instructors suggested adding assessment procedures for each unit such as pop-quizzes to evaluate the students' language learning process.

4. A number of significant issues can be concluded from this study concerning the EFL textbook evaluations. First of all, since the textbook 'New English File' was designed for the students who will work in tourism sector, the topics and exercises can be rearranged or selected by taking into account their expectations, needs and ages. Secondly, from the instructors' perspective, the exams for each unit can be added in order to provide pop-quizzes to use in the classroom. Third, the results can be informative regarding the textbook elements which do not necessitate revision concerning instructors' textbook evaluation results such as the presentations of grammar and listening exercises.

Limitations

Like all other studies, this study does not go without its limitations. First, the study cannot be generalized to all schools which use New English File textbook. The sample of the

study is limited to the preparatory school in Canakkale 18 Mart University in 2015-2016 teaching year. Secondly, the questionnaires were administered to only 174 preparatory-grade students and 14 EFL instructors. If instructors and students from other cities had been recruited, the results could have been generalized to not only to other cities but also a larger group of participants.

REFERENCES

Arıkan, G. (2008). Textbook evaluation in foreign language teaching: Time for English, grade 4 teachers' and students' views. *Cukurova University Institute of Social Sciencies, MA Thesis, Adana.*

Aftab, A. (2011). *English Language Textbooks Evaluation in Pakistan* (Unpressed Phd thesis) University of Birgmingham, UK.

Akyüz, Y., & Boratav, K. (2003). The making of the Turkish financial crisis.World Development, 31(9), 1549-1566.

Ansari, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: a step towards systematic textbook evaluation. The Internet TESL Journal. Vol. VIII, No. 2. Retrieved from: http://iteslj.org/Articles/Ansary-Textbooks/

Al Fraidan, A. (2012). Evaluation of two ESP textbooks. *English Language Teaching*, *5*(6), 43.

Al-Hajailan, T. A. R. (1999). *Evaluation of English as a foreign language textbook for third grade secondary boys' schools in Saudi Arabia.*

Allwright, R. L. (1981). What do we want teaching materials for. *ELT Journal*, 36, 5-18.

Ashcraft, N. & Scheflen, A. (1976). People space: The making and breaking of human boundaries. Garden City, NY : Anchor Press.

Atkins, A. (2001), An evaluation of the coursebook used for oral communication one at a privately funded senior high school in Japan. Retrieved December 13, 2007, from http//www.cels.bham.ac.uk/resources/essays/atkins3.pdf

Awasthi, Jai Raj (2006). Textbook and Its Evaluation. *Journal of Nelta*, Vol.11, 1-10.

Aytuğ, S. (2007). *An EFL Textbook Evaluation Study in Anatolian High Schools:'New Bridge to Success for 9th Grade New Beginners'* (Doctoral dissertation, Bilkent University).

Brown, J. (1995), *The Elements of Language Curriculum.* USA: Heinle & Heinle Publishers.

Britton, B. K., Gulgoz, S., & Glynn, S. (1993), Impact of good and poor writing on learners: research and theory. In B. K. Britton, A. Woodward & M. R. Binkley (Eds.), *Learning from textbooks: theory and practice* (pp. 1-46). Hillsdale, NJ: Lawrence Erlbaum Associates.

Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. *Teaching English as a second or foreign language*, *3*, 415-428.

Büyüköztürk, Ş. (2002). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Yayıncılık.

Cabaroğlu, N. (1999), Development of student teachers' beliefs about learning and teaching in the context of a one-year postgraduate certificate of education programme in modern foreign languages.*Unpublished Doctoral Dissertation,* The University of Reading School of Education, England.

Campinha-Bacote J. (1991). *The process of cultural competence: A culturally competent model of care.* Wyoming, OH: Transcultural C.A.R.E Associates.

Cannell, C.F. & Kahn, R.L. (1968), Experimentation in social psychology. In G. Lindzey and E. Aronson (Eds.). *Handbook of Social Psychology,* Vol. 2, Reading, MA: Addison Wesley.

Chambers, F. (1997). Seeking consensus in coursebook evaluation. ELT Journal 51(1): 29-35.

Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. *Methodology in language teaching: An anthology of current practice*, 80-91.

Crossley, M., & Murby, M. (1994). Textbook provisions and the quality of the school curriculum in developing countries: Issues and policy options. Comparative Education. . p. 99-115.

Cuban, L. (1993). How teachers taught: Constancy and change in American classrooms 1880-1990. New York, NY: Teachers College Press, Columbia University.

Cunningsworth, A. (1995), *Choosing Your Coursebook*. Macmillan: Heinemann.

Cunningsworth, A., & Tomlinson, B. (1984). *Evaluating and selecting EFL teaching materials*. London: Heinemann Educational Books.

Damaah, I., & Mursi, M. (1982). The textbook: how suitable it is for the teaching- learning operation in elementary schools. Tunis, Tunisia: Arab Education, Science, and Culture Organization (AESCO).

Daoud A, Celce-Murcia M. 1979. Selecting and evaluating a textbook. In M. Celce-Murcia and L. McIntosh (Eds.), Teaching English as a second or foreign language (pp. 302-307). Cambridge, MA: Newbury House Publishers.

Dougill, J. (1987). Not so obvious. In L. E. Sheldon, (Ed.). *ELT textbooks and materials: problems in evaluation and development. ELT Documents 126,* 29-35.

Ekmekçi, F. Ö. (1999). *Research Manual for Social Siences.* Vol. II. İstanbul: Sürat Publications.

Ellis, R. (1997). SLA Research and Language Teaching. Oxford University Press, 198 Madison Avenue, New York, NY 10016-4314.

Ersöz, A. (1990). Coursebook Analysis and design for ELT in Turkish state schools. *Unpublished Ph. D. Dissertation. Ankara: Gazi University.*

Fantini, A. E. (2006). *Exploring and assessing intercultural competence.* Retrieved May 1, 2007, from http://www.sit.edu/publications/docs/feil_research_report.pdf

Fast, J. (1970). Body language. New York, N Y : M.Evans and Company.

Fırat, M., Kabakçı Yurdakul, I., & Ersoy, A. (2014). Bir eğitim teknolojisi araştırmasına dayalı olarak karma yöntem araştırması deneyimi. *Eğitimde Nitel Araştırmalar Dergisi Journal of Qualitative Research in Education, 2*(1), 65-86. doi: 10.14689/issn.21482624.1.2s3m.

Gall, M. (1981). Handbook for evaluating and selecting curriculum materials. Boston, Massachusetts: Allen & Bacon Inc.

Garinger, D. 2002. *Textbook Selection for the EFL Classroom*. Washington DC:

ERIC Digest (Dec.).

Gearing, K. (1999). Helping less-experienced teachers of English to evaluate teacher's guide. *ELT Journal* 53, 122-127.

Göktaş, Y. (2013). Place Of Multiculturalism in English Unlimited Used At University Preparatory Classes in Turkey, MA thesis

Grant, M. (1987). *Making the most of your textbook*. London: Longman.

Graves, K. (2000). *Designing Language Courses: A Guide for Teachers.* Boston: Heinle & Heinle.

Green, A. (1926). The Measurement of modern language Books. *The Modern language Journal,* 10(5), 259-269.

Hall, E. (1973). The silent language. Garden City, NY: Anchor.

Hargis, G. (1998). *Developing quality technical information: a handbook fo r writers and editors.* Upper Saddle River, NJ: Prentice Hall PTR.

Harmer, J. (1996), *The Practice of English Language Teaching.* Longman.

Hirsh, E.D. (1987). *Cultural literacy: What every American needs to know*. Boston, MA: Houghton-Mifflin.

Hong Xu, I. (2004). Investigating criteria for assessing ESL textbooks. Unpublished doctoral dissertation, University of Alberta, Edmonton, Canada.

Hutchinson, T. & Waters, A. (1987): *English for Specific Purpose: A Learning-centered approach.* Cambridge: Cambridge University Press.

Ihm, H. (1996). A study of the cultural content of illustrations in selected elementary school ESL/EFL books. (Doctoral dissertation, University of Georgia,1996). Dissertation Abstracts International. 58-02A.

Jalali, Mehri (2011). Evaluation of an EFL English Course book . The Iranian EFL Journal, 7, 72.

Khalil, A. (1989). The effects of cultural background on reading comprehension of ESL learners. Unpublished doctoral dissertation, University of Arizona, Arizona.

Kharma, N. (1981). Analysis of Arab students' errors in using English articles, Annals of the
College of Arts. Kuwait University: Kuwait. V. 2.

Kıncal, R. Y. (2013). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayın Dağıtım.

Kilickaya, F. (2004). Guidelines to evaluate cultural content in textbooks. *The
Internet TESL Journal*.10, 12.

Kitao, K., & Kitao, S. K. (1997). Selecting and developing teaching/learning materials. *The
Internet TESL Journal*, *4*(4), 20-45.

Lado, R. (1964). Language teaching: A scientific approach. New York, NY: Mcgraw Hill

Lewy, A. (1977). Handbook of curriculum evaluation. New York, NY: UNESCO.

Littlejohn, A. (1998). The analysis of language teaching materials: Inside the Trojan
Horse. *Materials development in language teaching*, 190-216.

Litz, D. (2001).Textbook Evaluation and ELT Management: A South Korean Case Study.
Asian EFL Journal.

Litz, D. R. A. (2005). Textbook Evaluation and ELT Management: A South Korea Case
Study. *Asian EFL Journal*, 48, 1-53. Retrieved on February 12, 2016 from
http://www. asian.efl-journal.com/Litz – thesis.pdf

McDonough, J. and Shaw, C. (1993) Materials and methods in ELT. Oxford: Blackwell.
McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.

McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh:
Edinburgh University Press.

Mikk, J. (2000). *Textbook: research and writing*. New York, NY: Peter Lang.

Miller, J. & Seller, W. (1985). Curriculum perspectives and practice. New York: Longman.
Mirza Suzani, S., Yarmohammadi, L., & Yamini, M. (2011). A Critical Review of the Current
Situation of Teaching ESP in the Iranian Higher Education Institutions. *The Iranian
EFL Journal 7(6):* 179 – 204

Noguchi, R. (1991). Universals o f politeness in the ESL classroom. Cross Currents. 41(2),
(pp. 13- 25).

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice hall.

Nunan, D, & Lamb, C. (1998). *The self-directed teacher: Managing the Learning Process.* Cambridge: Cambridge University Press.

O'Neill, R. 1982. 'Why Use Textbooks?'. ELT Journal. Volume 36/2.

Özkan, N. 2004. Developing a Syllabus for the 4th and 5th Grades of State Schools in Turkey. Unpublished Ph.D. Dissertation, Ankara: Gazi University.

Patton, M. (1987). How to use Qualitative methods in evaluation. Newbury Park, CA: Sage.

Phanhan, P., Watkhaolarm, P., Chiyasuk I. (2012). An evaluation of my world textbooks regarding the EFL teachers' perceptions and classroom applications: A case study of Thai teachers. *Humanities and Social Sciences*. 6(2), 17 – 28.

Philips, S. (1983). The invisible culture: Communication in the classroomon the Warm Spring Indian reservation. New York, NY: Longman.

Rea-Dickins, P., & Germaine, K. P. (1998). The price of everything and the value of nothing: trends in language programme evaluation. *Rea-Dickins & Germaine (eds.)*, 3-24.

Riazi, A. M. (2003). What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades. In W. A. Renandya (Ed.), *Methodology and materials design in language teaching (pp52-68)*. Singapore: SEAMEO regional center.

Richards, J. C. (2001). *The role of textbooks in a language program.* Retrieved 12 September, 2015, from http://www.disal.com.br/nroutes/nrl 7/pgnr 17 10.htm

Richards, J. C. (2001). *Curriculum development in language teaching*. Ernst Klett Sprachen.

Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). A Critical look at textbook evaluation: A case study of evaluating an ESP course-book: English for international tourism. *International Research Journal of Applied and Basic Sciences*, *4*(2), 372-380.

Schmidt, W. H., C. C. McKnight & S. A. Raizen. (1997). *A splintered vision: An investigation of U.S. science and mathematics education*. Boston: Kluwer Academic Press.

Sheldon, L. E. (ed.) 1987), *ELT Textbooks and Materials: Problems in Evaluation and Development.* ELT Documents 126. London: Modern English Publications and The British Council.

Sheldon, L. E. (1988), "Evaluation of ELT textbooks and materials." *ELT Journal* 42:4; 237-46.

Stein, Carol Stuen, Douglas Carnine, Roger M. Long, M. (2001). Textbook evaluation and adoption. *Reading & Writing Quarterly*, *17*(1), 5-23.

Taba, H. (1961). Curriculum development: Theory and practice. New York, NY: Harcourt, Brace & World, Inc.

Tekir, S.& Arıkan, A. (2007) An analysis of English language teaching coursebooks by Turkish writers: "Let"s speak English 7" example International Journal of Human Sciences Volume: 4/2

Tice, J. (1997). *The mixed ability class:[full of pratical ideas, photocopiable activities, development tasks, jargon free]*. Richmond Publishing.

Tok, H. (2010) TEFL Textbook Evaluation: From Teachers" Perspectives Educational Research and Review Vol. 5 (9), pp. 508-517, Available online at http://www.academicjournals.org/ERR2 ISSN 1990-3839 © 2010 Academic Journals

Tomlinson, B. (Ed.) (2003). Developing Materials for Language Teaching. London: Continuum.

Tomlinson, B. (Ed.) (2008). English Language Learning Materials: A Critical Review. London: Continuum.

Tomlinson, B. (2010). Principles of Effective Materials Development.In N, Harwood (ed.) (2010).*English Language Teaching Materials: Theory and Practice.* New York: Cambridge University press.

Tucker, C. A. (1975). Evaluating beginning textbooks. English Teaching Forum, 13, 355-361. Gutiérrez-Colon, Mar, Ph.D. 3 Language in India 8:6 June 2008 What is Necessary in Pre -Planned Materials?

Tuckman, B. W. (1978), *Conducting Educational Research.* New York: Harcourt Brace Jovanovich.

Ur, P. (1996). *A course in Language Teaching: Theory and practice.* Cambridge University Press

Williams, D. (1983). Developing criteria for textbook evaluation. *ELT Journal*, 37, 251-255.

Woodward, A. (1993). Introduction: learning from textbooks. In B. K. Britton, A. Woodward & M . R. Binkley (Eds.), *Learning from textbooks: theory and practice* (pp. vii-x). Hillsdale, NJ: Lawrence Erlbaum Associates.

Yıldırım, A., & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

Zais, R. (1976). Curriculum principles and foundations. N ew York, NY: Harper & Row Publishers Inc.

APPENDICES

Appendix A

ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

Sevgili Öğrenciler;

Aşağıdaki anket, geçen dönem kullanmakta olduğunuz ''New English File'' ders ve çalışma kitabınız ile ilgili görüşlerinizi belirlemek amacıyla uygulanmaktadır. Vereceğiniz cevaplarınızla yalnızca bu konuda yapılan araştırmaya katkıda bulunacaksınız. Cevaplarınızız ders başarısına ve sınıf geçmenize hiçbir etkisi olmayacaktır. Adınızı ve soyadınızı yazmayınız. Size sorulan ifadelerde doğru ya da yanlış cevap söz konusu değildir. Yapmanız gereken; aşağıda bulunan ifadeleri dikkatlice okuyup, size uygun olanına X işareti koyarak işaretlemenizdir. Çalışmaya yaptığınız katkılardan dolayı teşekkür ederim.

Hüseyin SARI

ÇOMU, Eğitim Fakültesi, İngiliz Dili Eğitimi, Yüksek Lisans Öğrencisi

---

ÖĞRENCİ PROFİLİ

1. **Cinsiyet** _____Male   _____Female

Ders Kitabı Değerlendirme Formu	TAMAMEN KATILIYORUM	KATILIYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM

	TAMAMEN KATILIYORUM	KATILIYORUM	EMİN DEĞİLİM	KATILMIYORUM	HİÇ KATILMIYORUM
A/ Kitabın Taslağı ve Planı					
1. Kitabın taslağı ve planı yeterince açık ve uygun					
2. Ders kitabı etkili bir şekilde düzenlenmiştir.					
B/ Kitaptaki Aktiviteler					
3. Kitaptaki aktiviteler İngilizce'de yeterli olarak iletişim kurmamı ve anlamlı bir şekilde uygulama yapmamı destekliyor					
4. Kitaptaki aktiviteler tek, eşli ve grup olarak çalışmamızı sağlıyor					
5. Kitapta İngilizce dilbilgisi kuralları ve kelimeler şarkı, öykü anlatımı ve oyun yoluyla öğretiliyor.					
6. Kitaptaki aktiviteler yaratıcı, özgün ve bağımsız cevaplar vermemizi sağlıyor.					
C/ Beceriler					
7. Kitaptaki materyaller, ihtiyacım olan dil becerilerini içeriyor.					
8. Kitaptaki materyaller, dört dil becerisini (okuma, yazma, konuşma ve dinleme) dengeli olarak sunuyor					

9. Ders kitabı, İngilizce telaffuzu doğal şekliyle çalışmamızı sağlıyor.					
D/ Kitaptaki Dil					
10. Ders kitabında kullanılan dil gerçek hayatta kullanılan dili yansıtıyor					
11. Ders kitabında benim şimdiki İngilizce seviyeme uygun bir dil kullanılıyor.					
12. Kitaptaki dilbilgisi konularının öğretilme sırasını uygun buluyorum					
13. Kitaptaki dilbilgisi konuları kısa ve basit örneklerle sunuluyor.					
14. Kitaptaki dil öğeleri ileride kullanabileceğim İngilizceyi yansıtıyor					
E/ Ders Kitabının Konu ve içeriği					
15. Ders kitabının konuları ve içeriği İngilizce öğrenen birisi olarak ihtiyaçlarıma uygun.					
16. Ders kitabının konuları ve içeriği genel olarak gerçek yaşamla ilişkili.					
17. Materyallerin konusu ve içeriği yeterince ilginç ve teşvik edici.					
18. Ders kitabının konularında ve içeriğinde yeterince çeşitlilik var.					
F/ Genel Değerlendirme					
19. Ders kitabı beni ileride de İngilizce çalışmaya teşvik ediyor.					
20. Seçme şansım olsa, yine bu kitabı tercih ederim.					
G/ Çok kültürlülük					
21. New English File'ın çok kültürlülük bakımından farkındalığımı artırdığını düşünüyorum.					
22. New English File ile İngilizce öğrenmeye başladığımdan beri diğer kültürleri daha çok incelemek istiyorum					
23. New English File'da farklı kültürlerden gösterilen öğelerin gerçeği yansıtmadığını düşünüyorum.					
24. Türk kültürüne yeterince yer verilmediğini düşünüyorum.					
25. Türk kültürünün doğru bir şekilde yansıtılmadığını düşünüyorum.					

26. Türk kültürünün ele alındığında derslerde dil öğrenimine olan ilgim artıyor.					
27. New English File ile aldığım eğitimden sonra diğer kültürden olan insanlarla sıkıntı çekmeden iletişim kurabileceğime inanıyorum.					
28. Türk kültürü kitapta yanlış yansıtılıyor.					
29. Türk kültürünün gösteriliş biçiminden dolayı kitapla ilgili olumsuz düşüncelerim var.					
30. Bazı kültürlerin diğer kültürlere nazaran daha zayıf gösterildiğini düşünüyorum.					
31. Çokkültürlülük öğelerinin doğru bir şekilde sunulamadığını düşünüyorum.					
32. Çokkültürlülük için yeterince örnek olduğu kanaatindeyim.					

Appendix B

TEACHER COURSE BOOK EVALUATION FORM

Dear teachers;

The questionnaire is designed to evaluate and analyse the course book of ''New English File'' which is started to be used in the 2012 and 2013 academic year. You are going to make contribution to only this research just by answering the questions below. Please choose the best option that reflects your opinion. Thank you for your contribution.

Hüseyin SARI

ÇOMU, Institute of Educational Sciences, ELT Dept, MA Student

TEACHER PROFILE

1. **Gender**   **Male** _____   **Female**_____

2. **Age**   _____

3. **Years as a teacher**
   ____**1-5 years**   ____**5-10 years**   ____**more than 10 years**

4. **University of graduation**
   ___**MA degree**   ___**Phd Degree**

Teacher Textbook Evaluation Form					
A/ **Layout and Design**	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL
1. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
2. The layout and design is appropriate and clear.					
3. The textbook is organised effectively.					

93

	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
4. An adequate vocabulary list or glossary is included.					
5. Adequate review sections and exercises are included.					
6. An adequate set of evaluation quizzes or testing suggestions is included.					
7. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
8. The materials objectives are apparent to both the teacher and student.					
9. The textbook meets the long and short term goals specific to my learners					
10.The workbook includes appropriate supplementary					

Activities

	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DON'T AGREE	I DON'T AGREE AT ALL.
ll.There is an adequate explanation to enable teachers to understand the cultural differences of the target language					
B/ Activities					
12. The activities encourage sufficient communicative and meaningful practice					
13. The activities incorporate individual, pair and group work.					
14. The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.					
15. The activities promote creative, original and independent responses					

	I TOTALY AGREE	IAGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
16. The tasks are conducive to discovery learning and to the internalisation of newly introduced language.					
17. The textbook's activities can be modified or supplemented easily.					
18. There are interactive and task-based activities that require students to use new vocabulary to communicate					
C/ Skills					
19. The materials include and focus on the skills that I/my students need to practice					
20. The materials provide an appropriate balance of the four language skills.					
21. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					
D)**Language Type**					

	I TOTALY AGREE	IAGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
23. The language used in the textbook is authentic - i.e. like real-life English.					
24. The language used is at the right level for my (students') current English ability.					
25. The progression of grammar points and vocabulary items is appropriate.					
26. The grammar points are presented with brief and easy examples and explanations					
27. The language functions exemplify English that I/my students will be likely to use.					
28. The language represents a diverse range of registers and accents.					

	I TOTALY AGREE	I AGREE	I AM NOT SURE	I DO NOT AGREE	I DO NOT AGREE AT ALL.
29. The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use					
E/ Subject and Content					
30. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
31. The subject and content of the textbook is generally realistic.					
32. The subject and content of the textbook is interesting, challenging and motivating.					
33. There is sufficient variety in the subject and content of the textbook.					
34. The materials are not culturally biased and they do not portray any negative stereotypes					
35. Students learn about the customs and cultures of English-speaking countries					
36. The textbook is methodologically in line with the current worldwide theories and practices of language learning					
37. Compared to texts for native speakers, the content include real-life issues that challenge the reader to think critically about his /her worldview					
38. The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligence					
F/ Conclusion					
39. The textbook is appropriate for the language-learning aims					

of the Ministry of National Education in Turkey					
40. The textbook is suitable for small-medium, homogeneous, co-ed. classes of 4th grade students					
41. The textbook raises my (students') interest in further English language study.					
42. I would choose to study/teach this textbook again.					

Appendix C

INSTRUCTOR'S INTERVIEW QUESTIONS

1. Do the aims of the textbook correspond closely with the aims in the teaching program and with the needs of learners?

2. Does the course include examples of authentic language and materials?

3. Is the textbook flexible? Does it allow different teaching and learning styles?

4. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?

5. What opportunities exist for students to interact using English?

6. What components does the teacher's book include?

    a. Are there guidelines for evaluating how well lessons went?

    b. Does it explain any methodological issues regarding teaching adult learners?

7. What is your overall opinion about the textbook you have been using?

Appendix D
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES CONSENT FORM

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ

SAYI : 12164519-044 ~251
KONU : Anket Çalışması

ÇANAKKALE
24.03.2015

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 20/03/2015 tarih ve 044-461 sayılı yazınız.

Yükseklisans öğrenciniz Hüseyin SARI'nın "Optinions of Teachers and Students About a Texbook to Teach English" başlıklı tez çalışması kapsamında Yüksekokulumuz öğretim elemanı ve öğrencilerine yönelik anket uygulama isteği uygun görülmüştür.
Gereğini bilgilerinize arz ederim.

Yrd.Doç.Dr.Hasan BAYRAKTAR
Müdür

Terzioğlu Yerleşkesi 17100 ÇANAKKALE   Tel:0 286 2180429   Faks:0286 218340
İrtibat:Yazı İşleri Bilg.İşlt.Nevin.ALPASLAN 2655

99

APPENDIX E

ROW DATA CROMBACH ALPHA (Student Questionnaire)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
tas_plan_acık_01	87.2484	402.214	.660	.916
ETKİLİ_02	87.2222	399.700	.750	.915
kitaptaki_aktivite_03	86.8105	401.326	.645	.916
tek_ve_eşli_04	87.3399	407.923	.546	.918
oyun_yolu_05	87.0588	401.503	.609	.917
yaratıcı_özgün_06	86.8497	404.800	.600	.917
kitaptaki_materyaller_07	86.9020	402.668	.712	.916
dört_dil_becerisi_08	86.6471	402.361	.679	.916
ingilizce_telaffuz09	86.9739	400.368	.651	.916
kitaptaki_dilbilgisi_konuları_kısa_13	87.2810	413.019	.433	.919
gerçek_yaşamla_ilişkili_16	87.1438	404.663	.611	.917
materyallerin_konusu_yeterince_ilginç_17	86.7647	401.471	.642	.916
ingilizce_çalışmaya_teşvik_ediyor_19	86.4706	397.343	.660	.916
seçme_şansım_olsa_yine_bu_20	86.5033	395.199	.710	.915
new_english_file_çok_kültürlülük_21	86.9346	403.233	.631	.917
farklı_kültürlerden_gösterilen_öğelerin_23	86.4641	441.119	-.188	.927
türk_kültürüne_yeterince_yer_verilmediğini_düşünüyorum_24	85.7255	424.845	.117	.924
türk_kültürü_doğru_bir_şekilde_yansıtılmıyor_25	85.9608	413.735	.315	.921
türk_kültürünün_ele_alındığında_26	87.1765	421.830	.159	.924

türk_kültürü_kitapta_yanlış_yansıtılıyor_28	86.7843	411.631	.389	.920
kitapla_ilgili_olumsuz_düşüncelerim_var_29	86.7974	417.136	.261	.922
bazı_kültürler_daha_zayıf_30	86.1176	419.815	.203	.923
çok_kültürlülük_öğelerinin_doğru_bir_şekilde_31	86.2418	415.092	.325	.921
çokkültürlülük_için_yeterince_örnek_oldugu_kanaatindeyim_32	86.3791	411.395	.422	.919