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INVESTIGATING THE TOURISM AND HOTEL MANAGEMENT
STUDENTS' PERCEPTIONS OF THEIR VOCATIONAL ENGLISH
COURSEBOOK

(MA THESIS)

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Investigating the Tourism and Hotel Management Students' Perceptions of Their Vocational English Coursebook

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Taahhütname

Yüksek Lisans tezi olarak sunduğum "Investigating the Tourism and Hotel Management Students' Perceptions of Their Vocational English Coursebook" adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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Abstract

Investigating the Tourism and Hotel Management Students' Perceptions of Their Vocational English Coursebook

The aim of this study is to investigate the Tourism and Hotel Management Students' Perceptions of their Vocational English Coursebook used at Trakya University. Moreover, this study tries to find out how effective vocational English coursebook Tourism 1-2 for 3rd and 4th grade students in terms of the categories practical consideration, aims and objectives, design and organization, language content, language skills, and methodology. In order to fulfil this aim a questionnaire was prepared and quantitative data were obtained from 118 students in Edirne in the Spring Term in 2013-2014 Academic year. SPSS Statistics 20 program was used to analyze the quantitative data. The questionnaire involved six sections. For each category, the overall means and standard deviations were calculated and frequencies and percentages of each item in each category were analyzed. To analyze the differences between the variables like gender, academic success and work experience; Nonparametric Mann-Whitney U Test and Nonparametric Kruskal-Wallis Test were used.

The results revealed that there is an agreement for the moderate effectiveness of coursebook. Students believe that the coursebook Tourism 1-2 is moderate effective in terms of the existing categories. They agree the fonts of the coursebooks are readable and there are various reading texts in the courseboosk. The students indicate that the coursebooks suit the aims and objectives of the course additionally, they suit the aims and needs of the students related to their future career. However, the coursebook does not enable self-studies mode sufficiently according to the students. Additionally, the students' responses demonstrate that they think they need more practice to be successful in their future careers. As for the

differences among the different groups of students, female students prefer more topics in variety in the coursebook and expect more activities that enable group working. As the academic success increases, the students' consider that the subjects of the book are more suitable for their future career. The students with working experience think the book improves their comprehension and the activities in the coursebook are parallel with the grammar subjects. All in all, the study concludes that the coursebook Tourism 1-2 should be adapted and supplemented by the instructors. The coursebook should be amended in terms of strategy development and different learning styles of the student to foster the learners' autonomy and motivation.

Key words: English for specific purposes, coursebooks, coursebook evaluation

Özet

Turizm ve Otel İşletmeciliği Bölümü Öğrencilerinin Mesleki İngilizce Ders Kitabına ilişkin Algılarının İncelenmesi

Bu çalışmanın amacı Turizm ve Otelcilik Bölümü Öğrencilerinin Mesleki İngilizce Ders Kitapları Hakkındaki Görüşlerinin incelenmesidir. Bunun yanında, bu çalışma Tourism 1-2 ders kitaplarının 3. ve 4. sınıf öğrencileri için ne kadar etkili olduğunu kullanışlılık, amaçlar ve hedefler, dizayn ve organizasyon, dil içeriği, dil becerileri, ve metodoloji açılarından incelemeyi amaçlamaktadır. Bu amaç doğrultusunda Trakya Üniversitesi 2013-2014 eğitim öğretim yılında 118 öğrenciye bir anket uygulanmıştır. Anketten toplanan nicel veriler SPSS Statistics 20 adlı program ile hesaplanmıştır. Ankette toplam altı bölüm vardır. Her bir bölüm kendi içinde SPSS Statistics 20 programı ile analiz edilmiştir. Gruplar arası cinsiyet, akademik başarı ve iş deneyimi gibi değişkenlerin farklılık gösterip göstermediğini analiz etmek için Parametrik olmayan Mann-Whitney U Testi ve Kruskal-Wallis Testi uygulanmıştır.

Çalışmanın sonucu ders kitabının orta dereceli etkili olduğu konusunda ortak görüşün olduğunu ortaya çıkarmıştır. Öğrenciler Tourism 1-2 ders kitabının söz konusu kategorilerde orta derecede etkili olduğuna inanmaktadırlar. Öğrenciler, ders kitaaplarındaki fontların okunabilir olduğu ve kitapların çeşitli konularda okuma metinleri sunduğu konularında hemfikirdirler. Öğrencilere göre ders kitabları dersin amaç ve hedeflerine uygundur bunu yanında öğrenciler ders kitaplarının kendi amaç ve ihtiyaçlarına gelecekteki meslekleri için uygun olduğunu belirtmişlerdir. Ancak, öğrencilere göre ders kitapları öğrencilerin kendi kendilerine çalışabilmelerine yeterli imkânı vermemektedir. Bunun yanında, öğrenciler gelecekteki kariyerleri için daha fazla pratik yapmaları gerektiğini düşünmektedirler. Gruplar arası farklar söz konusu olduğunda kız öğrenciler daha fazla konu çeşitliliği olması

gerektiğini ve grup aktivitelerinin daha fazla olması gerektiğini düşünmektedirler. Akademik başarıları arttıkça, öğrenciler ders kitabının gelecekteki kariyerleri için uygun olduğunu düşünmektedirler. Çalışma deneyimi olan öğrenciler kitabın anlamayı arttırdığını ve kitaptaki aktivitelerin dilbilgisi konularıyla paralel olduğunu düşünmektedir. Bu çalışmanın sonucunda, Tourism 1-2 ders kitaplarının okutmanlar tarafından belirli yerlerinin uyarlanması ve ek kaynaklarla desteklenmesi gerektiği yargısına varılmıştır. Ders kitabı öğrencilerin kendi kendilerine çalışma imkânlarını arttırmak için strateji geliştirme ve farklı öğrenme stilleri bakımından desteklenmelidir.

Anahtar Kelimeler: Mesleki İngilizce, ders kitabı, ders kitabı değerlendirme

ACKNOWLEDGEMENTS

TO MY FAMILY…

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Chapter I

Introduction

This chapter is the introduction of the thesis. In this chapter, background of the study has been presented in relation with reviewed literature. The purpose of the study and research questions have been given. After the significance of the study has been mentioned, assumptions and limitations of the study have been presented. The chapter ends with the scope of the study.

Background of the Study

Conveying the required knowledge to the learners, coursebooks are useful ingredients for EFL/ESL teaching. Sheldon (1988) states that coursebooks are the visible heart of any ELT program. For Cunningsworth (1995) coursebooks have crucial role as a source of presentation material, a source of activities for learner practice and communicative interaction, a reference source, a syllabus, a resource of self-access work, and a support for less experienced teachers.

On the side of students, coursebooks have enabled the opportunity to be self-studying materials. Moreover, coursebooks can be a guide especially for novice teachers as a syllabus. Using coursebooks can lessen preparation time of teachers; therefore they can devote their time to facilitate learning rather than materials production. Also they provide ready-made activities and bring out some standardization on material quality.

With the increased communication needs in English as an international language (EIL), English for Specific Purposes (ESP) has emerged. ESP has developed as a field of ELT that has put the learners and their needs at the center of the teaching English.

In literature, however, there are few studies that investigate ESP students perceptions on their coursebook. Therefore, one of the aim of the study is to shed light on students' perceptions to gain insights into materials. On the other hand, although coursebooks have

advantages both for students and teachers, they also have some downsides. An investigation on coursebook also helps to choose right coursebooks.

Using coursebooks in classrooms does not an unproblematic issue. As Richard and Renandya 2002) states that they can fail to present appropriate and realistic language models, they remain insufficient to develop learner-centered teaching, it is hard to find contextualized activities, for the authors the coursebooks cannot foster intercultural understanding, they fail to improve discourse competence, they cannot teach idioms properly, the gender representation in coursebooks does not equal for the authors. The content of such materials sometimes does not match with the need and interest of the classroom. Additionally, it is a known fact that textbooks are prepared for general audiance and it holds commercial concerns. Therefore, the textbooks cannot fit the local learners. On the other hand, generally coursebooks in the market are repetition of each other and fail to presents current methodologies and approaches (Tomlinson, 2011; Sheldon, 1988).

Material evaluation helps to choose the right coursebook by enabling to show if a certain coursebook is suitable to the needs of the learners and the language programs and also teachers' goals. Evaluating materials can lead to increase teachers' awareness on teaching materials and also on their own teaching methods. Rea-Dickens and Germanie (1992) point out that evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice.

In literature, there are three basic methods of coursebook evaluation: impressionistic method, checklist method, and in-depth method. The checklist method has been used in this study to gain objective data.

Cunningsworth (1995) has proposed four criteria for evaluating coursebooks: 1. They should correspond to learner's needs. 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. Textbooks should be chosen so that they can help students become equipped to use language effectively for their own purposes. 3. They should consider the students' needs 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.

Purpose of the Study and Research Questions

The aim of this study is to investigate the Tourism and Hotel Management Students' Perceptions of their Vocational English Course Book used at Trakya University.

In this study, the following questions are going to be investigated.

RQ1: What are the Tourism and Hotel Management Students' Perceptions of their Vocational English Coursebook used at Trakya University?

RQ2: What are the strengths and weaknesses of the coursebook considering the students perceptions?

RQ3: Is there a significant difference among students' thoughts about the coursebook in terms of their gender?

RQ4: Is there a significant difference among students' thoughts about the coursebook in terms of their success?

RQ5: Is there a significant difference among students' thoughts about coursebook in terms of their work experience?

Significance of the Study

To Gatehouse (2001), the teaching ESP has become a major concern mainly in countries where English is taught as a foreign language. On the other hand, there has been a growing need to have English competence as English become an international language. There has been a growing need to use the English language for the expression of information within specific professional fields.

In this respect, it can be said that coursebooks have advantages for both students and teachers in the settings of EFL and ESL classrooms. The advantages of coursebooks are especially visible in EFL teaching settings because of the fact that coursebooks and classrooms are the only source that learners can reach and practice the target language. On the other hand, they provide a good source also for EFL teachers. The coursebooks support them with certain amount of activities and grammar points in an organized way and save their time in a great extent. Additionally in ESP courses, coursebooks provide sources for the topics in the related filed that teachers are not expert.

Hutchinson and Waters (1987) describe coursebook evaluation as a straightforward, analytical matching process. The critical view and analysis on coursebooks help teachers firstly choose the right coursebook and then provide the opportunity to adapt and transform the content of the teaching materials as they gain insight about the material. Infact, it is expected from the teacher in postmethod pedagogy because in this way the course can provide autonomy both for students and teachers. Also, when considering the necessity of using them in formal educational settings, the evaluation of usefullness of the coursebooks gains necessity. Also, material evaluation raises the awareness of the teachers on their teaching and they get insight about the material selection. In this respect, material evaluation has a role in teacher development.

Students are at the centre of educational settings. Therefore investigating their perceptions can give significant insights to improve learning and teaching. Investigating the perceptions of students about the materials that they use enables to choose the right coursbook and make necassary amendments. Furthermore, it helps teacher developmet, as their awareness on the materials increases and they gain insights to choose the right coursebook.

Taking the above points into account, it can be said choosing the right coursebook that suits the needs of learners is crucial in ESP learning and teaching. Therefore, this study

focuses on investigating the Tourism and Hotel Management Students' Perceptions of their Vocational English Coursebook used at Trakya University.

Assumptions of the Study

This study has some assumptions which are as follows:

1. The participants take part in the research voluntarily and they are selected according to the aims of the study.

2. It is assumed that the participants answer the items in the questionnaire frankly.

3. The findings of the study reflect the real thoughts of the participants about their vocational English coursebook.

Limitations of the Study

The study bases on the perceptions of students to evaluate the strengths and weaknesses of the coursebook. There is a limitation in terms of the items in the questionnaire; that is, the students are limited with the items in the questionnaire when reflecting their perceptions about their coursebook.

Definitions and Abbreviations

ELT: English Language Teaching

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

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

ESP (English for Specific Purposes): Stands for learning English according to the specific and well-decided needs of learners.

EAP (English for Academic Purposes): As a branch of ESP, EAP stands for learning English for academic purposes.

Intermediate Level: Intermediate level is an English proficiency stands for someone more advanced than a beginner but not an expert in a language.

Scope of the Study

This thesis consists of five chapters. Chapter One covers the background, the purpose, the research questions, the significance, the assumptions, and the limitations of the study. In Chapter Two a review of literature about coursebook's role in ELT/EFL, coursebook selection and evaluation, approaches to coursebook evaluation and ESP in ELT/EFL are presented. Chapter Three bases on the methodology used in the study. The research method is mentioned. Information about the questionnaire and its construction process is presented. The description of the setting, participants, and materials also are provided in this chapter. The data collection and analysis process both for piloting and the main study are explained. Chapter Four is about the findigs of the study. In Chapter Five, a brief summary of the study is given and discussions based on the findings are presented. Finally, suggestions for instructors and coursebook writers and some implications for further study are presented.

Summary

In this part of the study, a literature about the role of coursebooks, selection and evaluation of coursebook are reviewed. In line with the purpose of the study, ESP in ELT/EFL settings is also mentioned. The purpose of the study and the research questions are presented. The chapter continued with the explanations of significance, assumptions, and limitations of the study. At the end of the chapter, the scope of the study is presented and what the study consists of is explained.

Chapter II

Literature Review

In this chapter, literature related with the role of the coursebooks in ELT/EFL contexts has been reviewed. Then coursebook selection and evaluation processes have been explained. According to the aim of the study, the role of ESP coursebook has been discussed in this chapter. The Chapter Two has ended with the review of previous research studies that evaluate the perceptions about coursebook.

Coursebooks in ELT/EFL Teaching

Materials are significant parts of any teaching and learning situation. As a printed material coursebooks are one of the most universal and traditional materials in educational settings. They are generally accepted as main materials because they are easy to access, easy to study, and practical in terms of providing different kind of contents to learners in one package.

To Tomlinson (2011, p. 2), ELT materials:

> "include anything that can be used to facilitate the learning of a language (...) they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves".

Another definition of ELT coursebook has been presented by Richards and Schmidth (2010, p. 141):

> "In language teaching a book (usually as parts of a series of books) contains all the materials necessary for a particular type of language learner at a particular level (e.g. intermediate level adults). Such a book is typically based on an integrated or multi-skills syllabus i.e. one that contains sections on grammar functions, vocabulary, listening, speaking, reading, and writing".

In his study, Allen (2008) has concluded that coursebooks can be used as a reference

tool in teaching and learning grammar, vocabulary and so on. Richards (2001) highlights the role of coursbooks as a main source in language learning for input and practice in the classroom. Similarly, Crookes and Chaudron (2001) suggest that coursebooks are the main sources that enable teachers to reach teaching objectives. The authors put further explanations and they categorize them into two as "nontechnical aids" and "technical aids". Chalkboard, realia, flashcards, magazine pictures and charts are listed as nontechnical aids; the overhead projector, audio and video recordings, CD-ROM, and internet are the technical aids as the authors stated.

Therefore, it can be said that ELT coursebooks are universal and traditional classroom materials that help to improve learning the language as a source of input and practice. They are presented as a package that contains the needs of learners when they learn the language.

Nunan (1988, p. 1-24) higlights the common features of the language teaching materials when he has listed the principles in teaching materials as presented below:

1. Materials should be clearly linked to the curriculum they serve.

2. Materials shoud be authentic in terms of text and task.

3. Materials should stimulate interaction.

4. Materials should allow learners to focus on formal aspects of the language.

5. Materials should encourage learners to develop learning skills, and skills in learning.

6. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

Another feature of coursebook is facilitating learning and teaching. They generally adapt recent methodology such as learner-centered one as implied in Nunan's list also. As Jolly and Bolitho (2011, p. 128) indicate "the most effective materials are those which are based on a thorough understanding of learners' need that is their language difficulties, their learning objectives, their styles of learning, the stage of their conceptual development and so on. This implies according to the authors, materials writing should be based on learning

centered approach rather than overly rely on the subject through syllabus specifications, inventories of language items and so on. According to O'Neill (1982), sufficient coursebooks reach learners' needs and they are flexible enough for adaptation when it is needed. Especially when the difficulty of courbooks to fit every teaching/learning situation is considered, the point of flexibility of the materials gains importance to reach the target needs and objectives. The weaker points of the main material or the parts that do not reach the needs of the learners can be replaced and adapted in reliance with the teachers' experience in the field. This approach provides variety and the teaching/learning situation would be developed according to individual students' needs (Cunningsworth, 1995).

Cunningsworth (1995) sees coursebooks as tools to achieve the aims and objectives of learners that were determined beforehand in accordance with the learners' needs. Similarly, İnal (2006) states that coursebooks are tools to achieve the goals of a teaching/learning situation developed according to learners' needs. Therefore; as coursebooks' main purpose is to facilitate the learning process, they encourage learning rather than teaching. Also, coursebooks has a role to improve learners' strategy development (Hutchinson and Waters, 1987). In this respect, as coursebooks help learners become a developer of their own learning, they facilitate learner autonomy to some extent.

Tomlinson (2011) mentions about coursebooks as interactive learning packages, and adds that they can reflect real English with corpus data. They contain personalized learning process by related topics and text with the learners and they consider learner engagement by task provide freedom to express feelings and encourage students' involvement affectively. Reflecting real English is another positive feature of the coursebook especially in EFL context as the materials become the only sources to experience the real language in EFL context. Therefore, basically as most common instructional materials, coursebooks have a role to reach aims and objectives of the teaching program and learners' needs and wants by facilitating the

teaching and real English in use. Additionally, in most cases they shape the frame of the course.

In this respect, the role of coursebooks in EFL/ELT classrooms is crucial all in terms of teachers, learners and curriculum. Richards and Rodgers (2002, p. 30) suggest "A particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners." With this regard, Cunningsworth (1995, p. 7) puts forward to the roles of coursebooks in ELT as:

1. A resource for presentation material (spoken and written)

2. A source of activities for learner practice and communicative interaction

3. A reference source for learners on grammar, vocabulary, pronunciation, etc

4. A source of stimulation and ideas for classroom language activities

5. A syllabus (where they reflect learning objectives which have been already determined).

6. A resource for self-directed learning or self-access work

7. A support for less experienced teachers who have yet to gain in confidence

Highlightening the crucial role of the coursebooks, Cunningsworth (1995) has noted that coursebook are not the masters but they serve as a tool to facilitate teaching and learning when they are used effectively. Also, he believes, coursebooks are not aims themselves or a determiner of aims, but they are used as a tool to express the aims. They work as a framework to the teaching program, as a syllabus and present the core essentials of the program in an organized manner and ensure that the aims and objectives of the program in accordance with the learners' needs and wants are reached.

Additionally, coursebooks have some nonlinguistic roles. According to Arıkan (2008), with the guidance of coursebooks' reading passages, teachers can talk about different topics such as tourism, food, habits, culture and history, and psychology. Therefore, they can inform learners about different thoughts, point of views and this helps to improve their cultural competence.

Similarly, according to Bell and Gover (2011) the coursebooks' positive features can be listed as in the following.

1. Coursebooks fulfill a wide range of practical needs, particularly in contexts where English is being taught in a non-English-speaking environment and where teachers either lack training or sufficient time to analyze each groups' needs.

2. Coursebooks help both teachers and learners provide a route map. They make it possible for them to look ahead to what will be done in a lesson as well as to look on what has been done.

3. Coursebooks provide structure and predictability, which help participants be in social interactions like lessons a safe base, a platform for negotiation and exploration.

4. By dealing with a certain amount of routine work for teachers, the coursebooks free them to attend to more important aspects of lesson planning (including materials adaptation and supplementation), and to concentrate on using their creative skills.

5. Coursebooks provide teachers, particularly those lacking training and experience, with a sense of self-confidence and security.

6. Most coursebooks are designed and developed by experts in the field, conversant with current theoretical approaches and methodological practices. The quality of sophistication in their design, content, and organization would be difficult to match with home-grown materials.

7. Coursebooks can act as agents of change, allowing innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas. Indeed, the ELT coursebook functioning as a genre of mass communication, where its authors can enter into positive dialogue with teachers and students on a number of issues of current significance to ELT professionals.

Tomlinson (2011a, p. 8-23) presents features of good teaching materials based on basic principles of second language acquisition:

1. Materials should achieve impact. (The impact is to create a noticeable effect on learners. The elements that are to create the impact are novelty, variety, attractive presentation and appealing content, achievable challenge).

2. Materials should help learners to feel at ease.

3. Materials should help learners to develop confidence.

4. What is being taught should be perceived by learners as relevant and useful.

5. Materials should require and facilitate learner self-investment.

6. Learners must be ready to acquire the points being taught.

7. Materials should expose to language in authentic use (authentic use of the target language is necessary but it is not sufficient for the acquisition of the language. Learners need to experience the use of the language therefore it is necessary, but they also need to notice how it is used for communicative purposes.

8. The learners' attention should be drawn to linguistic features of the input.

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

10. Materials should take into account that the positive effects of instruction are usually delayed.

11. Materials should take into account that learners differ in learning styles.

12. Materials should take into account that learners differ in objective attitudes (each class of learners using the same materials will differ from each other in terms of long-and short-term motivation, feelings and attitudes about the language, their teachers, their fellow learners and their learning materials.

13. Materials should permit a silent period at the beginning of instruction.

14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

15. Materials should not rely too much on controlled practice.

16. Materials should provide opportunities for outcome feedback.

Another list of Tomlinson (2011, p. 22) about the features of English teaching materials can be given as in the following:

1. Materials should help the learner develop cultural awareness and sensitivity

2. Materials should reflect the reality of language use.

3. Materials should help learners learn in ways similar to the circumstances in which they will have to use the language.

4. Materials should help them create readiness to learn (e.g., by helping learners to draw their attention to the gap between their use of a feature of communication and the use of that future by proficient users of the language, or by involving the learners in a task in which they need to learn something new in order to be successful)

5. Materials should achieve affective engagement.

Richards (2001, p. 264) presents the list of the features of each unit in materials:

1. Gives learners something they can take away from lesson.

2. Teaches something learners feel they can use.

3. Gives learners a sense of achievement.

4. Practices learning items in an interesting and novel way.

5. Provides pleasurable learning experience.

6. Provides opportunities for individual practice.

7. Provides opportunities for personalization.

8. Provides opportunities for self-assessment of learning.

Cunningsworth (1995) indicates that coursebook can have various advantages if used efficiently. In this respect, to choose coursebooks carefully, the needs of the target audience, and their expectations and wants are needed to be considered. Moreover, coursebooks make progression concrete, and as a result, increase the sense of achievement, and also they increase learners' sense of security as they provide psychological relief (Haycroft, 1998). In this way, coursebooks can also boost the motivation towards the course and learning the

language. Also, they provide ready-made activities and bring out some standardization on material quality.

Coursebooks are the main sources for the students and coursebooks serve as a teaching plan for teachers. It is the fact that coursebooks are not only ready-made or teacher-made materials that present activities and tasks to enrich the learning and make the teaching easy. They also shape the teaching and learning programs by presenting all the required materials designed for the needs' of learners and aims of the course. In this respect, coursebooks provide advantages also for teachers. It is the fact that, textbooks can serve differently to experienced and inexperienced teachers. Coursebook can serve as a common framework and be a guide to less experienced teachers (Cunningsworth, 1995; Ur, 1996; Crookes & Chaudron, 2001; Bell and Gover, 2011). Ansary and Babaii (2002) also state that coursebooks enhance security, guidance, and support for less experienced teachers. Using coursebooks can lessen preparation time of teachers; therefore, they can devote their time to facilitate learning rather than materials production. They maintain that a good textbook means a syllabus and helps teacher training for inexperienced teachers. On the other hand, an experienced teacher use textbooks for a support in their teaching and adopt it according to their course (Crookes &Chaudron, 2001). Hence, coursebooks guide teachers as syllabus and give further ideas for adaptation and transformation of the course. In this respect, similarly Richards and Rogers (2002) state that the components that define the functions of the instructional materials are objectives, content (syllabus), learning activities, and learner and teacher roles. For example, syllabus stands for linguistic content and also the goals of the teaching program in terms of four language skills. The authors continue that coursebooks also work as syllabus and determine the content. Coursebooks also cover the objectives of the learning program.

Therefore, it can be said that coursebooks have advantages for both students and teachers in the settings of EFL and ESL classrooms. The advantages of course books are especially visible in EFL teaching settings because of the fact that coursebooks and classrooms are the only means that learners can reach and practice the target language (McGrath, 2006). Parallel to this, selection of coursebook become crucial in EFL situations.

On the other hand, EFL teachers have another role in the class apart from foreign language instruction. As a foreign language teachers they are expected to deal with cultural and current issues around the world, raising students' awareness and provide them the ability to think universal. Stubbs (2008) states that English teachers have always been "responsible not only for the linguistic development of the pupils, but also for their psychological, moral and interpersonal development and to expect them also to provide a world view and philosophy of life". Textbooks can provide this kind of current topics according to Arda Arıkan (2008), he states that with the guidance of textbooks' reading passages teachers can talk about different topics such as tourism, foods, habits, culture and history, and psychology. Especially in EFL circumstances intercultural competence through coursebooks become crucial. Because generally the coursebooks become the only source for language input. Teachers can use coursebooks as a source to raise learners' awareness on cultural and current issues and to gain intercultural competence.

However, it is important to mention that coursebooks have some downsides that can stem from various reasons. Sheldon (1988) draws attention to the coursebook writers and states that the development of coursebooks is based on repetition of other materials and miss new approaches and methodologies on the field and the feedback from users is not taken into consideration. Similarly, Tomlinson (2011, p. 153) reveals what material writers actually do shows that they typically "rely heavily on retrieval from repertoire, cloning successful publications and spontaneous inspiration". Another point is that according to Tomlinson

(2011) coursebooks tend to underestimate learners linguistically, intellectually and emotionally. Richard and Renandya (2002) also believe that the coursebooks' contents can create problems. They can fail to present appropriate and realistic language models, they remain insufficient to develop learner-centered teaching, it is hard to find contextualized activities in coursebooks, for the authors the coursebooks cannot foster intercultural understanding, they fail to improve discourse competence, they cannot teach idioms properly, the gender representation in coursebooks does not equal for the authors. The content of such materials sometimes does not match with the need and interest of the classroom. Additionally, it is a known fact that coursebooks are prepared for general audiance and it holds commercial concerns. Therefore, the textbooks cannot fit all local learners. As Cunningsworth (1995, p.5) has stated "no coursebook designed for a general market will be absolutely ideal for your particular group of learners, but the aim in selecting coursebook is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable". Focusing on the language learning management business Allwright (1981) states that it cannot be expected coursebook reach all the requirements of all teaching and learning programs because of the complexity of language learning management business. In addition to this, over-dependence on coursebooks can inhibit variety and innovation also it limits the individual contribution of teacher (Cunningswoth, 1995).

In this respect, it can be indicated that coursebooks have advantages for both students and teachers when they are used in ESL and EFL classroom. However, it is the fact that coursebooks cannot fit all situations. Therefore; it may not be possible to respond all learners' needs and cover all the aims and objectives of the program. In this respect, coursebook evaluation is conducted to make amendments and adaptations according to learners' needs and make the materials more suitable.

Conducting coursebook evaluation is important to select a proper coursebook, adapt and improve it if needed according to learners' needs and expectations; teachers' and course's aims and objectives. The contribution of coursebook evaluation to teacher development by raising their awareness on their teaching methods and insight into the instructional material is another bright side of coursebook evaluation.

Coursebook Selection and Evaluation

Cunningsworth (1995) has emphasized coursebook has role in what teachers teach and how they do it. He has noted that "probably nothing influences the content and nature of teaching and learning more than the books and other teaching materials used. (…) so it is of great importance that the best and most appropriate materials available should be adopted" (1995, preface). Similarly according to Rubdy (2010) the materials selection is to find the best possible fit between the materials' match to the target context and to the needs and interest of teachers and learners. The author continues that the most appropriate material to the target context is selected rather than the best one of them. On the other hand, As Littlejohn (2011) indicates ELT publishing is now a very competitive industry. The materials go beyond simple text and they now come with additional materials along with the books. The author concludes that the developments increased the necessisty to analyse materials closely.

Selecting a coursbook requires an insight into the context in which the coursebook will be used (Cunningsworth, 1995). To do this, an approach that considers firstly the aims and objectives of the teaching program, and secondly analyses the learning and teaching situation can be constructed. Similarly, Tomlinson (2011) has stated that the evaluation that involves contextual considerations is more effective and reliable. In terms of ESP materials evaluation, Farhady (1995) has pointed out that it is necessary to examine the existing ESP materials in order to evaluate their correspondence to a specific model. He suggests that in preparing a

coursebook, it is necessary to conduct need-analysis. Specifications, at different levels should be made and appropriate materials should be developed.

Therefore, the selection of a coursebook is crucial to find the most suitable coursebook that reflects aims, methods, and, values of the target context. Cunningsworth (1995) maintains that coursebooks are evaluated with the intention to adopt new coursebooks and to identify particular strengths and weaknesses in coursebooks already in use. Moreover, it is worth to mention that materials evaluation and analysis contribute teacher development and enable teachers to gain insights about the coursebook (Cunningsworth, 1995). Material evaluation also helps to raise awareness of teachers on their teachings. In this respect, to make a decision on a particular coursebooks' possibilities, strengths and weakness, a systematic evaluation is necessary.

Hutchinson and Waters (1987, p. 96) describe evaluation as "a matter of judging the fitness of something for a particular purpose". Tomlinson (2011, p. 15) explains materials evaluation as "material evaluation is a procedure that involves measuring the value /or potential value of a set of learning materials. It involves making judgments about the effect of the materials on the people using them." Hutchinson and Waters (1987), on the other hand, describe coursebook evaluation as a straightforward, analytical matching process.

Therefore, materials evaluation consists of the elements of target context and audience and it tries to reach a judgment about the materials' fitness to these elements. In the evaluation process some factors such as learner and teacher expectations, methodological preferences, perceived needs of the learners, syllabus requirements, and personal preferences are taken into consideration. Materials evaluation tries to measure some or all of the following according to Tomlinson (2011, p. 15): the appeal of the materials to the learners; the credibility of the materials to the learners, teachers, and administrators; the validity of the materials; the reliability of the materials (i.e., would they have the same effect with different

groups of target learners?); the ability of the materials to get the interests of the learners and the teachers; the ability of the materials to motivate the learners; the value of the materials in terms of short-term learning; the value of the materials in terms of long-term learning; the learners' perceptions of the value of the materials; the teachers' perceptions of the value of the materials; the assistance given to the teachers in terms of preparation, delivery and assessment; the flexibility of the materials (e.g., the extent to which it is easy for a teacher to adapt the materials to suit a particular context); the contribution made by the materials to teacher development; the match with administrative requirements (e.g., the standardization across classes, coverage of a syllabus, preparation of an examination). Additionally, coursebook's topics, approach to learning, organization of content, teaching techniques employed also can be investigated through materials evaluation (Cunningsworth 1995).

Effective evaluation depends on asking appropriate questions and interpreting the answers to them (Cunningsworth, 1995, Introduction). According to Ruby (2010, p. 38) to decide for a coursebook to be successful or not, a set of criteria should be taken into consideration. The criteria cover "learner goals and needs, learning styles, proficiency levels, teaching methods, classroom context and processes, as well as the potential of materials for generating motivation, variety and interest". Moreover, Tomlinson (2011, p. 20) indicates that setting principles during evaluation improves validity and reliability and prevents possible mistakes. Some of the criteria that Tomlinson (2011, p. 20) has proposed is followed:

> To what extent are the materials related to the wants of the learners? To what extent do the materials help the learners to achieve connections with their own lives? To what extent are the materials likely to stimulate emotional engagement? To what extent are the materials likely to promote visualization?

Material evaluation helps to choose the right coursebook by enabling to show if a certain coursebook is suitable to the needs of the learners and the language programs and also teachers' goals. Evaluating materials can lead to increase teachers' awareness on teaching

materials and also on their own teaching methods. However, Medgyes (2001) states non-native teachers tend to rely on a single coursebook as a main material and over-rely on it. In this respect, material evaluation helps those teachers select the most appropriate coursebook that can reach learners' needs and also the course's goals. Therefore, coursebook analysis and evaluation provide teacher development. Teachers have the opportunity to gain valuable insight into the material. Also, in teacher training, student teachers get familiar with the materials and they learn how to decide over the important features of a textbook. Rea-Dickens and Germanie (1992) point out that evaluation is a dynamic process which investigates the suitability and appropriateness of an existing program. Also as Nunan (1991) mentions through material evaluation, it is possible to decide whether materials are consistent with the needs and interests of the learners, in addition to this, the harmony of the materials with institutional ideologies on the nature of language and learning is measured. Evaluation, according to Littlejohn (2011), is needed to be conducted to find out the appropriateness of the materials' methodology and content for a certain teaching and learning context.

Approaches to Coursebook Evaluation

Materials evaluation can be conducted through impressionistic and in-depth evaluation approaches. It is possible to get a general impression on the quality of visuals, layout's attractiveness and clarity, and the sequence of the coursebook through impressionistic evaluation. On the other hand, in-depth evaluation provides insights on coursebook's content and the suitability of it to target audience.

Other methods of coursebook evaluation are named as *pre-use evaluation,* it examines future or potential performance of coursebook. Pre-use evaluation is an impressionistic evaluation and can be conducted by looking through the material by a teacher. I*n-use or whilst evaluation* is monitoring the coursebook while it is used or using it. This method is more objective and reliable than pre-use evaluation. It is possible to measure the material through

while use evaluation. P*ost-use evaluation* is a retrospective assessment to determine the weak and strong points of the coursebooks that is used over a period of time. Post-use evaluation is more subjective and reliable above the two types of evaluation. Tomlinson (2011) maintains that post-use evaluation "can measure the actual outcomes of the use of the materials thus provide the data on which reliable decisions about the use, adaptation or replacement of the materials can be made. The author also states that short term (motivation, impact, achievability, instant learning etc.) and long term effects can be measured through post-use evaluation.

Hutchinson and Waters (1987, p. 97-98) suggest how to evaluate materials and, divide the steps of evaluation into four: "defining criteria, subjective analysis, objective analysis, and matching". Besides, according to Robinson (1991, p. 59) the three types of material evaluation are: "preliminary, summative, and formative." She states that while preliminary evaluation takes place before the course begins, summative evaluation is conducted at the end of the course and investigates its effectiveness. Selection of a suitable coursebook can be conducted through a checklist at the preliminary stage. Formative evaluation is a long-term evaluation and it is followed until the use of coursebook is finished. The suitability and weakness of coursebook are also investigated in this stage. McDonough and Shaw (1993) suggest to conduct external and internal evaluations to select or assess coursebook. External evaluation consists of the examination of external features of coursebooks, the blurbs on the cover, table of contents, and introduction are dealt with. While, internal evaluation is an in-depth evaluation and needs more detailed investigation. To what extend the external features of the coursebook match with the internal consistency and organization of it. McDonough and Shaw (1993, p. 75-77) suggest to conduct internal evaluation effectively by investigating at least two units of the materials considering the fallowing factors: the usability factor; the generalizability factor; the adaptability factor; the flexibility factor. Cunningsworth (1995)

developd his Quick reference checklist to compile general criteria for material evaluation and selection. It deals with aims and approaches which questions the match between teaching programs' aims and students' needs and considers the suitability to different contexts. Design and organization contains concerns on learners, the section focus on whether the material make the learning easier or not. The concerns such as the organization and sequence of content, the rate of recycling and revision, the possibility of individual study are related to the design and organization. Language and content involves the appropriateness of grammar and vocabulary items, the organization of language and the suitable use of language according to context, skills, topic, methodology, teachers' books, practical considerations. The part, Skills, is about the balance of four skills according to course aims and syllabus requirements, the section asks whether the reading materials suit to students' needs and levels, the sufficiency of integrated skills and the authenticity of the materials. Topic involves their quality in terms of suitability to students' interests, their ability to raise awareness of students, the representation of other groups and minorities. Methodology means the approaches and techniques, the involvement of communicative abilities and the sufficiency to develop learning strategies and autonomy of students. Teachers' books deals with the adequacy of the guidance of teachers' book, whether the teachers' book supportive enough. Practical considerations asks whether the cost of materials are reasonable and also involves concerns about durability, availability, attractiveness and use of the coursebook.

Hedge (2005, p. 357-358) proposes two stages to select coursebook:

1. Assessing the content of a book in relation to its proclaimed aims is the first stage. The stage enables evaluation of the extent to which a book fulfills its own aims and is therefore reliable in carrying out its undertakings to the learner.

2. Assessing the appropiriateness of the coursebook to the target audience is the second stage. Coursebooks are assessed according to the needs and context of the

target audience. For evaluation some key categories are listed and raised questions for each category: these would vary according to learner factors, institutional setting, and sociocultural contet.

Finally, Byrd (2001) presents guidelines for selecting and implementing coursebooks. She suggests that selecting and implementing textbooks has different considerations and therefore she presents different guidelines for selecting and implementing textbooks. The author mentions that systematic evaluation requires checklist and "Evaluation for selection" step covers the topics such as curriculum, the students, and the teachers. In terms of "the suitability of curriculum and text" Byrd suggests that textbooks can serve as a curriculum when the available curriculum is not clear enough. On the other hand, in some circumstances textbooks can fail to reach to aims of a certain curriculum. Then, an adaptation or a support by supplementary materials are needed. "The fit between students and texts" is another criteria that should be dealt with in evaluation process. In this respect, students' needs and expectations are needed to be taken into consideration when selecting a coursebook. Teachers are also users of coursebooks in addition to learners. Hence, "the fit between teachers and texts" is needed to be mentioned in coursebook selection. At the "analysis for implementation" stage teachers need to read the whole book because of the fact that they should know the material properly to implement and adopt it when necessary.

English for Specific Purposes

In the English Language classes, coursebooks reach general needs and unspecified purposes of the learners. Coursebooks reflect on daily life and focus basic themes and subjects. The four language skills are also the main focus of English coursebooks (Masuhara and Tomlinson, as cited in Tomlinson, 2011). On the other hand, English for specific purposes (ESP) courses are based on learner's needs and goals in their professional careers. ESP is an umbrella term and it contains English for occupational purposes (EOP) which

stands for learning English for a particular job or profession. English for academic purposes (EAP), on the other hand, stands for learning English for academic settings. There are no clear cut differences between ESP and ELT, but in the ESP the aims are more highlighted with a more narrow range of topics (Bernard and Zemach, 2011). However, ESP materials differ from other English Language Teaching materials in terms of the emphasis on the content, the roles of teachers and learners and the desing of the materials (Cunningsworth, 1995, p. 132).

Therefore, ESP coursebooks hold a context based approach. The ESP materials are based on learner-centered methodology and designed for specific needs of the students. ESP coursebooks are learning materials for students in a variety of fields such as tourism, medicine, engineering, and law. ESP materials should take learners' expectations and learning styles into consideration and should hold clear learner and teacher roles (Cunningsworth, 1995).

As Gatehouse (2001) states, the teaching of ESP has become a major concern mainly in countries where English is taught as a foreign language. Furthermore, there is a growing need to have English competence as English become an international language. There has been a growing need to use the English language for the expression of information within specific professional fields. Therefore, it can be concluded that there is a necessity to learn English in use as an international language.

The rise of ESP has led many scholars to conduct researches on the field. Dudley-Evans and St. John (1998, p. 4-5) present absolute and variable characteristics of ESP:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learner;
2. ESP makes use of the underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines;

2. ESP may use, in specific teaching situations, a different methodology from that of general English;

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

4. ESP is generally designed for intermediate or advanced students;

5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

According to Dudley-Evans and St. John (1998), ESP is a part of ELT, and at the same time it has developed its own procedures, its own need analysis, its own materials and its own teaching methodology. Hutchinson and Waters (1987, p.19) state "ESP is and approach to language teaching in which all decisions as to content and method are based on the leaner's reason for learning." Smoak (1996) emphasizes that English instruction bases on actual and immediate needs of learners who have to successfully perform real-life tasks that are unrelated to merely passing an English course and exam. Hutchinson and Waters (1987) have emphasized that the basic principle of ESP is to realize what learners need English for, and then teach the English that they need. According to Celani (2008) ESP provides learning English in context, the teaching program follows a framework and it is meaningful and clear for the learners.

Hutchinson and Waters (1987) base the emergence of ESP on three reasons: the demands of Brave New World, a revalution in linguistics, and focus on the learner. Related to the first reason Hutchinson and Waters (1987) state that the post-world war environment led to English become an international language because of the power that USA gain. The second reason emerges as a result of the paradigm shift in linguistics. Linguistcs' focus began to move into the ways language is used in real life rather than describing the features of language. As a result of this, a point of view is developed that English in use has variaties and

change according to context. From this perspective, the possibility of constructing language instructions that suits learners' needs becomes necessary. The other reason is the change of teacher-centered methodology into learner-centered one. As the focus on the learner become significant, their needs and expectations also gain significance.

ESP develops as a field of ELT that put the learners and their needs at the center of the teaching English. According to Robinson (1980) the content of ESP courses is determined in some or all of these ways: restriction, selection themes and topics, and communicative needs. According to Hutchinson and Waters (1987), there are 5 stages in ESP development.

1. Register analysis. Each field has different linguistic features and register analysis is implemented to form a syllabus for the fields such as engineering, biology and general English. The focus is on the grammar and the surface of the language.

2. Beyond the sentence: (rhetorical or discourse analysis) At the second stage discourse and rhetoric analysis are implemented in addition to register analysis. At this stage, the focus turns to meaning production in discourse. After the organizational patterns in texts are determined, the syllabus for ESP course is constructed.

3. Target situation analysis: In this situation, the language is used. And then, register analysis to the specific language is used. The process is called as need analysis. The identified features will form the syllabus of the ESP.

4. Skills and strategies: Regardless of the structure of language, there are reasoning and interpreting processes to make a meaning. The fourth stage focuses on the language use beyond sentence level.

5. A learning centered approach: As the authors state, all the other stages are language centered approaches. On the other hand, the focus of ESP is language learning.

The authors state all other stages based on descriptions of language use. They mention that the focus in ESP is language learning and they put further explanation on the learning centered approach "The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms, for example guessing the meaning of words from context" (Hutchinson & Waters, 1987, p. 13). This stage deals with the language learning rather than the description of the language use which is the focus on ESP. The approach of ESP needs to be the one that deals with the process of language learning rather than the language. The authors emphasize that ESP is not a product but an approach. Furthermore, this approach of language learning bases on learners' needs. They state "ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. (…) it is an approach to language learning, which is based on learner need" (Hutchinson and Waters, 1987, p. 19). However, they also highlight that "the needs" do not stand for an existence, but an awareness. ESP puts specific and appropriate reasons for learning and highlights the communication needs of the students according to the authors. Furthermore, the content and methods that are selected for an ESP course are based on the learners' reasons for learning. In this respect, it can be concluded that ESP improves autonomy and reasonability of students in their own learning while it enables learners' engagement in the course.

ESP materials that are flexible and with modular design can be more effective as they can be used also as sourcebook (Cunningsworth 1995). "In evaluating ESP material we should look at both the "core" specialist language and at the skills and strategies thought. We also need to check if there is a good balance between the two" (Cunningsworth, 1995, p. 133). The coursebook investigated in this study is introduced in the following section.

Tourism Coursebook Series Investigated in the Study

The coursebook series that are investigated in the study are Tourism 1 and Tourism 2 by Robin Walker and Keith Harding from Oxford University Press. The coursebook series consists of Tourism 1-2-3. The Oxford English for careers series consists of student's books, teacher's book and class audio CD. On the back cover of the coursebooks it is indicated that the books have been prepared according to CEF (Common European Framework). According to CEF, Tourism 1 is for A2 and B1 levels, and Tourism 2 (upper-intermediate) is for B1 and B2 levels.

The blurbs of the coursebook series present information on the benefits for students and teachers as a list. The coursebook claims that it presents the needs of students (the language, information, and skills) for their career in tourism. As for teachers, it is claimed that the teacher's resource book helps teachers to teach tourism, presents background introductions, handy tips and advice and so on. The covers of the books are presented in the following figures.

From an impressionistic evaluation it is revealed that the coursebooks have modular syllabus. In each unit, four language skills are given under the related headings. Each unit contains "Language spot", "Vocabulary" for activies and "Pronunciation" presented as list. Each unit contains "Find out" in which a task was given according to the field. Additionally, further grammar points are presented at the end of the books. These grammar points are taught in each "Language spot". The units end with a "Checklist" for self-assessment, "Key words" list and a list as a proview of next chapter under the heading of "Next stop".

It can be concluded that the coursebooks presents sufficient amount of grammar points and language skills. "Checklist" and "Next stop" parts make the learning concrete and provides learner autonomy. The amount of visuals are sufficient and they contain inter-cultural elements.

Figure 1: Covers of Tourism 1 Student's and Teacher's Resource Book

The figure 1 presents the student's and teacher's book of Tourism 1. There are 12 units in the book named as: What is tourism?, World Destination, Tour operators, Tourist motivations, Travel agencies, Transport in tourism, Accomodation, Marketing and promotion, The airline industry, Holidays with difference, Reservations and sales, and Airport departures. The coursebook aims to reach three skills as below: Career skills and knowledge, Language skills, Language knowledge.

Figure 2: Covers of Tourism 2 Student's and Teacher's Resource Book

As the figure 2 demonstrates, Tourism 2 also consists of student's and teacher's book. The units of the book consists of Arrivals, A place to stay, Tourist information services, Holiday rep, Eating out, Rural tourism, Attractions and events, On tour, Hotel entertainment, Specialized tourism, Business travel, and Checking out. There are 12 units in total. Similarly as in Tourism 1, the three skills that are covered in the book are: Career skills and knowledge, Language skillsi Language knowledge.

Studies on Coursebook Evaluation

There have been many studies on coursebook evaluation in the related literature. Some of the studies conducted in Turkey and abroad are presented in the following sections.

Studies carried out in Turkey

Boran (1994) emphasizes that need analysis is crucial to determine the ESP currula and design of the instruction. He claims, because of the fact that different purpose of the learners and requirements in learning English creates different needs; they are needed to be revealed. The study aims to reveal the perception of students and teachers communication needs in ESP. The suitability of the program to the students' needs is also examined. The data are gathered from three questionnaires. The participants are 100 students, 10 tourism subject lecturers and 3 ESP lecturers from the Tourism Subject Department. The study reveals that there is a lack in speaking and listening activities. Both teachers and students indicate that speaking activities should be increased. The number of ESP classes should be increased for the participants. The lessons should cover all the native and nonnative varieties of English, standard and formal English and the learners need advanced level of English as participants states. Lecturers believe that gathering information from lecturer is important but they do not believe the importance of gathering information from students. It is informed that gathering information from lecturers and students is useful for a successful curriculum design. The author believes that the study is to be useful in designing curriculum for ESP learners and

suggests that learners' needs and purposes should be taken into consideration. The activities should cover the communicative needs.

Özdemir (2007)'s study explores the 4th grade teachers' and students' perceptions of Time for English 4. Quantitative data are gathered through questionnaires conducted to 102 students and 25 English teachers in Altındağ, Beypazarı, Keçiören, and Mamak. Qualitative data are gathered from six English teachers through interview. The study shows that the coursebook is sufficient for both students and teachers. The instructions and the songs of the coursebook are two problems according to students. Suggestions for textbook committee involves simplification of instructions, selections of songs should be easier at the beginning, teachers' book should guide more properly, suggestions on activities, there should be more speaking activities instead of writing ones. The study suggests that teachers can adapt coursebook according to students' needs. In addition to this, Halliwell (1993) suggests that teachers can fill evaluation charts to analyze the coursebook to have an idea on the suitability of the coursebook. For the author, Ministry of National Education should create opportunities for communication between teachers and coursebook writers; furthermore, it should provide teacher education.

The views of 9th grade students at general high schools, EFL teachers, and EFL inspectors on Breeze English coursebook are explored in Çelik (2011)'s study. The data are gathered from students' and teachers' questionnaires. The participants of the study are from Çankaya, Keçiören, Sincan, Yenimahalle, Ankara. The results of the study indicate that both students and teachers find the coursebook insufficient in terms of layout and design. The coursebook does not reach the needs of the students and activities remain insufficient in terms of communicative competence. To develop four language skills, the coursebook also remain insufficient. The language of the coursebook is not authentic and does not include cultural items of the target language. In terms of teachers' book, both teachers and inspectors have

similar respects. It is indicated that teacher's book is insufficient to present evaluation of the lessons and proper instructions on the activities. In addition to this, the coursebook should provide instruction for self-studies of students.

Taylan's study (2013) investigates the effectiveness of the Breeze 9 coursebook for 9th grade English course in terms of students and teachers in Edirne and its districts Keşan, Uzunköprü and Havsa. The study gathered the data through questionnaires and open-ended questions. There are 135 9th grade high school students and 30 9th grade high school teachers in the study as participants. The study reveals that students find the coursebook effective on the other hand, the coursebook is not effective for the teachers. The author concludes that the coursebook should be revised and the aims, needs and interests of both teachers and students should be taken into consideration.

Özeş (2012)'s study is based on the evaluation of an English coursebook, "Spot On 8", which is used in state primary schools in Turkey. There are 95 English teachers and 100 eight grade students as participants in the study. The researcher uses questionnaires to collect data. The findings of the study imply that teachers have more positive responses to the coursebook. On the other hand, the students tend to be more positive and neutral to the coursebook. The data show that student participants seem to be not sure about most of the items.

Oflaz (2009)'s study aims to investigate the beliefs of coursebook "Time for English 5" in terms of teachers and its principles of constructivism. 140 teacher participants were selected to collect data through questionnaire. The findings of the study indicate that the coursebook does not support constructivist teaching and learning environment. The vocabulary items are not satisfying in the coursebook. Supporting materials and better guidance form teachers' book is needed.

Güreli (2008)'s study tries to find out the suitability of the New Bridge to Success coursebook. The participants are students in Çanakkale Science High School 9th and 10th

grade students in Çanakkale. Both qualitative and quantitative data were collected from 126 students and 4 teachers. According to the findings of the study, the coursebook is needed to be reviewed and revisioned. Additionally, some adaptations are required for the target group of students.

The students' and instructors' opinions about English Language Teaching coursebook "Campus Life" are taken in Erdem's (2008) study to determine the strong and weak points of the coursebook. This study was carried out with 278 first grade students who took Compulsory Language (English) course at Çanakkale Onsekiz Mart University and 22 instructors who have been teaching the course. The data were collected quantitatively and qualitatively. According to the findings, students report no weak points. The coursebook is found strong in terms of readable and clear type font ant adequate number of visuals. The rest is moderate. The teacher's book was found poor by instructors. The rest of the qualities were found moderate.

"New Bridge to Success 3" is assessed in terms of the effectiveness of the coursebook in Ezici (2006)'s study. The coursebook is evaluated at macro level based on eleven criteria. Qualitative and quantitative data are gathered from the 336 student participants and teacher participants. The data are collected through interviews. According to the participants' responses some negative thoughts about the coursebook are identified. The reading passages are needed to be revised according to the learners' language proficiency levels and age groups. The coursebook does not consider different learning styles. On the other hand, the art works are up-to date and improve the comprehension of the lesson.

The aim of Batdı (2010) is to find out the effectiveness of the coursebook in terms of Foreing Language High Schools teachers. The author focuses on the difference between school type, educational degree, teaching experience and gender. The study is conducted with

126 English teachers in Foreign Language High Schools in Elazığ and Diyarbakır. A scale was used. In the result of research, it was determined that English coursebook used in Foreign Language High Schools was found to be partly efficient. The teachers who work in High Schools of Science and those who have more teaching experience found the coursebook more efficient. Furthermore, in terms of gender variable, male teachers found the coursebook more effective than female teachers. There is a need to focus on listening activities.

Studies carried out abroad

In the multidimensional study, Aftab (2011) explores the English language textbook situation in Pakistan. The researcher uses a mixed methods approach. Two preliminary stages were small scale – a survey of the English language requirements and interviews of the officials involved in sanctioning and publishing processes of the textbooks. The English curricula and syllabi are investigated. The survey is conducted through questionnaires aiming at evaluating the coursebook. As a result, the insufficiencies are detected in overall education arena. It is found that the curriculum and textbook policies are inadequate. The author highlights the importance of training programmes for textbook writers to facilitate English language acquisition in Pakistan.

Phanhan, Watkhaolarm, and Chiyasuk (2012) investigate the consistency between the content of ELT coursebooks and ELT principles. Teachers' perceptions on My World coursebooks are also explored. The participants consist of 39 English teachers from 15 secondary schools. ELT checklist, teachers' questionnaire and semi-structured interviews are used as research instruments. The authors conclude that mostly the teachers' perception and classroom applications are at a suitably high level. Also, it is shown that My World coursebooks are used as supplementary materials by the teachers. Teachers explain that one coursebook cannot cover all the needs of learners.

The authors Sarem, Hamidi and Mahmoudie (2013) hold the idea that textbooks are the heart of education. Ttherefore, textbooks affect teacher, students and the dynamics of the classroom. In this respect, textbooks selections gain importance to reach teachers' and the course objectives and students'needs. According to the authors, it is achieved by proper analyses using evaluation checklists. The data are analyzed qualitatively. In the study an evaluation is conducted to analyze "English for International Tourism" which has been developed as a textbook for those students who major in Tourism. Daoud and Celce-Murcia's (1979) checklist is used as an instrument. Physical appearance and content of the coursebook are analyzed in the study and the results show that the current textbook is suitable to course objectives and students' needs.

Fraidan (2012) evaluates Business Objectives (1996) by Vicki Hollett and Business Studies, Second Edition (2002) by Alain Anderton. McDonough and Shaw's (1993) framework is used to external and internal evaluation of the coursebooks for business major students at King Faisal University. The author concludes that the coursebooks reach learners need when they are merged and supported with additional materials.

Ghalandari and Talebinejat (2012) highlight the importance of analyzing learners' needs and coursebook evaluation in ESP learning. The study aims to examine whether ESP coursebooks can be effectively used in the English classrooms in medicine discipline. At the same time, this study investigates the language needs of medical students in Shiraz Medical School, Iran. In the study, framework by Hutchinson and Waters (1987) is used. The approach is to be an in-depth analysis, individual activities are analyzed. It concludes that ESP coursebooks reach the learners' needs and they are useful as they reach students' needs in Iran and have satisfactory content.

The studies on the filed show that there are qualitative studies generally, on the other hand, there are some studies that are conducted both quantitatively and qualitatively. The

coursebooks were evaluated both for students and teachers perceptives. Furthermore, there are studies including principles and inspectors' perceptions. The importance of reaching the learners' needs and adaptation of the insufficient parts of the coursebooks are emphasised. It can be seen that there are relatively few studies about ESP coursebook evaluation. The studies on ESP evaluation can generally be seen in the studies on abroad.

Summary

This chapter has based on materials evaluation along with the role of coursebooks in ELT settings and the features of sufficient coursebooks. The materials evaluation types and approaches have also been discussed in this chapter. The issues on ESP course and ESP materials have been summarized. Finally, the studies about coursebook evaluation have been presented at the end of the chapter.

Chapter III

Methodology

This chapter focuses on the methodology used in the study to find out the students' perceptions of their vocational English coursebook. In the first part, the construction of the questionnaire and the parts which it consists of are explained in detail. Second part of the chapter is about the administering the questionnaires. In order to avoid any difficulties in the main study, the procedure of the piloting is explained. Finally, main study, which involves setting, participants, materials, procedure for data collection and analysis, is presented in the last part of the chapter.

Research Method Used in the Study

In this descriptive study, quantitative research methodology was followed. A survey method was used as a sub-category. This study was based on a vocational English coursebook series Tourism 1-2. The required data were collected through a questionnaire that is designed to find out the perceptions of the students on a vocational English coursebook. The questionnaire has been conducted in Edirne at Trakya University to 3rd and 4th grade students at Tourism and Hotel Management department. In the following parts, the questionnaire used in the study has been explained. In the light of the piloting and expert opinions each part of the questionnaire has been organized.

Construction of the Questionnaire

Taking the large sampling of the study into consideration, questionnaire was a convenient data gathering tool for this study. The items in the questionnaire were constructed after a review of literature and the analysis of the students' responses to the open-ended questions. In addition to the literature reviewed, students' answers to the open-ended questions were analyzed to construct new items for the item pool. The item pool was constructed based on the Cunningsworth (1995)'s guidelines for materials evaluation.

Cunningsworth (1995) states that the content of an ESP coursebook is different from other English language teaching materials; however, the guidelines for material evaluation can also be used for ESP materials. There are 98 items in the item pool in total in 6 common headings (See Appendix B). Students generally expressed their concerns about vocabulary load, speaking activities and clarity of the book. Additionally, quite a number of students highlighted that coursebooks should be appropriate to their proficiencies. Therefore, related items were added in the questionnaire. The items were listed under 6 headings as below.

1. Practical Considerations

2. Aims and Objectives

3. Design and Organization

4. Language Content

5. Language Skills

6. Methodology

The items in the item pool were designed as a questionnaire after expert opinions were taken. The questionnaire consisted of 43 items under 6 headings. The questionnaire was translated into Turkish to improve the comprehension. This enabled the students to answer the items easier. After the expert opinions were taken, a pilot study was conducted. The pilot study consists of 43 items and it was conducted to 104 students. The pilot study was conducted to get some implications for the main study and make necessary changes in the questionnaire.

Before implementing the pilot and the main study, the final form of the questionnaire was constructed. The parts of these questionnaires, what they include and what thay aim to measure are described in the following part in detail.

Description of the Questionnaire

In order to answer the research questions, a questionnaire was constructed by the researcher. The questionnaire has three parts, a part for introduction, a part for demographic information of the participants and another part for the checklist. The questionnaire was designed in two pages so that it would not take so much time to conduct (See Appendix C).

In the introduction part, the explanation of researcher's purpose was added to the questionnaire. In addition to this, it is promised that the information gathered from the questionnaire will be kept confidential to prevent any feeling of obligation to write their names on the questionnaire. After the introduction part, the participants' demographic information was asked in the first part of the questionnaire. Each participant's gender and General Points Average were asked in this part. As this study aims to find out the perceptions of the students who study at Tourism and Hotel Management department, there is one additional question in this part regarding whether they have a work experience in their field. The third part of the questionnaires was constructed to find out the perception of the students' on their vocational coursebook in a checklist form. The checklist consists of 44 items in 6 categories.

The categories and number of the items are given in table 1 below.

Table 1

Categories and Number of Items in the Questionnaire

Categories	Number Of Items
Practical Considerations	3 (1-3)
Aims and Objectives	9 (4-12)
Design and Organization	8 (13-20)
Language Content	6 (21-26)
Language Skills	11 (27-37)

As Table 1 demonstrates, there are 44 items in the questionnaire to investigate students' perceptions of the vocational English coursebook. The items are grouped under the headings; practical considerations, aims and objectives, design and organization, language content, language skills, and methodology. The participants were asked to put a cross (X) into the most appropriate box for themselves. The questions were asked in 5-point Likert-type Scale (5=Strongly Agree; 1=Strongly Disagree).

Administering the Questionnaires

A piloting was conducted to make changes and improvements to raise the clarity and reliability of the questionnaire in necessary parts. After the amendments, the questionnaire was conducted for gathering data for the main study. In the following section the Pilot and Main Study with their setting, participants, materials, procedures for data collection and data analysis are explained in detail.

The Pilot Study

The pilot study was conducted to make necessary changes in the questionnaire with an expert opinion if any difficulties and problems were determined. Additionally, the reliability and validity of the questionnaire was tested after the pilot study. The questionnaire with 43 items was conducted to 104 participants who are students in Hotel and Management department at Çanakkale Onsekiz Mart University in Çanakkale. The questionnaire was handled by the help of an instructor in the department. The data were collected from the students in two days. The reliability analysis was conducted in the piloting using SPSS Statistics 20. Table 2 below demonstrates the results of the reliability coefficiency of the questionnaire. The reliability coefficiency of the questionnaire is .92 which is expected as high value. This value is acceptable according to Büyüköztürk (2006) who recommends levels

of *.70* or greater for scales like these. It can be said that this questionnaire can be conducted for the study.

Table 2

The Reliability Statistics for the Pilot Study

Questionnaire	Reliability	N		
		Valid	Excluded	Total
Students' Questionnaire	.92	104	0	104

The findings of the piloting provide some implications for the main study. As a result of the piloting, the participants demonstrate no observable difficulty when answering the questionnaire. On the other hand, some items are revised and rewritten and necessary additions were made taking the experts' opinions into consideration. The item 29 in the questionnaire was designed in two sentences. It was split into two items to make them clearer for the participants. Before the pilot study item 29 was "Activities in the coursebook are parallel with the vocabulary and grammar intake". Later on it was split into two sentences "Activities in the coursebook are parallel with the vocabulary intake" and "Activities in the coursebook are parallel with grammar intake". As a conclusion, the pilot study helped the researcher to get some implications for the main study. The researcher gets insights of the questionnaire's reliability and defines some problems and makes the necessary changes.

MAIN STUDY

Setting

The main study was conducted in Trakya University. The 3rd and 4th grade students at Tourism and Hotel Management department participated in the study. The main study was carried out in April, 2014.

Participants

As the aim of the study is to have an insight into the perceptions of students on their vocational English coursebook, study group has a significant role in this study. The target population of the study consists of 118 students at Trakya University Tourism and Hotel Management department in Edirne. All of the participants in the study are in their third and fourth years at the university. They all had the coursebook "Tourism".

The descriptive information of the participants are presented in the following tables. The tables include the numbers of students according to their genders, GPA scores and, work experience.

Table 3 presents the gender distribution of the students in the study.

Table 3

Gender distribution of the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	84	71.2	71.2	71.2
Female	34	28.8	28.8	100.0
Total	118	100.0	100.0	

As table 3 indicates, there are 118 participants in total. There are 84 male and 34 female participants in the study. Table 3 demonstrates that the number of the male participants is more than female participants.

Table 4 demonstrates students' work experience in their field.

Table 4

Work Experience Distribution of the Students

	Frequency	Percent	Valid Percent	Cumulative Percent

No	24	20.3	20.3	20.3
Yes	94	79.7	79.7	100.0
Total	118	100.0	100.0	

As table 4 demonstrates, 94 of the participants have experience in the field (%79.7 of them are experienced and have worked in tourism sector before). On the other hand, 24 of the participants do not have any work experience in tourism sector.

Table 5 presents GPA scores of the students.

Table 5

GPA Scores of the Students

GPA	Frequency	Percent	Valid Percent	Cumulative Percent
3 and above	57	48.3	48.3	48.3
Between 2.00 and 2.99	55	46.6	46.6	94.9
Under 2.00	6	5.1	5.1	100.0
Total	118	100.0	100.0	

Table 5 demonstrates that 57 of the students have 3 and above GPA score, 55 of them have GPA scores between 2.00 and 2.99 and, 5 of them have under 2.00 GPA score. As it can be seen in the table more than half of the participants (%57) have 3.00 and above GPA score.

In addition to the demographic information in the tables above, all the students are in third and fourth grade and have the coursebook series Tourism 1-2. This means that the target population is suitable for the study.

Materials

A questionnaire to find out students' perceptions about their coursebook was used in the study. Open-ended questions for piloting were constructed by the researcher. The questionnaire was constructed in order to find out the students' perceptions of the vocational English coursebook series Tourism 1-2. The questionnaire helped to gain insights to the perception of the participants on their vocational English coursebook.

Data collection

In this study the questionnaire was conducted to 118 students. the questionnaires was conducted with the help of the lectures working in those faculties in the spring term. Data collection process took nearly two weeks. A questionnaire constructed by the researcher was used in the study. The students participate to the study voluntarily. After the aim of the study was explained to the students, the questionnaire was conducted only to the volunteer students. The participants got information about the questionnaire before it was conducted.

Data analysis

In this study, quantiative data were analyzed in SPSS Statistics 20 program. The data gathered about the participants were analyzed by "Descriptive Statistics", "Nonparametric Mann-Whitney Test"and, "Nonparametric Kruskal-Wallis Test". The nonparametirc tests preferred as the data set does not distribute normally. The results of these analyses will be presented in the "Research Findings" section of the study. Apart from these tests, the reliability analysis was conducted to the third part of the questionnaire.

The results of the analysis are demonstrated in Table 6 for the main study.

Table 6

The Reliability Statistics for the Main Study

Questionnaire	Reliability	N		
		Valid	Excluded	Total

Students' Questionnaire	.94	118	0	118

As demonstrated in Table 6, the reliability analysis on 44 items shows that the questionnaire has a high degree of reliability coefficiency with a value .94 which is an acceptable value. This means that the questionnaire can be used for the target study group.

Furthermore, the items' frequencies, means, percentages, standard deviations were calculated. The same analyses were conducted for each category in the questionnaire to calculate the overall frequencies, means, percentages, standard deviations. For each section "Nonparametric Mann Whitney Test" and "Nonparametric Kruskal-Wallis Test" were used to answer the research questions.

The means and standard deviations were calculated for each item in the questionnaire. These analyses helped to get insight into the means of each item. To calculate the overall means for each category, the items of each category were computed in compute variable section in SPSS Statistics 20. Then, the overall means for each category were calculated. The results shed light of the perception of the students on the general effectiveness of the coursebook.

Summary

This chapter presents the methodology followed in the study. Firstly, the construction process of the questionnaire is explained. Then, the questionnaire is described in detail. The implementation process of the study is described. After the process of the pilot study was explained, the main study with its setting, participants, materials, and procedures for data collection and analysis are presented in this chapter.

Chapter IV

Research Findings

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

Aims and Research Questions

The main purpose of the study is to investigate the perceptions of students about the vocational English coursebook Tourism 1-2. In addition to this, the stengths and weaknesses of the coursebook are examined according to the students' perceptions. In the following part, the research questions of the study are presented. These research questions are answered in detail to get insight into the students' percetions.

RQ1: What are the Tourism and Hotel Management Students' Perceptions of their Vocational English Coursebook used at Trakya University?

RQ2: What are the strengths and weaknesses of the coursebook considering the students perceptions?

RQ3: Is there a significant difference among students' thoughts about the coursebook in terms of their gender?

RQ4: Is there a significant difference among students' thoughts about the coursebook in terms of their success (GPA)?

RQ5: Is there a significant difference among students' thoughts about the coursebook in terms of work experience?

Findings

The findings of the study will be presented under the each research question.

RQ1: What are the Tourism and Hotel Management Students' Perceptions of their Vocational English Coursebook used at Trakya University?

The findings related to the students' perceptions of their vocational English coursebook will be presented in the following section. Also the Tables demonstrate the data gathered from the questionnaire.

Table 7 demonstrates descriptive statistics of the students' perceptions on the practical considerations of the coursebook.

Table7

Students' Perceptions on the Practical Considerations of the Coursebook

Items	N	Mean	Standard Deviation
1. The design of the coursebook is attractive.	118	3.0678	1.18198
2. The fonts of the coursebook are readable.	118	4.0593	1.06452
3. The visuals of the coursebook are up-to-date.	118	3.3220	1.16854
TOTAL	118	3.4831	.87337
Valid N (listwise)	118		

As it can be seen in Table 7, the coursebooks' practical considerations are moderate (M=3.48, SD=.87). 40.7 percent of the participants agree and strongly agree that the design of the coursebook is attractive. On the other hand, the highest mean value belongs to item 2 "the fonts of the coursebook is readable" (M=4.05, SD=1.06).

Table 8 below demonstrates descriptive statistics of the perceptions of the students as for the aims and objectives.

Table 8

Students' Perceptions on the Aims and Objectives of the Coursebook

Items	N	Mean	Standard Deviation

4. The content of the coursebook is suitable to the aim of the course.	118	3.6102	1.10193
5. The coursebook enables to make sufficient practice for my career in the future.	118	2.8390	1.2126
6. The coursebook is sufficient to develop language skills that I need for my job.	118	3.0932	1.10930
7. The coursebook has various topics.	118	3.3898	.97870
8. The coursebook helps to use grammar rules properly.	118	3.5169	1.03555
9. The content of the coursebook is suitable to my interest.	118	3.2966	1.07265
10. The coursebook improves my motivation and enables me to learn further.	118	2.7542	.96020
11. The activities, which are related to my future job, in the coursebook are sufficient.	118	3.0932	1.13218
12. The coursebook enables to gain knowledge about different cultures.	118	3.5254	1.09163
TOTAL	118	3.2354	.77909
Valid N(likewise)	118		

Table 8 indicates that the total mean value of the participants answers about the aims and objectives of the coursebook is 3.23 (M=3.23, SD=.77). Based on the item 4 which is the highest preferred one, it can be concluded that the coursebooks' content is parallel to the aim of the course which demonstrates the highest mean value in this part of the questionnaire (M = 3.61, SD = 1.10). According the item 8 with the second highest value, most of the students (%57.6) think that with the help of the coursebook they can use grammar rules properly as they reported. On the other hand, It can be indicated that the motivation power of the coursebook is not satisfying for the students as it can be seen in item 10 (M = 2.75, SD = .96).

When item 5 is taken into consideration, the participants indicate that they need more practice suitable with their future careerr (M = 2.83, SD = 1.21). Table 9 shows descriptive statistics of the students' perceptions on design and organization of the coursebook.

Table 9

Students' Perceptions on Design and Organization of the Coursebook

Items	N	Mean	Standard Deviation
13.The activities in the coursebook enable group working.	118	3.2881	1.11786
14.The activities in the coursebook improve my pronunciation.	118	3.1525	1.09877
15.The activities in the coursebook improve my vocabulary knowledge.	118	3.5085	1.01059
16.The coursebook help to gain learning strategies.	118	2.9322	1.08391
17.The activities in the coursebook provide knowledge that can be used in my future job.	118	3.2373	1.01002
18.The headings in the coursebook improve my comprehension of subjects.	118	3.2881	1.07100
19.The instructions are clear and understandable.	118	3.3729	1.00253
20.The subjects in the coursebook progress from easy to difficult.	118	3.3814	.99503
TOTAL	118	3.2701	.66626
Valid(listwise)	118		

Table 9 indicates that the students have moderate satisfaction on the design and organization of the coursebook (M = 3.27, SD = .66). The item 15 (M = 3.50, SD = 1.01) and the item 20 (M = 3.38, SD = .99) have the highest mean values respectively. The mean value

of the item 15 indicates that the students are highly satisfied with the vocabulary activities, they think the activities improve their vocabulary knowledge. The item 16 has the lowest mean value (M = 2.93, SD = 1.08). It can be concluded that the students need more support in terms of learning strategies, only 27.1 percent of the participants agreed or strongly agreed that the coursebook guide how the students can learn. Though not that much very low, item 14 has the second lowest mean value in this part of the questionnaire (M = 3.15, SD = 1.09). It can be concluded that the students prefer more emphasis on pronunciation in the activities.

Table 10 demonstrates descriptive statistics of the students' perceptions on language content of the book.

Table 10

Students' Perceptions on Language Content

Items	N	Mean	Standard Deviation
21.The subjects in the coursebook suit to my aims related to my future job.	118	3.3559	1.02553
22.The subjects in the coursebook involve the subjects that I will need in my future job.	118	3.1525	1.11422
23.The subjects in the coursebook are suitable with the social and cultural environment that I live.	118	3.1864	1.07774
24.The grammar subjects are presented separately in each unit.	118	3.2220	1.16854
25.I can use the grammar subjects for my future job.	118	3.2627	1.05756
26.The grammar subjects in the coursebook suit to my aims and objectives.	118	3.0508	1.15357
TOTAL	118	3.22218	.74601
Valid(likewise)	118		

As Table 10 indicates, the total mean value of this part of the questionnaire is 3.22 (M = 3.22, SD = .74). The most common preferred item is item 21, "The subjects in the coursebook suit to my aims in my future job" (M = 3.35, SD = 1.02). From this item, it can be confirmed that the subjects in the coursebook are suitable for the needs and aims of the students. Additionally, the answers to the item 25 "I can use the grammar subjects in the coursebook in my future job." (M = 3.26, SD = 1.05) and 26 "The grammar subjects in the coursebook suits to my aims and objectives" (M = 3.05, SD = 1.15) indicates that the students find the grammar points in the coursebook suitable for their aims and needs in moderate level.

All in all, it seems that the language content of the coursebook focuses on the needs and aims of the students sufficiently according to the responses of the students and there is near to high satisfaction in terms of the reach to the aims of the students and course objectives.

Table 11 presents descripve statistics of the students' perceptions on language skills.

Table 11

Students' Perceptions on Language Skills

Items	N	Mean	Standard Deviation
27.The language skills in the coursebook are presented according to the aims of the course	118	3.2542	.96243
28.The activities in the coursebook are authentic.	118	3.3475	1.04085
29.The activities in the coursebook are in parallel with the grammar subjects.	118	3.1864	1.06978
30.The activities in the coursebook are in parallel with the vocabulary knowledge.	118	3.4068	.98915
31.The activities in the coursebook improve my speaking	118	3.2881	.99659

skills.

Items	N	Means	Standard Deviation
32.The activities in the coursebook improve my writing skills.	118	3.1271	1.00040
33.The activities in the coursebook improve my listening skills.	118	3.2288	1.07346
34.The activities in the coursebook improve my reading comprehension.	118	3.3305	1.08648
35.The activities in the coursebook are related to the real life.	118	3.2203	1.07922
36.There is variety of reading texts in the coursebook.	118	3.8729	.95673
TOTAL	118	3.3263	.65626
Valid (listwise)	118		

According to table 11 the most preferred item is item 36 in this part (M = 3.87, SD = .95). The item 30 on the other hand has the second high mean value (M = 3.40, SD = .98). It can be confirmed that the coursebooks provide different kinds of readings text to the students and the vocabulary knowledge appropriate to their level and parallel with the reading and other activities. The mean value of item 32 is not low however, it is the lowest means value in this part (M = 3.12,SD = 1.00). It can be assumed that the students need more support in writing activities.

Tables 12 demonstrates descriptive statistics of the students' perceptions on methodology.

Table 12

Students' Perceptions on Methodology

Items	N	Means	Standard Deviation
37.The coursebook contains different kinds of activities (fill in	118	3.8136	1.09349

the blanks, dialog, writing a letter, writing an essay, tests vb.)			
38.The language skills in the coursebook are balanced.	118	3.2458	.96020
39.The activities in the coursebook enable active participation of students.	118	3.2458	1.14680
40.The activities in the coursebook enable different kinds of learning preferences (visual, verbal, kinesthetic, audial).	118	3.2881	1.06299
41.The coursebook enables self-studying.	118	2.7373	1.04127
42.The methods of presenting and implementing the new subjects are appropriate in the coursebook.	118	3.2203	.91647
43.The new vocabulary items are recycled as the units progress.	118	3.0763	1.08728
44.The visuals improve my comprehension of the activities.	118	3.5847	1.11957
TOTAL	118	3.2871	.70867
Valid (listwise)	118		

Table 12 indicates that the total mean value is 3.28 (M = 3.28, SD = .70). It can be inferred from the item 37 that the students can find enough variety of activities in the coursebook (M = 3.81, SD = 1.09). Furthermore, they reported that the visuals contribute the comprehension of the activities which is inferred from item 44 (M = 3.58, SD = 1.11). On the other hand, the students reflect low appreciation to the self-study mode of the coursebook, item 41 "the coursebook enables self-study" has the lowest means value in this part (M = 2.73, SD = 1.04).

RQ2:What are the strengths and weaknesses of the course book considering the students perceptions?

One of the aims in this study is to investigate the strengths and weaknesses of the coursebooks in terms of students' perceptions. Descriptive Statistics of the collected data were computed to reach this aim.

Table 13 demonstrates the descriptive statistics of the participants' perceptions about the coursebooks.

Table 13

Students'Perceptions on the Coursebooks

Items	N	Minimum	Maximum	Mean	Std. Deviation
2.The fonts of the coursebook are readible.	118	1.00	5.00	4.0593	1.06452
36.There is a variety of reading texts in the coursebook.	118	1.00	5.00	3.8729	.95673
37.The coursebook contains different kinds of activities (fill in the blanks, dialog, writing a letter, writing an essay, tests vb.)	118	1.00	5.00	3.8559	1.04001
4.The content of the coursebook is suitable to the aim of the course.	118	1.00	5.00	3.6102	1.10193
44.The visuals improve my comprehension of the activities.	118	1.00	5.00	3.5847	1.11957
12.The coursebook enables to gain knowledge about different cultures.	118	1.00	5.00	3.5254	1.09163
8.The coursebook helps to use grammar rules properly.	118	1.00	5.00	3.5169	1.03555
15.The activities in the corsebook improve my vocabulary knowledge.	118	1.00	5.00	3.5085	1.01059

16.The coursebook helps to gain learning strategies.	118	1.00	5.00	2.9322	1.08391
5.The coursebook enables to make sufficient practice for my carreer in the future.	118	1.00	5.00	2.8390	1.21226
41.The coursebook enables self studying	118	1.00	5.00	2.7797	1.03061
10. The coursebook improves my motivation and enables me to learn further.	118	1.00	5.00	2.7542	.96020
TOTAL	118	1.55	4.70	3.2868	.57789
Valid N (listwise)	118				

As Table 13 demonstrates, the total mean value of the questionnaire is 3.2868 (SD = .57789). Item 2 "The fonts of the coursebook are readable" has the highest mean value out of 44 items (M = 4.05, SD = 1.06). The second most responded item with high mean value is item 36 "There is a variety of reading texts in the coursebook" (M = 3.87, SD = .99). As it can be seen in Table 13, item 37 "The coursebook contains different kinds of activities (fill in the blanks, dialog, writing a letter, writing an essay, tests vb.)" is the third item to have the highest mean value (M = 3.86, SD = 1.05). Therefore, it can be said that the coursebook provides various kinds of reading passages and they are satisfied with the font quality of the book. In addition to this, the coursebook supports students with different kinds of activities. It can be said that these are the strengths of the coursebook.

With regard to the weak sides of the book, Table 13 demonstrates that item 10 "The coursebook improves my motivation and enables me to learn further" has the lowest mean value (M = 2.75, SD = .96). Item 41 "The coursebook enables self-studying" has the second lowest mean value according to the responses of the students (M = 2.78, SD = 1.05). The item with the third lowest mean value is item 5 "The coursebook enables to make sufficient

practice for my career in the future" (M = 2.83, SD = 1.21). All in all, considering the items with the lowest mean values, it can be said that students find the coursebook insufficient for their self-studies. The coursebook does not foster learner autonomy and self-study mode as it claims to do so.

RQ3: Is there a significant difference among students' thoughts about the coursebook in terms of their gender?

In this study, the effect of gender on students' perceptions on the coursebook is investigated. Therefore, the particants are divided according to their genders in the data collection process. The collected data were analysed through Mann Whitney U test, the findings of the test is demonstrated in tables below.

Table 14 presented the difference of perceptions about coursebook in terms of the students' gender.

Table 14

Difference of Perceptions in terms of Gender

Gender	N	Mean Rank	Sum of Ranks	U	p
Male	84	62.08	5214.50	1211.500	.198
Female	34	53.13	1806.50		
Total	118				

A Mann-Whitney U test was used to compare the ranks for the males (N = 84) and females (N = 34). As the table 14 shows, the results indicate no significant difference (U= 1211.500, p > .05) between males (M = 62.08) and females (M = 53.13). The results indicate that there are significant differences in the mean rank values of the groups in terms of only 2 out of 44 items.

Table 15 demonstrates the items that the groups reflect significant difference about their perception of the coursebook.

Table 15

Difference of Perceptions in terms of Gender

Items	Gender	N	Mean Rank	U	P
Item 7 The coursebook has various topics.	Male	84	64.37	1019.000	.010
	Female	34	47.47		
Item 13 The activities in the coursebook enable group working.	Male	84	64.00	1050.000	.020
	Female	34	48.38		

As it can be seen in Table 15, the female participants reflect lower mean rank value (M = 47.47) than male participants (M = 64.37) in terms of item 7 "The coursebook has various topics." [U item 7 = 1019.000, p < .05). Similarly, the item 13 "The activities in the coursebook enable group working" receives lower mean rank value from females (M = 64. 00) than males (M = 48.38), [U item 13= 1050.000, p < .05).

RQ4: Is there a significant difference among students' thoughts about the coursebook in terms of their Success?

In order to find out the difference of thoughts about the coursebook between the students with low academic success and the students with high academic success, the participants were grouped into three according to their GPA scores. A non-parametirc Kruskal-Wallis Test was conducted to compare the mean rank values of the groups as the number of the participants is limited. The results of the analysis of Kruskal Wallis Test will be presented in the tables below.

Table 16 presents the difference of the students' percepitions about the coursebook in terms of GPA.

Table 16

Difference of Perceptions in terms of GPA

GPA	N	Mean Rank	df	Chi-Square (X^2)	p
3.00 and above	57	64.35	2	2.232	.328
Between 2.00 and 2.99	55	54.80	2		
Below 2.00	6	56.50	2		

As Table 16 indicates, there are no significant differences between students with different GPA scores in terms of their thought on the coursebook [$X^2_{(2)} = 2.232$, p > .05] with the mean rank values for high GPA scores students (M = 64.35), average GPA scores students (M = 54.80) and low GPA scores students (M = 56.50). Out of 44 items there are two items that indicates significant difference. Table 17 demonstrates the items that reflect significant difference.

Table 17

Significantly Different Perceptions in terms of GPA

Items	GPA	N	Mean Rank	df	Chi-Square (X^2)	p
21.The subjects in the coursebook suit to my aims related to my future job.	3.00 and above	57	69.04	2	11.160	.004
	Between 2.00 and	55	52.26			

	2.99				
	Below 2.00	6	35.17		
36.There is a variety of reading texts in the coursebook.	3.00 and above	57	68.11	2	8.296	.016
	Between 2.00 and 2.99	55	50.66		
	Below 2.00	6	58.67		
43.The new vocabulary items are recycled as the units progress.	3.00 and above	57	48.96	2	12.238	.002
	Between 2.00 and 2.99	55	70.59		
	Below 2.00	6	70.59		

As table 17 shows, item 21 [$X^2_{(2)}$ = 11.160, p<.05], item 36 [$X^2_{(2)}$ = 8.296, p<.05], and item 43 [$X^2_{(2)}$ = 12.238, p<.05] indicate that there are significant differences between students' perceptions of the coursebook and their academic success. Based on the items, it can be said that the students reflect high responses about the items related with the suitability of the coursebook to their aims and objectives.

RQ 5: Is there a significant difference among students' thoughts about the coursebook in terms of their work experience?

Furthermore, the participants in the study are also grouped according to the work experience to find out whether the students that have work experience and do not work before reflect their perceptions about the coursebook differently. To find out this question Mann

Whiyney U test was done. The findings of the Mann Whitney U test will be presented in the following tables. Table 18 demonstrates the difference of students' perceptions in terms of work experience.

Table 18

Difference of Perceptions in terms of Work Experience

Work Experience	N	Mean Rank	Sum of ranks	U	p
Yes	92	59.61	5483.50	1002.500	.489
No	24	54.27	1302.50		
Total	116				

As Table 18 indicates, there is no significant difference between experienced and inexperienced students in terms of their percepitons on the coursebook (U = 1002.500, p >.05) with the number of 92 experienced (M = 59.61) and 24 inexperienced students (M = 54.27). Three items are significantly different out of 44 items.

Table 19 demonstrates the statistical analysis of the items that are significantly different in detail.

Table 19

Significantly Different Perceptions in terms of Work Experience

Items	Work experience	Mean Rank	Sum of ranks	U	P
18 The headings in the coursebook improve my comprehension of subjects.	Yes	62.45	5745.00	741.000	.009
	No	43.38	1041.00		
29. The activities in the coursebook are in parallel with the grammar subjects.	Yes	61.57	5664.50	821.500	.044
	No	46.73	1121.50		

30. The activities in the coursebook	Yes	61.50	5658.00	828.000	.046
are in parallel with the vocabulary	No	47.00	1128.00		
knowledge.					

As Table 19 demonstrates, the work experience creates a significant difference in students' thoughts about the desing and organization of the headings to improve comprehension. The students with work experience reflect higher mean value (M = 62.45) than the ones with no work experience (M = 43.38) as it can be inferred from item 18 (U item 18 = 741.000, p < .05). In addition to this, item 29 (U item29 = 821.500, p < .05) indicates that students who have a work experience tend to have higher mean rank value (M = 61.57) than students with no experience (M = 46.73) in terms of the parallelity between activities and grammar knowledge. Moreover, the students with work experience considers the vocabulary of the coursebook is in paralell with the activities.

Summary

In the chapter 4, all the data gathered from the questionnaire have been analysed with SPSS Statictics 20. After the discriptive data has been presented about the participants in the study, the findings in terms of the research questions have been presented under the headings of the each research question of the study.

Chapter V

Conclusion, Discussion And Suggestions

This chapter presents a brief summary of the study. The conclusions based on the findings are presented. Then, suggestions for material writers and instructors and implcations for further study are presented.

Summary of the Study

The aim of the study was to investigate the students' perceptions about the vocational English coursebook. The study has adopted quantitative research methodology. To reach the aim of the study, some research questions were formed based on the related literature. With a questionnaire constructed for this study, it has been aimed to answer the research questions. The questionnaire has been constructed after the related literature was reviewed and a questionnaire for piloting has been formed with 43 items. After the piloting and expert opinions, some parts of the questionnaire have been revised. The final questionnaire has been conducted for the main study with 44 items divided into 6 different subheadings.

The participants of the study consist of 118 students at Trakya University in the Tourism and Hotel Management department. All of the participants are in their 3rd and 4rth year of education. The students in their 3rd year use the Tourism-1 and the students in their 4rd year use Tourism-2 as their coursebook.

The data obtained through the questionnaire has been analyzed through Descriptive Statistics, Nonparamatic Mann Whitney U Test, Nonparamatic Kruskal-Wallis Test with SPSS Statistics 20 program. The findings and the analysis were presented in Chapter 4, under the heading of Research Findings.

Some conclusions have been reached after the study. Based on the results of the study, some suggestions have been presented to select better vocational coursebooks. The final part of the chapter has mentioned some implications for further study.

Conclusion and Discussion

The student participants have reflected their thoughts about their vocational English coursebook in six categories for the study. The findings have been analyzed according the research questions. According to the research question one, the students' considerations about the coursebook are moderate in general.

The practical considerations of the coursebook are near to good and it is the highest mean value category. The fonts of the coursebook are sufficient for the students. The design of the coursebook and visuals are up-to date in moderate level.

In terms of aims and objectives, students hold the idea that the coursebook is moderate effective. The study concludes that the students are aware of their needs and wants. In this respect, they can judge the suitability of the coursebooks to their needs and aims. It is known that each teaching and learning setting has different aims and objectives. The literature highlights that ELT coursebook presents language content that learners need in an organized and standardized way. In addition to fostering teaching and learning, coursebooks provide the opportunity to reach the aims and objectives. Crooks & Chaudrron (2001), Cunningsworth (1995), Inal (2006) state that coursebooks are sources to reach teaching/learning aims and objectives. On the other hand, ESP courses have a focus on the students' needs and wants. It can be said that the content of the ESP coursebook should suit to the students' professions and should provide appropriate amount of variety to expose them the content that they will need in their fields. The students think that the content of the coursebook is suitable with their aims and objectives in an appropriate level. The students also find the coursebook sufficient in terms of the amounts of variety that are provided. On the other hand, students think that they cannot make sufficient practice for their future career. About language skills development for their career the students have different perceptions. Most of them remain undecided that they can develop language skills for their career. Additionally, it seems that the students can be

exposed to appropriate amount of grammar knowledge. The answers of the students indicate that the coursebook reflects the students' interests in moderate level. As for the motivational power of the coursebook, on the other hand, the students reflect undecided thoughts and it is the lowest feature of the coursebook in the Aims and Objectives part of the questionnaire. In a similar study, Özeş (2012) finds that the teacher participants think the coursebook does not improve motivation for further study, on the other hand, the students remain undecided about the motivational power of the coursebook. The students moderately think that the activities improve their knowledge on their future job. Unlike similar studies (Çakıt Ezici, 2006; Arıkan 2008; Köroğlu, 2013), the coursebook provides sufficient exposure for the students to different cultures.

In terms of design and organization, the students moderately think that the coursebook is suitable for them. It is worth to mention that the students find the coursebook moderately sufficient in guiding students about language learning strategies. However, about %44 of the students remain undecided and %28.8 of the students disagree and strongly disagree about the strategy development of the coursebook. Hutchinson and Waters (1987) indicate that the role of the coursebook is to facilitate learning process and they encourage learning rather than teaching. Therefore, it can be said that the role of the coursebooks is to facilitate students' strategy development and improve students' engagement in the course. Furthermore, Thanasoulas (2000) indicates that learner autonomy contains the elements of learner needs, motivation, learning strategies, and language awareness. In this respect, by guiding how the students learn, the coursebooks can foster the autonomy of the students. Therefore, it can be concluded that the low motivational power of the coursebook can stem from the insufficiency of strategy development of the coursebook.

As for language content, the students think that the coursebook is moderately suitable for their needs. Nearly 40 percent of the students find that the subjects suit their aims and they

are related to their future work. Also, another 9.2 percent of them agree on the same item. The students moderately think that the grammar input of the coursebook is sufficient for their aims and they are related to their future job.

According to Dudley-Evans and St. John (1998), one of the basic characteristics of the ESP course is that language skills are taken into consideration. As for the development of students' language skills, the coursebook is found moderately effective. The students moderately agree that the activities are related to the activities in the coursebook. As the authentic content is an important element especially in ESP materials, authenticity of the activities is asked in this part. Nearly half of the students think that the activities are authentic and they reflect the real life. On the other hand, 30 percent of them remain undecided about the authenticity. Richard and Renandya (2002) points out that coursebooks' contents cannot present realistic language models appropriately and it creates downside on the effectiveness of the material. It seems that the activities in the coursebook presents realistic language models in near to sufficient level. By providing real life content with authentic materials, an ESP course can reach students' needs and interest and provide a learner-centered approach according to Hutchinson and Waters (1987).

When it comes to methodology, the students indicate that the coursebook is moderately appropriate for them. About 62 percent of the students hold the idea that the coursebook provide different kinds of activities. 45.8 percent of the students think that they can actively participate in the activities. Nearly same amount of the students (%44.8) think that the coursebook is suitable for students in terms of different learning styles about the self-studying mode of the coursebook, only 26.3 percent of the students agree that the coursebook enables self-studying. It can be concluded that an ESP coursebook should provide more autonomy to the students as the learners' needs and interest should be the center of an ESP course.

The study reveals that the coursebook can be used in ESP course to reach the students' and the course' aims. The students think that the coursebook's content is suitable with the aims and objectives of the course. However, they find it less suitable with their aims in terms of their future job (item21) and their interests. The answers of the students indicate that the coursebook provides cultural competence by informing the students about different cultures. The coursebooks' grammar and vocabulary acquisition are appropriate for the students. The students moderately think that the coursebook has real life contents. It can be said that the amount of the authentic content should be extended so that students can feel that the coursebook suits their aims and interests better and they are more motivated for the course. The students are contend with the grammar input of the coursebook; on the other hand, they feel that it is needed to be more related about their field to use it in their future jobs. The students expect more practice, more vocabulary that are related to their field for their future job.

From the findings, it seems that the students think the coursebook is generally moderate effective and they remain undecided in most items. On the other hand, they agree that the fonts of the coursebook are readable and there is a variety of reading texts in the coursebook. According to most of the students, the other strong side of the coursebook is the fact that it provides different kinds of activities as the result of the item 37 implies. It can be sufficient to support different learning preferences. It can also be better to concentrate on this feature of the coursebook to foster autonomy of the students. One of the strongest sides of the coursebook is that the content of the coursebook is suitable for the aim of the course. It is certainly the basic feature of an ESP material to reach the aims and needs of the students. The coursebook provides sufficient amount of cultural input. On the other hand, the visuals improve the comprehension as students indicated. Visuals have an important role to raise cultural awareness of the students. It can be concluded that the visuals in the coursebook

provide input to students about different cultures. The results indicate that the coursebook presents grammar items in a way that students can use them properly. Lastly, the activities of the coursebook improves vocabulary knowledge in a sufficient level.

The coursebook does not have so many weak sides. No items receive the mean value below 2.75. The weakest side of the coursebook is the motivational power of the coursebook. Another weak part of the coursebook is its self-study-mode. The coursebook does not enable self-studies mode sufficiently according to the students. Additionally, the students' responses demonstrate that they think they need more practice to be successful in their future careers. Additionally, it can be reached that the coursebook does not improve students' strategy development.

The research question three demonstrates that female students prefer more topics in variety in the coursebook. Moreover, they expect more activities that enable group working. Therefore, to reach their expectations the coursebook can be supplemented with extra materiasl for female students. From the research question four it can be indicated as the academic success increases, the students' appreciation about the suitability of the subjects to their future job increases. Furthermore, the students with hgher academic succes indicate that there are sufficient amount of reading texts in the coursebook however, the recycling of the vocabulary items remain insufficient. The research question five indicates that the students with work experience think more positively about the headings of the coursebook, the students think they improve comprehension, in addition, they also think "the activities in the coursebook are in parallel with the grammar subjects".

As a conclusion, it can be said that, students prefer readible fonts in coursebooks and the coursebooks that they use have readible fonts as they stated. The findings shows that the coursebooks are suitable to the aim of the course. Moreover, they stated that the subjects in the coursebook suit their aims related to their future careers. Therefore, the coursebooks can

be used to reach the specified needs of the tourism and hotel management students. Furthermore, the coursebooks helps to use grammar properly and develop learners' intercultural competence. It can be said that the coursebooks help students about their needs in communicative interactions. They can learn the language in suitable context.

The coursebooks are efficient in vocabulary activities. The subjects are progress from easy to difficult. Moreover, the students indicate that the coursebooks have clear and understandable instructions. The findings indicate that the students can use the coursebooks at ease. Also, The coursebooks provide a variety of reading text according to the students. The activities in the coursebook are moderately authentic for the students. However, for an ESP coursebook there is a need to an emphasise on authentic content. Lastly, the coursebooks provide different kinds of activities and the visuals improve their comprehension of the activities.

The findings indicate that the coursebooks have some weak sides. The students feel that they need more practice related to their future career. Also the coursebook seems the insufficient to raise motivation. The coursebooks remain insufficient to strategy development. They think that grammar subjects should be related to their aims and objectives. They think that they need more writing activities to increase ther writing skills. Furthermore, according to the students the coursebooks are insufficient to enable self-studying. It seems that to raise autonomy and motivaton, the coursebooks emphasise on strategy development and enables self-studying.

Suggestions

From the findings of the study, some general suggestion can be mentioned. It can be said that:

1. An emphasis on strategy development, self-study mode and authentic content to foster autonomy and raise motivation. Visuals can be more sophisticated. The coursebooks

can be supplemented with authentic materials. As the emphasis on authenticity can increase the interest and communicative skills of the esp learners. Also it can raise the interest of the students and their motivation.

2. The authentic material presentation of the coursebook is not poor but, as the target audiences are EFL learners and they are attended in ESP course, emphasis on authenticity can increase the interest of the students and help to reach their needs in communicative interactions. The EFL learners have no or little chance to expose English in real life as Medgyes (2001) emphasized.

3. Female students can be supported with extra materials having various topics and fostering group work studies.

4. Though the variety of reading texts is enough for the students, the recycling of the vocabulary items should be reconsidered.

Suggestions for instructors

Cunningsworth (1995) states that coursebooks effect what teachers teach and how they do it. Therefore, some suggustions have been presented for instructions that are listed below.

1. It can be suggested that in addition to get an insight into the materials, instructors can create their own criteria or they can use the criteria presented in the study to evaluate coursebooks that they use or will use by themselves.

2. Although the students in the study are at the university level and aware of their needs and objectives, it can be concluded that they need a guide to use the coursebook effectively. Therefore, the instructors should increase their awareness about what kind of materials they need and how they use it to reach their aims and objectives.

3. As the target audience has specified aims and needs in learning English, supplementary materials should be used when the main material remains insufficient. In this case, the coursebook can be supplemented with authentic materials. Therefore

they can make more practice and their interest to the materials can be increased. Also the visuals can be sophisticated and enriched to raise intercultural competence and raise their interest and motivation to the course.

Suggestions for material writers

As known, there is no single coursebook which is ideal for a class or for a group of students. However, some amendments can be made by the coursebook writes to reach the needs of the students more properly.

1. As EFL learners need more practice, more activities can be added in the coursebook written; and thus, variety can be achieved.

2. The coursebook can be amended in terms of strategy development and different learning styles of the student to foster their autonomy.

Implications for Further Study

In this study quantitative research methodology was used. For further study, qualitative research methodology can be conducted. In addition to students' perceptions are taken into consideration to evaluate the coursebook. The perceptions of the teachers can also be taken into consideration for further studies. The cultural content of the coursebook can also be evaluated to assess the cultural competence of the coursebook in further studies. The match between learners' language proficiency and the level of coursebook is another point that can be investigated. In addition to an evaluation checklist, some other checklists can be added such as checklist to assess students' motivation towards English learning.

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APPENDICES

APPENDIX A: Open-ended Questions

APPENDIX B: Item pool

APPENDIX C: Piloting the Questionnaire

APPENDIX D: Students' Questionnaire

Appendix A: Open-ended Quenstions

Sevgili Öğrenciler,

Bu çalışma tamamıyla bilimsel amaçlı olup, vereceğiniz cevaplar gizli tutulacaktır. Bu yüzden isminizi belirtmenize gerek yoktur. Ankete vereceğiniz samimi cevaplar çalışmama büyük katkı sağlayacaktır. Yardımınız için şimdiden teşekkür ederim.

Zeynep DUYMAZ

Bölümünüzdeki Turizm İngilizcesi dersinde kullanılan ders kitabı sizce nasıl olmalıdır? Aşağıdaki açılaran değerlendiriniz.

1. İçerik
   -
   -
   -

2. Dil becerileri (okuma - yazma - dinleme – konuşma)
   -
   -
   -

3. Metodoloji
   -
   -
   -

4. Görsel Dizayn
   -
   -
   -

Appendix B: Item Pool

Kullanım

1. Ders kitabının fiyatı uygundur.

2. Ders kitabına erişim kolaydır.

3. Ders kitabının kapağı ve tasarımı ilgi çekicidir.

4. Ders kitabı sağlam ve dayanıklı malzemeden üretilmiştir.

5. Ders kitabının kullanmı kolaydır.

6. Ders kitabının kağıt kalitesi iyidir.

7. Ders kitabının yazı tipi okunaklıdır.

8. Ders kitabının sayfa düzeni yeterince açık ve uygundur.

9. Ders kitabındaki görseller yeterli ve günceldir.

Ders Kitabı ve ek materyaller

10. Alıştırma kitabındaki alıştırmalar öğrenci kitabının konularıyla paraleldir.

11. Alıştırma kitabı konuları tekrar etmemi sağlıyor.

Amaçlar ve Hedefler

12. Ders kitabının içeriği dersin amacına uygundur.

13. Ders kitabı detaylı bir ders planı sunmaktadır.

14. Ders kitabı ingilizce iletişim becerilerimi geliştirebilmem için yeterli derecede pratik

yapmamı sağlıyor.

15. Ders kitabının amaçları dersin amaçları ve benim amaçlarımla paraleldir.

16. Ders kitabının amaçları İngilizce seviyeme uygundur.

17. Ders kitabı içerik bakımından yeterli çeşitliliğe sahiptir.

18. Ders kitabının içeriği dil beceriler (okuma, yazma, dinleme, konuşma) bakımından

yeterlidir.

19. Ders kitabı ingilizce iletişim becerilerimi geliştiriyor.

20. Ders kitabı ingilizce dilbilgisi kurallarını doğru bir şekilde kullanmama olanak sağlıyor.

21. Ders kitabının içeriği yaşıma ve ilgi alanlarıma uygundur.

22. Ders kitabında işlenen konularla günlük hayatımda karşıma çıkan konular paralellik gösteriyor.

23. Ders kitabında ilginç konular vardır.

24. Ders kitabında günlük dile ait aktiviteler vardır.

25. Ders kitabı motivasyonumu arttırıyor ve daha fazla öğrenmeye teşvik ediyor.

26. Ders kitabı çeşitli konular hakkında tartışmamızı sağlıyor.

27. Ders kitabı yaratıcı aktivitelere olanak sağlıyor.

28. Ders kitabında genel tekrar bölümleri vardır.

29. Ders kitabı farklı kültürler hakkında bilgi edinmeme olanak sağlıyor.

Dizanyn ve Organizasyon

30. Ders kitabındaki aktiviteler grup çalışmasına olanak sağlıyor.

31. Ders kitabındaki aktiviteler konuşma becerilerimi geliştiriyor.

32. Ders kitabındaki aktiviteler yazma becerilerimi geliştiriyor.

33. Ders kitabındaki aktiviteler telaffuzumu geliştiriyor.

34. Ders kitabındaki aktiviteler dinleme becerilerimi geliştiriyor.

35. Ders kitabındaki aktiviteler okuduğumu anlama becerilerimi geliştiriyor.

36. Ders kitabındaki aktiviteler kelime bilgimi geliştiriyor.

37. Ders kitabı diyolog kurmak, mektup yazmak gibi iletişim becerilerimi geliştiriyor.

38. Ders kitabı okul dışında da başvurabileceğim bir kaynaktır.

39. Ders kitabındaki konular kolaydan zora doğru gidiyor.

40. Ders kitabındaki konular herbir üniteye eşit bir şekilde dağılmıştır.

41. Her ünite aynı formata göre düzenlenmiştir.

42. Ders kitabı öğrenmemi kolaylaştırıyor.

43. Ders kitabı öğrenmem gerekenler ve nasıl öğrenmem gerektiği konusunda yol göstericidir.

44. Ders kitabının zorluğu seviyeme uygundur.

45. Ders kitabındaki aktiviteler seviyeme uygundur.

46. Ders kitabındaki aktiviteler öğrendiklerimi kullanmamı sağlıyor.

47. Ders kitabındaki aktiviteler gerçekçi ve dil becerilerimi geliştiriyor.

48. Eski konular üniteler ilerledikçe düzenli bir şekilde tekrarlanıyor.

49. Okul dışında ders kitabını kullanabiliyorum.

50. Ders kitabındaki dilbilgisi konuları yeterlidir.

51. Ders kitabındaki aktiviteler yeterlidir.

52. Ders kitabında gösterilen kelimeler yeterlidir.

53. Ders kitabındaki başlıklar konuyu anlamama destek oluyor.

54. Ders kitabındaki yönergeler açık ve anlaşılırdır.

55. Ders kitabındaki başlıklar konuyu anlamamda yardımcı oluyor.

Dil İçeriği

56. Ders kitabındaki konular ingilizce öğrenme amacına uygundur.

57. Ders kitabındaki konular ileride meslek hayatımda ihtiyacım olacak konuları kapsıyor.

58. Dilbilgisi konuları ünitelere ayrılmıştır.

59. Dilbilgisi kuralları ve kullanıldıkları yerler ayrı ayrı veriliyor.

60. Ders kitabında yazılı ve sözlü dile örnekler vardır.

61. Öğrendiğim dilbilgisi kurallarını kullanabiliyorum.

62. Ders kitabındaki dilbilgisi kuralları seviyeme uygun ve amaç ve ihtiyaçlarıma yöneliktir.

63. Ders kitabı dili etkilli bir şekilde kullanmamı sağlayacak içeriğe sahiptir.

64. Diyalog kurma alıştırmaları yeterlidir.

65. Metin yazma alıştırmaları yeterlidir.

66. Okuduğunu anlama alıştırmaları yeterlidir.

Dil becerileri

67. Dil becerileri ders kitabında amacına uygun bir şekilde sunulmuştur.

68. Herbir dil becerisi ders kitabında dengeli bir şeklide sunulmuştur.

69. Ders kitabındaki aktivitelerde gerçek hayattan alınmış bölümler vardır.

70. Ders kitabındaki aktiviteler gerçekçi bir şekilde sunulmuştur.

71. Ders kitabındaki aktiviteler dilbilgisi ve kelime bilgisi konularıyla paralellik

    gösteriyor.

72. Okuma parçaları ilgi çekici, seviyeme ve ilgi alanlarıma uygundur.

73. Dinleme metinleri gerçek hayattan alınmış parçalardan oluşuyor.

74. Konuşma aktiviteleri gerçekçidir.

75. Dinleme metinleri yeterlidir.

76. Dinleme aktiviteleri anlamlı ve gerçeğe uygundur.

77. Dinleme metinlerinin sesi kalitesi, hızı, kullanılan aksan, authenticity bakımından

    uygundur.

78. Ders kitabında konuşma diline önem veriliyor.

79. Okuma parçaları dilbilgisi ve kelime bilgisine katkı sağlıyor.

80. Okuma parçaları gerçekçidir.

81. Ders kitabı etkili okuma için taktikler sunuyor.

82. Ders kitabında çeşitli konu ve tarzlarda okuma parçaları mevcuttur.

83. Ders kitabında çeşitli türde yazma aktivitesi mevcuttur (boşluk doldurma, söyleme ve

    yazma, konulu komposizyon yazma).

84. Ders kitabında çeşitli tarzda yazma aktivitesi mevcuttur (mektup, iş başvurusu, anket, röportaj)

Konu

85. Ders kitabındaki konular yaşıma uygundur.

86. Ders kitabındaki konular yaşadığım sosyal ve kültürel ortama uygundur.

87. Ders kitabındaki konular ilgi çekicidir.

88. Ders kitabındaki konular motivasyonumu arttırıyor.

Metodoloji

89. Ders kitabı ihtiyaçlarıma yöneliktir

90. Ders kitabındaki yönlendirmeler açık ve anlaşılırdır.

91. Ders kitabı dili yaratıcı kullanmaya teşvik ediyor.

92. Ders kitabında dilbilgisi kuralları veriliyor.

93. Ders kitabındaki dilbilgisi aktiviteleri ingilizceyi öğrenme amaçlarıma ve ihtiyaçlarıma yöneliktir.

94. Ders kitabında yeni kelimeler okuma parçalarında veriliyor.

95. Yeni öğrenilen kelimeler ders kitabında yeterli derecede kullanılıyor.

96. Ders kitabındaki görseller yeterlidir.

97. Ders kitabındaki görseller gerçekçi ve ilgi çekicidir.

98. Ders kitabındaki görseller konuyla ilgili ve aktiviteleri anlamama yardımcıdır.

Appendix C: Piloting the Questonnaire

Turizm Bölümü Öğrencilerinin Ders Kitabı Hakkındaki Algıları

Sevgili Öğrenciler,

Bu anketin amacı Turizm bölümü öğrencilerinin kullandıkları ders kitabı hakkındaki görüşlerini araştırmaktır. Cevaplarınızın çalışmama için değerli bir katkı sağlayacağını düşünüyorum. Cevaplarınız gizli kalacaktır. Isminizi yazmak zorunda değilsiniz.

Katılımızın için teşekkür ederim.

Zeynep DUYMAZ

BÖLÜM -1-: Sizin için uygun olan yerlere (X) ile doldurunuz.
Cinsiyet: **a.** Erkek   ( )   **b.** Kız   ( )
What is your GPA (General Points Average)? Please, write your GPA here _____.   **a.** 3.00 and Above ( ) **b.** Between 2.00 and 2.99 ( )   **c.** Below 2.00 ( )
Daha önce turizm sektöründe çalıştınız mı?   **Cevabınız evetse, lütfen hangi alanda olduğunu ve ne kadar sürdüğünü yazınız.**   **a.** Hayır ( )   **b.** Evet ( )   _____.

BÖLÜM -2-: Sizin için uygun yerleri (X) ile doldurunuz.					
Kesinlikle Katılmıyorum = 1 Katılmıyorum = 2 Ne katılıyorum Ne Katılmıyorum = 3 **Katılıyorum = 4 Kesinlikle Katılıyorum = 5**					
1. Ders kitabının tasarımı ilgi çekicidir.	**1**	**2**	**3**	**4**	**5**
2. Ders kitabının yazı tipi okunaklıdır.	**1**	**2**	**3**	**4**	**5**
3. Ders kitabındaki görseller günceldir.	**1**	**2**	**3**	**4**	**5**
4. Ders kitabının içeriği dersin amacına uygundur.	**1**	**2**	**3**	**4**	**5**
5. Ders kitabı mesleki hayatımda başarılı olabilmem için yeterli derecede pratik yapmamı sağlıyor.	**1**	**2**	**3**	**4**	**5**
6. Ders kitabı mesleki açıdan ihtiyacım olan dil becerilerimi geliştirme bakımından yeterlidir.	**1**	**2**	**3**	**4**	**5**
7. Ders kitabı içeriğindeki konular bakımından yeterince çeşitlidir.	**1**	**2**	**3**	**4**	**5**
8. Ders kitabı ingilizce dilbilgisi kurallarını doğru bir şekilde kullanmama olanak sağlıyor.	**1**	**2**	**3**	**4**	**5**
9. Ders kitabının içeriği ilgi alanlarıma uygundur.	**1**	**2**	**3**	**4**	**5**
10. Ders kitabı motivasyonumu arttırıyor ve daha fazla öğrenmeme teşvik ediyor.	**1**	**2**	**3**	**4**	**5**
11. Ders kitabındaki mesleki hayatımda kullanabileceğim İngilizce bilgisine ait aktiviteler yeterlidir.	**1**	**2**	**3**	**4**	**5**
12. Ders kitabı farklı kültürler hakkında bilgi edinmeme olanak sağlıyor.	**1**	**2**	**3**	**4**	**5**
13. Ders kitabındaki aktiviteler grup çalışmasına olanak sağlıyor.	**1**	**2**	**3**	**4**	**5**
14. Ders kitabındaki aktiviteler telaffuzumu geliştiriyor.	**1**	**2**	**3**	**4**	**5**

15. Ders kitabındaki aktiviteler kelime bilgimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
16. Ders kitabı nasıl öğrenmem gerektiği konusunda yol göstericidir.	**1**	**2**	**3**	**4**	**5**
17. Ders kitabındaki aktiviteler öğrendiklerimi mesleki hayatımda kullanmamı sağlayacak.	**1**	**2**	**3**	**4**	**5**
18. Ders kitabındaki başlıklar konuyu anlamama destek oluyor.	**1**	**2**	**3**	**4**	**5**
19. Ders kitabındaki yönergeler açık ve anlaşılır.	**1**	**2**	**3**	**4**	**5**
20. Ders kitabındaki konular kolaydan zora doğru gidiyor.	**1**	**2**	**3**	**4**	**5**
21. Ders kitabındaki konular mesleki açıdan ingilizce öğrenme amaclarıma uygundur.	**1**	**2**	**3**	**4**	**5**
22. Ders kitabındaki konular ileride meslek hayatımda ihtiyacım olacak konuları kapsıyor.	**1**	**2**	**3**	**4**	**5**
23. Ders kitabındaki konular yaşadığım sosyal ve kültürel ortama uygun.	**1**	**2**	**3**	**4**	**5**
24. Dilbilgisi konuları ayrı ayrı ünitelerde sunulumuştur.	**1**	**2**	**3**	**4**	**5**
25. Öğrendiğim dilbilgisi kurallarını mesleki hayatımda kullanabileceğim.	**1**	**2**	**3**	**4**	**5**
26. Ders kitabındaki dilbilgisi kuralları amaç ve ihtiyaçlarıma yöneliktir.	**1**	**2**	**3**	**4**	**5**
27. Dil becerileri ders kitabında amacına uygun bir şekilde sunulmuş.	**1**	**2**	**3**	**4**	**5**
28. Ders kitabındaki aktivitelerde gerçek hayattan alınmış bölümler var.	**1**	**2**	**3**	**4**	**5**
29. Ders kitabındaki aktiviteler dilbilgisi ve kelime bilgisi konularıyla paralellik gösteriyor.	**1**	**2**	**3**	**4**	**5**
30. Ders kitabındaki aktiviteler konuşma becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
31. Ders kitabındaki aktiviteler yazma becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
32. Ders kitabındaki aktiviteler dinleme becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
33. Ders kitabındaki aktiviteler okuduğumu anlama becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
34. Ders kitabındaki aktiviteler gerçek hayata özgüdür.	**1**	**2**	**3**	**4**	**5**
35. Ders kitabında çeşitli konularda okuma parçaları mevcuttur.	**1**	**2**	**3**	**4**	**5**
36. Ders kitabında çeşitli türde aktiviteler mevcuttur (boşluk doldurma, diyalog, mektup yazma, soru-cevap, komposizyon yazma, vb.).	**1**	**2**	**3**	**4**	**5**
37. Herbir dil becerisi ders kitabında dengeli bir şeklide sunulmuştur.	**1**	**2**	**3**	**4**	**5**
38. Ders kitabındaki aktiviteler öğrencilerin aktif katılımını sağlamaktadır.	**1**	**2**	**3**	**4**	**5**
39. Ders kitabındaki aktiviteler öğrencilerin farklı öğrenme stillerine (görsel, sözel) hitap etmektedir.	**1**	**2**	**3**	**4**	**5**
40. Ders kitabı öğrencilerin kendi kendine öğrenmelerine olanak sağlamaktadır.	**1**	**2**	**3**	**4**	**5**
41. Ders kitabında yeni konuların sunumunda ve uygulanmasında uygun yöntemler kullanılmıştır.	**1**	**2**	**3**	**4**	**5**
42. Yeni öğrenilen kelimeler üniteler ilerledikçe düzenli bir şekilde tekrarlanıyor.	**1**	**2**	**3**	**4**	**5**
43. Ders kitabındaki görseller aktiviteleri anlamama yardımcı oluyor.	**1**	**2**	**3**	**4**	**5**
Zaman ayırdığınız için teşekkür ederim.					

Appendix D: Students' Questionnaire

Turizm ve Otel İşletmeciliği Bölümü Öğrencilerinin Mesleki İngilizce Ders Kitabına İlişkin Algılarının İncelenmesi

Sevgili Öğrenciler,

Bu anketin amacı Turizm bölümü öğrencilerinin kullandıkları İngilizce Ders Kitabına ilişkin algılarının incelenmesidir. Toplanan tüm bilgiler tamamen araştırma amacıyla kullanılacak ve gizli tutulacaktır. Bu yüzden isminizi belirtmenize gerek yoktur. Siz öğrencilerimizin soruları dikkatlice okuyup uygun biçimde ve samimiyetle cevaplandırmanız, araştırmanın verimliliği açısından son derece önemlidir. Katılımınız için teşekkür ederim.

Zeynep DUYMAZ

BÖLÜM -1-: Sizin için uygun olan yerleri (X) ile doldurunuz.
Cinsiyet: **a.** Erkek ( )   **b.** Kız ( )
Not ortalamanız kaçtır? Lütfen buraya belirtiniz_____.   **a.** 3.00 ve üzeri ( ) **b.** 2.00 ve 2.99 arası ( )   **c.** 2.00'nin altı ( )
Daha önce turizm sektöründe çalıştınız mı?   **Cevabınız evetse, lütfen hangi alanda olduğunu ve ne kadar sürdüğünü yazınız.**   **a.** Hayır ( )   **b.** Evet ( )   _____.

BÖLÜM -2-: Sizin için uygun yerleri (X) ile doldurunuz.					
Kesinlikle Katılmıyorum = 1 **Katılmıyorum = 2** **Ne katılıyorum Ne Katılmıyorum = 3** **Katılıyorum = 4** **Kesinlikle Katılıyorum = 5**					
1. Ders kitabının tasarımı ilgi çekicidir.	1	2	3	4	5
2. Ders kitabının yazı tipi okunaklıdır.	1	2	3	4	5
3. Ders kitabındaki görseller günceldir.	1	2	3	4	5
4. Ders kitabının içeriği dersin amacına uygundur.	1	2	3	4	5
5. Ders kitabı mesleki hayatımda başarılı olabilmem için yeterli derecede pratik yapmamı sağlıyor.	1	2	3	4	5
6. Ders kitabı mesleki açıdan ihtiyacım olan dil becerilerimi geliştirme bakımından yeterlidir.	1	2	3	4	5
7. Ders kitabı içeriğindeki konular bakımından yeterince çeşitlidir.	1	2	3	4	5
8. Ders kitabı ingilizce dilbilgisi kurallarını doğru bir şekilde kullanmama olanak sağlıyor.	1	2	3	4	5
9. Ders kitabının içeriği ilgi alanlarıma uygundur.	1	2	3	4	5
10. Ders kitabı motivasyonumu arttırıyor ve daha fazla öğrenmeme teşvik ediyor.	1	2	3	4	5
11. Ders kitabındaki mesleki hayatımda kullanabileceğim İngilizce bilgisine ait aktiviteler yeterlidir.	1	2	3	4	5
12. Ders kitabı farklı kültürler hakkında bilgi edinmeme olanak sağlıyor.	1	2	3	4	5
13. Ders kitabındaki aktiviteler grup çalışmasına olanak sağlıyor.	1	2	3	4	5
14. Ders kitabındaki aktiviteler telaffuzumu geliştiriyor.	1	2	3	4	5

15. Ders kitabındaki aktiviteler kelime bilgimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
16. Ders kitabı nasıl öğrenmem gerektiği konusunda yol göstericidir.	**1**	**2**	**3**	**4**	**5**
17. Ders kitabındaki aktiviteler öğrendiklerimi mesleki hayatımda kullanmamı sağlayacak.	**1**	**2**	**3**	**4**	**5**
18. Ders kitabındaki başlıklar konuyu anlamama destek oluyor.	**1**	**2**	**3**	**4**	**5**
19. Ders kitabındaki yönergeler açık ve anlaşılır.	**1**	**2**	**3**	**4**	**5**
20. Ders kitabındaki konular kolaydan zora doğru gidiyor.	**1**	**2**	**3**	**4**	**5**
21. Ders kitabındaki konular mesleki açıdan ingilizce öğrenme amaclarıma uygundur.	**1**	**2**	**3**	**4**	**5**
22. Ders kitabındaki konular ileride meslek hayatımda ihtiyacım olacak konuları kapsıyor.	**1**	**2**	**3**	**4**	**5**
23. Ders kitabındaki konular yaşadığım sosyal ve kültürel ortama uygun.	**1**	**2**	**3**	**4**	**5**
24. Dilbilgisi konuları ayrı ayrı ünitelerde sunulumuştur.	**1**	**2**	**3**	**4**	**5**
25. Öğrendiğim dilbilgisi kurallarını mesleki hayatımda kullanabileceğim.	**1**	**2**	**3**	**4**	**5**
26. Ders kitabındaki dilbilgisi kuralları amaç ve ihtiyaçlarıma yöneliktir.	**1**	**2**	**3**	**4**	**5**
27. Dil becerileri ders kitabında amacına uygun bir şekilde sunulmuş.	**1**	**2**	**3**	**4**	**5**
28. Ders kitabındaki aktivitelerde gerçek hayattan alınmış bölümler var.	**1**	**2**	**3**	**4**	**5**
29. Ders kitabındaki aktiviteler dilbilgisi konularıyla paralellik gösteriyor.	**1**	**2**	**3**	**4**	**5**
30. Ders kitabındaki aktiviteler kelime bilgisiyle paralellik gösteriyor.	**1**	**2**	**3**	**4**	**5**
31. Ders kitabındaki aktiviteler konuşma becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
32. Ders kitabındaki aktiviteler yazma becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
33. Ders kitabındaki aktiviteler dinleme becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
34. Ders kitabındaki aktiviteler okuduğumu anlama becerilerimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**
35. Ders kitabındaki aktiviteler gerçek hayata özgüdür.	**1**	**2**	**3**	**4**	**5**
36. Ders kitabında çeşitli konularda okuma parçaları mevcut.	**1**	**2**	**3**	**4**	**5**
37. Ders kitabında çeşitli türde aktiviteler mevcuttur (boşluk doldurma, diyalog, mektup yazma, soru-cevap, komposizyon yazma, vb.).	**1**	**2**	**3**	**4**	**5**
38. Herbir dil becerisi ders kitabında dengeli bir şeklide sunulmuş.	**1**	**2**	**3**	**4**	**5**
39. Ders kitabındaki aktiviteler öğrencilerin aktif katılımını sağlamaktadır.	**1**	**2**	**3**	**4**	**5**
40. Ders kitabındaki aktiviteler öğrencilerin farklı öğrenme stillerine (görsel, sözel, işitsel vb.) hitap etmektedir.	**1**	**2**	**3**	**4**	**5**
41. Ders kitabı öğrencilerin kendi kendine öğrenmelerine olanak sağlamaktadır.	**1**	**2**	**3**	**4**	**5**
42. Ders kitabında yeni konuların sunumunda ve uygulanmasında uygun yöntemler kullanılmıştır.	**1**	**2**	**3**	**4**	**5**
43. Yeni öğrenilen kelimeler üniteler ilerledikçe düzenli bir şekilde tekrarlanıyor.	**1**	**2**	**3**	**4**	**5**
44. Ders kitabındaki görseller aktiviteleri anlamama yardımcı oluyor.	**1**	**2**	**3**	**4**	**5**
Zaman ayırdığınız için teşekkür ederim.					