

AN EVALUATION OF *BREEZE 9*, THE 9th GRADE ENGLISH COURSEBOOK FOR
TURKISH PUBLIC HIGH SCHOOLS

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AN EVALUATION OF *BREEZE 9*, THE 9th GRADE ENGLISH COURSEBOOK FOR
TURKISH PUBLIC HIGH SCHOOLS

MA THESIS

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Yüksek Lisans Tezi olarak sunduğum "AN EVALUATION OF BREEZE 9, THE 9th GRADE ENGLISH COURSEBOOK FOR TURKISH PUBLIC HIGH SCHOOLS" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere

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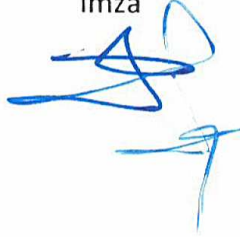
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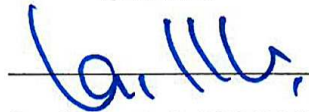
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ABSTRACT

This study tries to evaluate the effectiveness of the 9th Grade English coursebook Breeze 9 which is published by the Ministry of National Education for 9th grade high school students and 9th grade high school English teachers at public high schools. More specifically this study tries to find out how effective Breeze 9 the 9th grade English coursebook for 9th grade students and teachers at Turkish public high schools in terms of the categories including aims, grammar teaching, communicative activities and its presentation and needs and interests. In order to fulfil this aim a questionnaire for 9th grade high school students and a questionnaire for 9th grade high school English teachers were prepared by the researcher. Open-ended questions for per category were also prepared for 9th grade high school English teachers by the researcher.

In this study both qualitative and quantitative data were obtained. In order to obtain quantitative data a questionnaire was administered to 9th grade high school students and teachers. In order to obtain qualitative data open-ended questions were administered for 9th grade high school English teachers.

The study was administered in Edirne and its districts Keşan, Uzunköprü and Havsa with 135 9th grade high school students and 30 9th grade high school English teachers.

In order to analyse the quantitative data SPSS statistics program was used. Then, the frequencies, means, percentages, standard deviations were calculated. The questionnaire involved four sections. For each category the overall means, frequencies, percentages and standard deviations were calculated. In addition to this, means, frequencies, percentages and standard deviations were calculated for each item. In order to gather data Independent Sample T- test was used in the student questionnaire. For each section the Independent Sample T- test results were calculated. ANOVA test was also used. It was used only in the teachers questionnaire. For each section Anova results were calculated to obtain data. In order to analyse qualitative data the content analysis was used.

The results revealed that there is not a consensus for the effectiveness of the coursebook Breeze 9 in terms of the existing categories according to 9th grade high school

students and 9th grade high school English teachers. The results indicated that the coursebook Breeze 9 is high effective in terms of the existing categories according to 9th grade high school students and the results indicated that the coursebook is low effective in terms of the existing categories according to 9th grade high school English teachers.

This study concludes that the coursebook Breeze 9 should be revised by the Ministry of National Education by taking into consideration the levels of the target group as well as underlying aims, the needs and interests of students and teachers.

ÖZET

Bu çalışma Milli Eğitim Bakanlığı tarafından hazırlanan ve devlet liselerinde okutulan 9. sınıf İngilizce ders kitabı Breeze 9'un etkinliğinin lise 9. sınıf öğrencilerine ve lise 9. sınıf İngilizce öğretmenlerine göre etkinliğinin ne olduğunu bulmayı amaçlamaktadır. Daha spesifik olarak bu çalışma devlet liselerinde okutulan ve Milli Eğitim Bakanlığı tarafından hazırlanan Breeze 9 İngilizce ders kitabının amaçlar, dilbilgisi öğretimi, iletişim aktiviteleri ve sunumu, ihtiyaç ve ilgi alanları açısından 9. sınıf öğrencilerine ve 9. sınıf İngilizce dersi öğretmenlerine göre ne kadar etkin olduğunu bulmayı amaçlamaktadır. Bu amaca ulaşmak için araştırmacı tarafından belirlenen kategorilere göre lise 9. sınıf öğrencileri için ve lise 9. sınıf İngilizce öğretmenleri için birer anket hazırlanmıştır. Aynı zamanda her bir kategori için bir açık uçlu soru 9. sınıf İngilizce öğretmenleri için araştırmacı tarafından hazırlanmıştır.

Bu çalışmada hem nitel hem de nicel veriler elde edilmiştir. Nicel verileri elde etmek için 9. sınıf öğrencilerine ve 9. sınıf İngilizce öğretmenlerine birer anket uygulanmıştır. Nitel veri elde etmek için ise toplam 4 sorudan oluşan açık uçlu sorular 9. sınıf İngilizce öğretmenlerine uygulanmıştır.

Bu çalışma Edirne ve ilçeleri Keşan, Uzunköprü ve Havsa'da 135 lise 9. sınıf öğrencisine ve 30 lise 9. sınıf İngilizce öğretmenine uygulanmıştır.

Elde edilen nicel verileri analiz etmek için SPSS veri analiz programı kullanılmıştır ve daha sonra elde edilen nicel veriler frekans analizi, yüzde hesaplama, aritmetik ortalama ve standart sapma hesaplama yöntemleriyle analiz edilmiştir. Çalışmada toplam 4 bölüm bulunmaktadır ve her bir bölümün total aritmetik ortalaması ve standart sapması hesaplanmıştır ve aynı zamanda her bir sorunda yüzde hesaplaması, aritmetik ortalaması ve standart sapması hesaplanmıştır. Veri analizinde bağımsız örneklem T-testi ve ANOVA testi uygulanmıştır. Bağımsız örneklem T-testi öğrenciler için uygulanmıştır ve ANOVA testi de öğretmenler için kullanılmıştır. Nitel veriler için içerik analizi yöntemi uygulanmıştır.

Çalışmanın sonuçlarına göre belirlenen kategoriler açısından Breeze 9 ders kitabının etkinliği için 9. sınıf öğrencileri ve 9. sınıf İngilizce öğretmenleri arasında bir konsensüs olmadığı ortaya çıkmıştır. Sonuçlara göre 9. sınıf İngilizce ders kitabı Breeze 9

belirlenen kategorilerin toplam ortalamasına göre öğrenciler açısından yüksek düzeyde etkin ancak 9. sınıf İngilizce öğretmenlerine göre düşük düzeyde etkindir.

Bu çalışma Milli Eğitim Bakanlığının 9. sınıf İngilizce ders kitabı Breeze 9'u öğrencilerin seviyelerini, öğretmenlerin ve öğrencilerin ihtiyaç ve ilgi alanlarını ve amaçlarını göz önüne alarak yeniden gözden geçirmesi gerektiği sonucunu ortaya çıkarmaktadır.

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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
LA	: Language Acquisition
ESP	: English for Specific Purposes
MONE	: Ministry of National Education
DNED	: District National Education Directorate
EARGED	: Research and Development in Education in the Ministry of National Education
EFL	: English as a Foreign Language
TEFL	: Teaching English as a Foreign Language

CHAPTER ONE

INTRODUCTION

1.1. Introduction

In this chapter the background of the study is presented briefly. In addition to this, the purpose of the study, significance of the study, assumptions of the study and limitations and organisation of the thesis are presented in this chapter.

1.2. The Background of the Study

Cunningsworth (1984) claims that most of the teachers who teaches English use a coursebook and some of these teachers use one coursebook starting from beginning till the end of teaching programme and some of the teachers have more freedom to create their own teaching materials for the teaching programme. Although some teachers may have freedom to create their own materials for a language course many teachers prefer using a coursebook since preparing a material is time consuming and since coursebooks offer a good quantity of tasks and activities. Deciding which of a number of published textbooks is ‘best’ can not, of course, be answered in abstract, but instead, Which would be the most suitable?’ we still need some terms of reference before we can venture an answer: suitable for what purpose, for whom, in what situation, and judged by what criteria? (Mc Grath, 2002, p. 18)

Cunningsworth (1984) indicates that there are a large number of coursebooks in the market for English teachers and this makes choosing a coursebook for a language course a challenging task.

Then, English teachers need an evaluation of coursebooks to find the right coursebook that will meet the needs and interests of teachers and learners and an evaluation of coursebooks to find the right coursebook that will match with the levels of learners and that will match with the aims of teaching programme. Nemati (2009) indicates that from a variety of coursebooks which has different methodology and syllabus in the market, it is very difficult to choose the right coursebook for a particular group of students

and teaching situation and in this situation according to Nemati (2009) the importance of coursebook evaluation appears. Lazar (1993) points out that the evaluation of a coursebook is not an easy task and Lazar (1993) claims that at first the teachers should think about what the needs of teachers and students are likely to be.

The aims and needs and interests of learners are very important in the coursebook selection process thus a teacher should know the aims, needs and interests of learners. Tarone and Yule (1989) indicate that relatively few teachers have a detailed background information on the students' aims in taking a second language course. Similarly a teacher may not know the needs and interests of learners to find the right coursebook so that a teacher needs to elicit information about the needs and interest of learners to select the right coursebook.

The materials must match the needs of the students; not only the language needs which are required to function in the target situation, but also the learning needs, the ways which the students like to learn, thus there may have to be some compromises made between your theory of language learning and the learning needs (Peterson, 1998, p. 5).

According to Grant (1987) all over the world many teachers use traditional coursebooks and the traditional coursebooks have an advantage that teachers can use them easily but the problem with that coursebooks is that the students even work on for years they may not produce anything in the target language for the coursebook just focuses on grammar. Grant (1987) also claims that communicative coursebooks gives opportunities to learners to use the language in authentic contexts.

As Grant (1987) points out the coursebooks should not only focus on grammar but also it should be communicative that provides authentic use of the target language, in other words, the coursebooks must be equally distributed in terms of the reading skills, listening skills, writing skills, speaking skills and a coursebook like this can be selected by the well organized evaluation of coursebooks.

Cunningsworth (1995) indicates that communicative language teaching has gained a great deal of importance in the last ten years in TEFL and students want to know that the language they will learn will help them in practical considerations, the mostly used materials in language teaching are the coursebooks so that coursebooks need to be communicative and a communicative coursebook that will meet the needs of the target group can be selected through a careful evaluation of the coursebooks in the market.

Miekley (2005) claims that although the quality of coursebooks change drastically in last years, the selection of coursebooks are still a matter of problem for language teachers, Miekly (2005) also claims that although the publishers can provide some assistance to teachers for the selection of a coursebook, the publishers' wish to sell coursebooks can give wrong directons for the selection of a coursebook. Then, a careful evaluation of a coursebook is needed by the teachers to select the right coursebook for the target group.

Selecting a suitable coursebook is not a simple task, since many people may be involved, and resistance can be strong, thus, it is preferable for this decision to be made jointly by the whole teaching team (Chambers, 1997, p. 29). Because the choice of a coursebook can have an important impact on learners and teachers, the decision making process needs to be careful and systematic (McGrath, 2002, p. 40). As Mc grath points out the teachers need a systematic evaluation of coursebooks to make the right choice for the chosen coursebook will be used during the whole year in a language teaching course. For the evaluation process takes a important deal of time, changing a coursebook will be a challanging task for teachers in the middle of the year so that a carefull evaluation is needed to choose the right coursebook for the target group.

According to Cunnigsworth (1995) no coursebooks are designed for a particular group of learners but the aim is to select the mostly fit coursebook for a particular group of learners and this can be done through the evaluation of a coursebook.

McGrath (2002) claims that one factor that effects the effectiveness of a coursebook is its suitability to the chosen context and the other factor is the attitudes of teachers and learners to the chosen coursebook, so that a careful evaluation is needed to make the right choice for a target group by involving in the selection process both teachers and students.

As Mc Donough and Shaw (1993) points out there are some teachers that have flexibility to choose an ideal coursebook from a number of coursebooks or there are some teachers that have no options other than choosing the given coursebooks. At the public schools in Turkey the language teachers are given only one option by the Ministry of Education and the target teachers and students are not involved in the coursebook selection process, so that the effectiveness of the chosen coursebooks for the target groups can be questionable.

1.3. Purpose of the Study

This study aims to seek answer for how effective Breeze 9 the 9th grade English coursebook for 9th grade students and teachers at Turkish public high schools in terms of the categories concerning aims, grammar teaching, communicative activities and presentation and needs and interests.

This study tries to evaluate the effectiveness of the coursebook Breeze 9 which is published by the Ministry of National Education according to 9th grade high school students and 9th grade high school English teachers and in order to evaluate the effectiveness of the coursebook this study adresses the following research questions for 9th grade high school students and teachers:

- 1- How effective is the coursebook Breeze 9 in terms of aims according to 9th grade students?
- 2- How effective is the coursebook Breeze 9 in terms of grammar teaching according to 9th grade students?
- 3- How effective is the coursebook Breeze 9 in terms of communicative activities and its presentation according to 9th grade students?
- 4- How effective is the coursebook Breeze 9 in terms of the needs and interests according to 9th grade students?
- 5- How effective is the coursebook Breeze 9 in general in terms of the aims, grammar teaching, communicative activities and needs and interests according to 9th grade students.
- 6- Is there a difference in the effectiveness of the coursebook in terms of aims category, grammar teaching category, communicative activities and its presentation category and needs and interests category according to students' gender?
- 7- How effective is the coursebook Breeze 9 in terms of aims according to 9th grade English teachers?
- 8- How effective is the coursebook Breeze 9 in terms of grammar teaching according to 9th grade English teachers?
- 9- How effective is the coursebook Breeze 9 in terms of communicative activities and its presentation according to 9th grade English teachers?
- 10- How effective is the coursebook Breeze 9 in terms of the needs and interests according to 9th grade English teachers?

11- How effective is the coursebook Breeze 9 in general in terms of the aims, grammar teaching, communicative activities and needs and interests according to 9th grade English teachers.

12- Is there a difference in the effectiveness of the coursebook in terms of aims category, grammar teaching category, communicative activities and its presentation category and needs and interests category according to 9th grade English teachers' experience?

1.4. Significance of the Study

English became the lingua-franca of the world so that everybody wants to learn English all around the world and also in Turkey everybody wants to learn English. In order to teach English the Ministry of National Education starts teaching English at the 4th grade of primary school. The best material for a teacher to teach English is the coursebook because it provides many opportunities for an English teacher and so that Ministry of National Education provides English coursebooks for English teachers. Although the Ministry of National Education provides coursebooks for English teachers, the effectiveness of the coursebook in teaching and learning English process is at the critical importance for teachers and students since the coursebooks are the commonly shared and mostly used materials by the teachers and students.

In Turkey the Ministry of National Education will start teaching English at the second grade of primary school but most of the students even at last grade of high school can not speak English, there can be many reasons for this but also the reason can be the choice of wrong materials for students and teachers, in other words, the wrong choice of English coursebook. For this reason choosing the right English coursebook that will meet the needs of both teachers and students is very important. As English coursebooks are the most important language teaching materials at Turkish public high schools and since the coursebooks are selected or prepared by the Ministry of National Education, the coursebooks should be effective both for teachers and students in order to manage the determined aims.

The teachers generally complained about the coursebooks which is selected or prepared by the Ministry of National Education for public high schools and for this reason this study tried to determine the effectiveness of the coursebook Breeze 9 in terms of aims

category, grammar teaching category, communicative activities and its presentation category and needs and interests category according to 9th grade English teachers and students.

This study can give some ideas to the Ministry of National Education about the effectiveness of the coursebook Breeze 9 for 9th grade high school students and 9th grade high school English teachers and the coursebook can be revised with the light of the results of the study.

1.5. Assumptions of the Study

In this study it was assumed that the 9th grade English teachers were not satisfied with the coursebook Breeze 9, in other words, it was assumed that the 9th grade English teachers thought the coursebook Breeze 9 as ineffective but it was assumed in the study that the students thought the coursebook as effective.

The teachers generally complained about the coursebooks which are selected or prepared by the Ministry of National Education so it was assumed in the study that the 9th grade English teachers thought the coursebook Breeze 9 as ineffective. In this study it was assumed that the participants participated in the study voluntarily without any prejudice.

1.6. Limitations of the Study

The study was administrated at the high schools in Edirne and its districts Keşan, Uzunköprü and Havsa, so this study can not be, generalized to other public high schools. Since the study was administrated only at the high schools in Edirne the results of the study can be generalized to the schools included in the study. The number of the participants in this study is limited so this can influence the results of the study and this can be another limitation of the study.

1.7. Organisation of the Thesis

This thesis has five chapters. In chapter one the general background of the the study, the purpose of the study, significance of the study, assumptions of the study and limitations of the study are presented. In addition to this, chapter one describes the organisation of the thesis.

Chapter two includes the literature review. The literature review defines ELT materials and the coursebook as a material. The advantages and disadvantages of coursebooks are summarised and why a teacher needs to evaluate a coursebook is indicated. The literature review defines how a coursebook is evaluated by giving ideas of some researchers in the field. The literature review also gives some example studies administrated in the field.

Chapter three reports on the methodology of the study. The information about the design of the study, setting and the participants, how the data is collected and the instruments to collect data are presented in this chapter.

Chapter four deals with the results of the study. The results of the students and teachers are discussed and the results of teachers and students are compared in this chapter. The results of the effectiveness of the coursebook in terms of students' gender and teachers' experience are presented in this chapter.

Chapter five presents the conclusions and implications for teachers and students in terms of the effectiveness of the coursebook and this chapter covers the suggestions made for teachers, students and the Ministry of Education.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents the relevant literature. In this chapter firstly what an ELT material is defined in the light of the researchers ideas and then the coursebook as a material is reviewed. Then, the advantages and disadvantages of coursebooks are presented. This chapter also reviews why to evaluate coursebooks and how to evaluate coursebooks. Finally some studies carried out in the field of coursebook evaluation are presented.

2.2. What is an ELT Material?

In fact, education on one hand means understanding the ideas and feelings of people by analyzing the language they speak, on the other hand it means discovering legal connections beyond various natural events and benefiting from these on the point of human beings' future, knowing the technological tools people use and utilizing them actively, knowing and obeying many rules generally accepted in social life, teaching lots of techniques presenting the knowledge as a summary such as Formula, scheme, chart, graphic, map, plan, diagram, etc.

Materials are; (Sarıçoban, 2006)

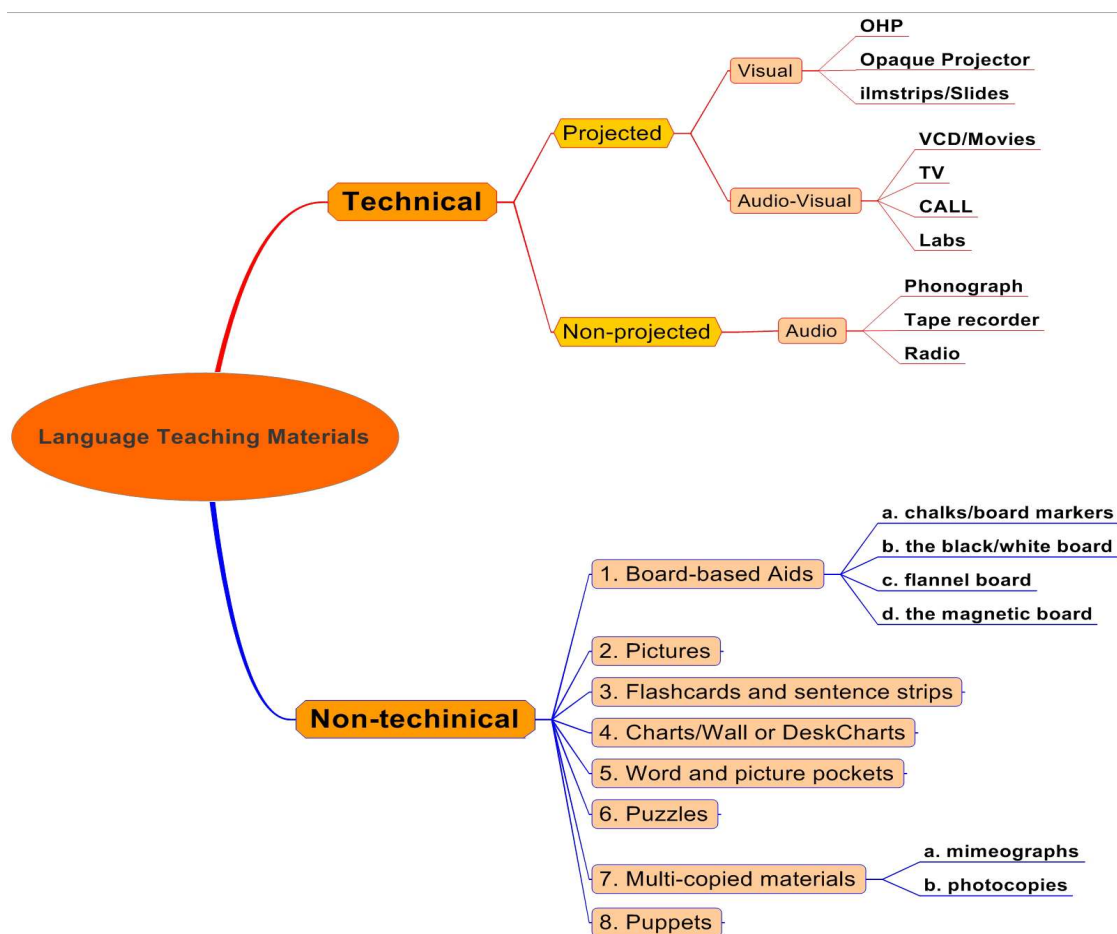
- a. a resource for presentation (spoken and written),
- b. a source of activities for learner practice and communicative interaction,
- c. a reference source for learners on grammar, vocabulary, pronunciation,
- d. a source of stimulation and ideas for classroom language activities,
- e. a resource for self directed learning or self access work, and
- f. a support for inexperienced teachers who have yet to gain confidence. In addition to the ones above they also
- g. increase the efficiency of the teachers,
- h. make the instruction standard,

- i. make the instruction attractive and interesting for the students,
- j. decrease the period needed for instruction (use the time efficiently),
- k. increase the desire of the students to learn, and
- l. make the students keep what they have learnt in their memory for a long time (Long term memory) (Sarıçoban, 2006, p. 4).

According to Evans and St John (1998) materials are used in all teaching and the core materials are usually paper based but, where possible, teachers also want to use audio and video cassettes, overhead transparencies, computers and occasionally, other equipment or real objects.

Mc Grath (2002) states that learners can learn more than language from the materials used in language learning classes, what is learnt – or there to be learnt- is most obviously embodied in the materials as content, but certain other types of learning may also result and some of these outcomes will be intended and positive; others may be negative.

Figure 2.1: language teaching materials (Sarıçoban, 2006, p. 25)



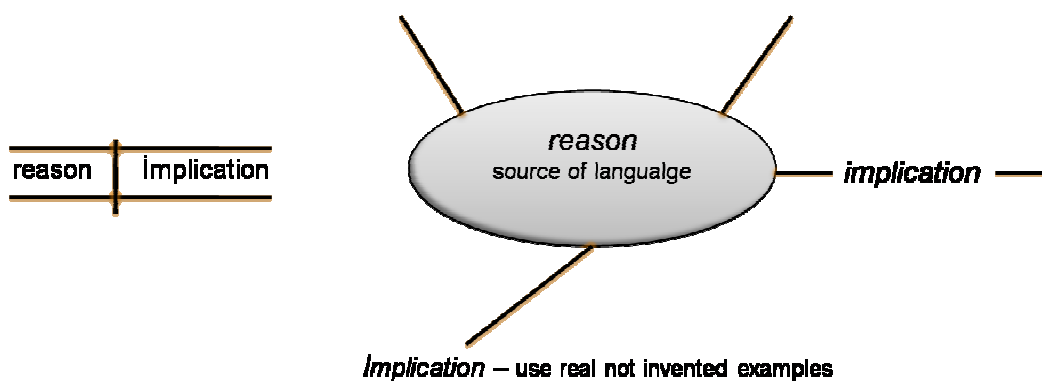
According to Sariçoban (2006) language teaching materials can technically be classified into two main categories: technical and non-technical, the technical materials involve machinery and / or require electricity while non-technical ones require neither machinery nor electricity but are simple, inexpensive.

Evans and St John (1998: 170) defines four reasons for using materials and the purpose of materials;

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference.

They claim that ELT materials are a source for language and they provide support for learning and they help to motivate learners and according to them they are useful for reference.

Figure 2.2 : the purpose of materials (Evans and St John, 1998, p. 170)



2.2.1. The Development and The Selection of Materials

In selecting the language teaching materials the following criteria should be considered from a broad perspective of language teaching;

1. **Characteristics of students:** The material should be appropriate to the level of student progress and their background information.

2. **Characteristics of teachers:** Teachers should prefer to use the materials and devices with which he will be confident and be able to direct their students.
3. **Characteristics of the subject field:** The materials and the devices should be taken this criterion into account.
4. **Instructional objectives:** The materials and the devices should be appropriate to the course objectives.
5. **The number of the students:** It is important that almost all of the students in the classroom should make use of the materials and devices effectively enough.
6. **Physical conditions:** These conditions affect the choice of the materials and the devices to be used in language instruction (cited in Sarıçoban, 2006, p. 5).

According to Tomlinson (2008) ELT materials should be driven by principles of language acquisition and that ideally all units of material should be principled, relevant and coherent, as he mentions materials are designed to facilitate language acquisition process but to facilitate this process;

- the language experience needs to be contextualized and comprehensible
- the learner needs to be motivated, relaxed, positive and engaged
- the language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered
- the learner needs to achieve deep and multi-dimensional processing of the language (cited in Tomlinson, 2008, p. 4).

Tomlinson (2008) points out that materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively but if they do not provide such texts and they do not stimulate the learners to think and feel whilst experiencing them there is very little chance of the materials facilitating any durable language acquisition at all.

Tomlinson (2008) As a materials writer and a researcher myself, I find materials development to be exciting but challenging, I would like to see ELT materials which:

- introduce interesting people and their views and opinions from different ethnic groups as well as from British or American points of view

- offer opportunities for language /cultural/ critical / awareness that helps learners to reflect on their own use of language as well as those of others
- explore different varieties of language (e.g. social, ethnic, gender, age)
- help teachers and learners to realize that there are no neutral, correct and perfect language users
- are carefully designed to ensure maximum intake and yet are flexible and user-friendly
- entertain, intrigue and inspire teachers as well as learners
- respect and further develop learners' intelligence and creativity
- provide ready resources that are up to date, varied and affectively and cognitively engaging
- offer creative ways of satisfying the cognitive level of young adult / adult learners with limited language ability
- facilitate learner development (e.g. in information navigation, in learning strategies) (Tomlinson, 2008, p.34).

Moldovan (1987) asks these questions in material writing and selection:

- 1- How many in the group?
 - 2- What level(s) are they?
 - 3- How many hours of actual teaching will be possible?
 - 4- What are the students' real, perceived and self perceived needs?
 - 5- What are the targets?
 - 6- What facilitates can be counted on to be made available?
- (Sheldon, 1987, p.85).

The questions offered by Moldovan (1987) must be taken into account and ELT teachers can design and choose the materials by asking the offered questions by Moldovan (1987).

Mc Donough and Shaw (1993: 63) offers some implications for materials selection and design;

- ***The intended audience.*** We need to ascertain who the materials are targeted at, be it teenagers aged 13 and upwards or adults, for example. The topics that will motivate one audience will probably not be suitable for another.
- ***The proficiency level.*** Most materials claim to aim at a particular level, such as false beginner or lower intermediate. This will obviously require investigation as it could vary widely depending on the educational context.
- ***The context in which the materials are to be used.*** We need to establish whether the materials are for teaching general learners or perhaps for teaching English for Specific Purposes (ESP). If the latter, what degree of specialist subject knowledge is assumed in the materials?
- ***How the language has been presented and organized into teachable units/lessons.*** The materials will contain a number of units/lessons and their respective lengths need to be borne in mind when deciding how and if they will fit into a given educational programme. Some materials will provide guidelines here such as 'contains 15 units, providing material for 90-120 hours of teaching'. In other words, the author expects that between 6 and 8 hours will be required to cover the material.
- ***The author's views on language and methodology and the relationship between the language, the learning process and the learner.*** In many cases the date of publication of the materials will be of importance here. For materials written over the last 20 years or so designed to fit into a multi syllabus or process syllabus, we might expect the author to make claims about including quite a large amount of learner involvement in the learning process. This will require investigation. For example, the materials may claim to help the learner in an understanding of what is involved in language learning and contain various activities and tasks to develop this.

Bren and Candlin (1987) asks seven questions in the design and selection of materials for classroom work;

1. Can learners identify in the materials and share with other members of the group all those things they already know and can do in the new language?

2. Can the materials encourage learners to state, share and justify the judgements they make, the values they hold and the attitudes they maintain concerning both the content and the procedures of the materials?
3. Can learners communicate in whatever medium is appropriate, with the teacher, their fellow learners, and other sources of data, about the subject matter that interests them? Can they also do this about the language learning process the materials advocate? Can learners use language (either the foreign language or the mother tongue) either to share what they feel or to take collective action in the classroom? Can the materials be made to portray language, and information about language in ways which serve this aims?
4. Can the materials provide for, and enable learners to choose alternative content on which to work?
5. Can learners choose different routes for their work in the materials, perhaps towards a common objective? Can they adopt their own preferred modes of working?
6. Can the materials involve learners in negotiation, problem solving, investigating their own learning, analysing data and evaluating their performance at these tasks? In short can the materials encourage the decision making process for establishing and carrying out the work of the classroom?
7. Can the materials encourage the evaluation of:
 - *the outcomes (both successful and problematic) of the group tasks in terms of their characteristics*
 - *the appropriateness of the materials in relation to learners' aims, choices and preferences within materials?*

(Sheldon, 1987, p.25).

Jolly and Bolitho (1998: p.113) tells about principled framework which is used to develop materials by:

- Identification of the need for materials
- Exploration of need
- Contextual realization of materials (e.g. the teacher develops a worksheet focusing on the distinction between fact and hypothesis and the verb forms involved in making this distinction)

- Production of materials (e.g. the teacher types out the worksheet and photocopies it for distribution to the learners)
- Student use of materials
- Evaluation of materials against agreed objectives

The development of new material along traditional lines could be from one of two directions: one starting point (A) is having some good input / carrier content, the other starting point (B) is where there is a gap in the course material; that is, there is a course objective, some real content for which there is, no suitable material available, in other words the aim is to match carrier content to real content (Evans and St John, 1998, p.176).

Table 2.1: Evans and St John's representation for process of preparing new materials (Evans and St John, 1998, p.177)

<i>Starting point A</i>	<i>Starting point B</i>
Have some carrier content	Need material for specific objective
Determine its real content	Search for suitable carrier content
Match real and carrier content to course framework	

2.3. The Coursebook as a Material

Coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth, 1995, p. 7).

According to Sheldon (1987) a 'textbook' may be loosely defined as a published book, most often produced for commercial gain, whose explicit aims is to assist foreign learners of English in improving their linguistic knowledge and or communicative ability.

The term 'coursebook' means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course, therefore from above definition one can get that a coursebook must have at least being available in the hand of students and teachers, and used systematically in a course of study and this course refers to an English course of study (Nemati, 2009, p. 91).

Mc Grath (2002) states that a textbook refers to a coursebok, and he offers some metaphors for coursebook suggested by teachers from very different contexts:

A coursebook is...

a recipe a springboard a straitjacket a supermarket

a holy book a compass a survival kit a crutch

(Mc Grath, 2002, p. 8).

A textbook is teaching material for the teacher and a learning material for the learner and it is one of the pivotal aspects of the total teaching and learning process. (Awatashi, 2006, p.1) The wealth of published material for English language teaching available (ELT) on the market makes selecting the right coursebook a challenging task (Cunningsworth, 1995, p. 1).

According to Sheldon (1988) ELT coursebook publishing is a multi-million pound industry, yet the whole business of product assessment is haphazard and under-researched, coursebooks are often seen by potential consumers-teachers, learners and educational purchasers-as market ephemera requiring invidious compromises between commercial and pedagogical demands.

According to Cunningsworth (1984) most teachers of English use a coursebook, some may use one coursebook only, taking their students through it from beginning to end, whilst others, who perhaps have more freedom and are happier when creating their own teaching programme, will take texts and exercises from several different books, adapting them where necessary and supplementing them with original material they have produced themselves.

Grant (1987) states that the term textbook can be used as an equal term for coursebook and Grant (1987) makes a distinction between Traditional textbooks and communicative textbooks.

Table 2.2: Grants distinction between traditional textbooks and communicative textbooks (Grant, (1987), pp. 13-14)

<i>TRADITIONAL TEXTBOOKS</i>	<i>COMMUNICATIVE TEXTBOOKS</i>
<i>They tend to emphasise the forms or patterns, of language (the grammar) more than the communicative functions of</i>	<i>They emphasise the communicative functions of language-the jobs people do using the language-not just the forms.</i>

<i>language.</i>	
<i>They tend to focus on reading and writing activities, rather than listening and speaking activities.</i>	<i>They try to reflect the students' needs and interests.</i>
<i>They often make use of a great deal of L1</i>	<i>They emphasise skills in using the language, not just the forms of language, and they are therefore activity-based.</i>
<i>They emphasise the importance of accuracy</i>	<i>They usually have a good balance among the four language skills, but may emphasise listening and speaking more than a traditional textbook does.</i>
<i>They tend to focus rather narrowly on a syllabus and examinations.</i>	<i>They tend to be very specific in their definition of aims.</i>
<i>They are often attractive to some teachers, because they seem easy to use, and are highly examination-orientated.</i>	<i>Both content and methods reflect the authentic language of everyday life.</i>
	<i>They encourage work in groups and pairs, and therefore make heavier demands on teachers' organisational abilities.</i>
	<i>They emphasise fluency not just accuracy.</i>

2.3.1. Advantages of Coursebooks

Good coursebooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links, coursebooks also provide material which students can look back at for revision, and at their best their visual and topic appeal can have a powerfully engaging effect.

(Harmer, 2001, p. 304).

Coursebooks have multiple roles in ELT and can serve as:

- a resource for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, etc.

- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a resource for self-directed learning or self access work
- a support for less experienced teachers who have yet to gain in confidence. (Cunningsworth, 1995, p.7).

Grant (2002) makes a summary of some of the most famous arguments that have been made for coursebooks in relation to the needs of learners and teachers, the summaries draw on Grant (1987), O'Neill (1982, 1993), Hutchinson and Torres (1994), and Ur (1996)

Why teachers and learners need a coursebook

1. A coursebook is a map. It shows where one is going and where one has been.
2. It provides language samples
3. It offers variety

Why learners need a coursebook

4. It defines what is to be learned and what will be tested.
5. It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

Why teachers need a coursebook

6. It provides a structure for teaching.
7. It saves time. To prepare materials from scratch for every lesson would be impossible.
8. It offers linguistic, cultural and methodological support.
9. It is easy to keep track of what you have done and to tell others where you have reached (e.g. when reporting to the (Head of Department or briefing a substitute teacher) (cited in Mc Grath, 2002, p. 10).

What teachers seem to value most about *Access to English* is the amount and quality of its texts, as some teachers put it: "Students like the series because the story is funny and the texts are humorous" or "The story enables you to step into Arthur's shoes, which gives you the opportunity to discuss issues that concern people in their everyday life" (personal communication) (Illes, 2009, p. 145).

According to Ur (1996) and Woodward (2001) coursebooks are cheap easy to carry because it is light and small (cited in Güreli, 2008, p. 27).

Cunningsworth (1984) gives examples of how some coursebooks introduce themselves:

Encounters aims to provide an interesting, useful and systematic introduction to the English language for complete beginners and for students who have learned a little English but need to make a fresh start. (From Encounters by J. Garton-sprenger *et al* (Heinemann Educational books)

Kernel One is a course in English for complete or near beginners. *Kernel One* has a careful structural progression with specific communicative aims. (From Kernel One by R. O'Neill (Longman))

Starting Strategies is a new beginners' course for students aged 14 or over... It presents a totally new approach to language learning for students as it takes account of basic communication needs as its first priority (From Starting strategies by B. Abbs, A. Ayton and I. Freebairn (Longman))

This course is designed for... the learner who feels that learning English is difficult and that it has hitherto been irrelevant to his experience.

The main aim of the course is to provide the learner with the language he might need to take an active part in a wide range of social situations. (From Starting strategies by B. Abbs, A. Ayton and I. Freebairn (Longman))

(Cunningsworth, 1984, pp3-4)

According to Cunningsworth (1984) this shows that coursebooks can not adopt only one approach to the exclusion of all others and indeed many do try to achieve a working balance between them. From these extracts Cunningsworth (1984) deduces three perspectives and these perspectives can be used as the advantages of coursebooks:

- 1- *Coursebooks can be a medium for the communication between people for it has communicative or functional perspective*
- 2- *Coursebooks can provide a source for grammar and vocabulary for it has a structural perspective*
- 3- *Coursebooks can help to improve the four skills-listening, reading, speaking, writing- for it has skills perspective* (Cunningsworth, 1984, p. 5).

According to Richards (n.d.) coursebooks serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom, they may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.

Hemsley (1997, p: 72) points out that coursebooks help teachers to improve teaching skills and coursebooks help teachers to understand the course as a whole.

Cunningsworth (1995, p: 17) claims that coursebooks can contribute to the motivation of learners which is often more important than other factors in language learning. They provide a powerful and effective force for the language learning of learners.

2.3.2. Disadvantages of Coursebooks

Learners are becoming more sophisticated, particularly through the influence of television and computer games, and they expect high standards of production and presentation, especially where visuals are concerned and they also expect textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material, no matter how sound it may be methodologically so the variety of coursebooks makes choosing an appropriate coursebook difficult (Cunningsworth, 1984, p. 1).

In the choice of topics coursebooks can sometimes be smooth or culturally inappropriate in addition to this units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all (Harmer, 2001, p. 304).

In the use of coursebooks Grant (2002) defines the teacher's role:

- 1- to assess the students' aims, and learning styles, their likes and dislikes, their strengths, and their weaknesses;
- 2- to decide what methods and materials are most appropriate, given the aims of the syllabus;
- 3- to decide whether to use, adapt, replace, omit or supplement the methods and materials used in the textbook (Grant, 2002, p.16).

As it can be understood the teacher has an important role in the use of coursebooks but a teacher can go beyond these roles and can try to rule the students with only coursebooks and he/she can totally depend on coursebooks, in other words the teacher can ignore the learning styles, likes and dislikes, strengts and weknesses, needs and interests of learners by only counting on a coursebook.

For this inference Cunningsworth (1995) says that;
“It is generally accepted that the role of the coursebook is to be at the service of teachers and learners but not to be their master” (Cunningsworth, 1995, p. 7).

Coursebooks are good servants but poor masters, no teacher should permit the coursebook to set the objectives, let alone allow ‘teaching the coursebook’ to be the objective, the teacher should use the coursebook actively by which mean that the teacher should formulate objectives with the needs of the learners in mind and then seek out published material (Cunningsworth, 1984, p. 1).

Teaching a foreign language does not necessarily mean teaching from a coursebook, however, using a coursebook is probably the most common way of teaching English today, first of all, it is good to establish what the role of coursebooks in the learning/teaching process is or still should be, many institutions present the syllabus in terms of the main coursebook to be used: by a certain date teachers are expected to have covered a certain number of units in the book of course such an approach underestimates the role of learners, not taking their needs and specific characteristics into consideration (Hanusova, (n.d.) p.1).

2.4. Why to Evaluate Coursebooks?

The use of coursebooks in ELT is more popular than ever before, especially after innumerable ELT preparatory classes have been established for a large number of departments at universities and some private schools, moreover the school administrations and circles of English teachers prefer ready-made coursebooks because they possibly provide ready made syllabi to be followed by teachers thus the coursebooks have gradually become the most pervasive tool for language instruction (Kayapınar, 2009, p. 1). As Kayapınar (2009) mentions coursebooks are the most important tool in ELT but the abundance of coursebooks makes selecting coursebooks difficult so that a careful evaluation is needed.

According to Cunningsworth (1984, p: 1) there is a plethora of ELT materials available on the market and this makes choosing the right material a difficult task. The answer lies in asking the right questions and evaluating these answers so the evaluation takes teachers to find the right material.

According to Nemati (2009, p: 91) the problem arises when we speak about selecting coursebooks, a book which must be used in homogeneous class or in the worst situation for a heterogeneous class in a course of study, so which quality must that book have to meet the needs of every single individual member of the class? In order to answer this question a careful selection is needed, this means a careful evaluation of coursebooks is needed to find the right coursebook which meets the needs of the learners.

The decision to use one textbook rather than another can not be taken lightly since the textbook tends to be the main teaching-learning aid, in school systems at least, it influences what teachers teach and what and to some extent how learners learn (Mc Grath, 2002, p. 12).

According to Mc Grath (2002, p: 12) for teachers getting familiarised to a coursebook in other words getting used to a coursebook takes considerable investment of time, if this problem is taken into consideration, teachers will normally be very reluctant to change books the following year, even if they were allowed to do so, this means that teachers have to make careful selection of coursebooks and they have to make a very good evaluation of coursebooks. If the teachers do not evaluate coursebooks then the teachers may want to change not only the coursebooks but also the accompanying materials.

Mc Donough and Shaw (1993, p: 59) divides teachers into two categories; teachers who has a large amount of choice for materials selection and teachers who do not have a large amount of choice for materials selection, in the first category teachers can choose which materials they want, they can do it by themselves or by colleagues or with a director of studies but in the second category teachers can have a very limited choice or maybe they do not have any other alternative, the books can be given by the ministry of education (MONE) or by the director.

This situation will more than likely involve teachers in an understanding of why the materials have been written in such a way and how they can make effective use of them in the classroom, for the vast majority of teachers working in the first situation, that of having a good deal of coice in the selection of appropriate materials, writing their own materials

can be very time consuming and not necessarily cost effective; hence the need to be able to discriminate effectively between all the coursebooks on the market (Mc Donough and Shaw, 1993, p. 60). In other words the effective choice can be done by the evaluation of the material.

According to Evans and St John (1998, p: 173) choosing materials is as the same as choosing a partner, it involves making choices and decisions, in order to make good choices language instructors need to have good criteria on which to base their decision, this means that language instructors need an evaluation of materials before use to make the right choice.

Materials evaluation is by its very nature concerned with relative worth, and recognising the “relativity” of the process is crucial, if materials evaluation is to be of real value to the teachers, materials evaluation should not only serve the immediate practical aim of selecting teaching materials but also it plays a useful role in developing teachers’ awareness of the assumptions as to the nature of language learning on which they operate (Sheldon, 1987, pp.43 - 44).

The materials evaluation proces, if used effectively, can take on an awareness building role, in which materials and teaching /learning situations help to inform one another, materials evaluation can develop awareness in a number of ways: (Sheldon, 1987, p. 42)

1. It obliges teachers to analyse their own presuppositions as to the nature of language and learning. In carrying out an indepth analysis, teachers must question the assumptions behind their normal practices and observe their own and their learners, behaviour in the classroom more closely, by doing this teachers may become more aware of what actually happens in their classrooms
2. Materials evaluation forces teachers to establish their priorities. It is almost certain that there will be a conflict between the various textbooks that are evaluated, it is unlikely that one book will meet all the requirements of the teaching/learning situation: one textbook might be preferable in terms of content and language areas; another might have exercises that fit better with the methodological criteria. Teachers need to decide which criteria are the most important , this will help further to focus their views on language learning and materials evaluation may also make teachers more aware of the needs and expectations of other learners.

3. Materials evaluation can help teachers to see materials as an integral part of the whole teaching/learning situation. In establishing priorities between the various criteria, teachers must consider not just which features of a given textbook are better, but also which unsatisfactory features are easier to remedy. The methodology may assume learners working as individuals, but, if you want them to work in groups, you need to consider how easy it is to adapt the given exercises for groupwork. In this approach to materials evaluation, rather than looking at materials in terms of what they bring to the teaching/learning situation, teachers can take a more positive view and analyse the existing potential of the teaching/learning situation in order to see what that situation can contribute to the materials (Sheldon, 1987, p. 42).

According to Cunningsworth (1995, p: 14) there are many reasons for materials evaluation and it is varied but the intention to adopt new coursebooks is the major and frequent reason for evaluation, the other reason is to identify the weaknesses and strengths of the already used book so that weak sides of the book can be strengthened through adaptation or by substituting material from other books, another reason for evaluation is the abundance of the coursebooks in the market, this creates a challenge in the choice and it forces teachers for evaluation to find the right material in addition to this, the usefulness of coursebook analysis and evaluation in teacher development helps teachers to get useful insights into the nature of the material.

According to Wang (n.d., p: 3) materials evaluation helps us to make the right choice for coursebook selection by providing professional judgements and it raises awareness of teachers teaching and learning experience.

Gearing (1999, p: 122) claims that materials evaluation helps teachers to decide on which coursebook to use and it makes teachers more aware of the content they use and helps them to use the coursebook more effectively.

2.5. How to Evaluate Coursebooks?

There are many different approaches, guidelines and checklists for evaluation of coursebooks, different researchers claim different ideas for the evaluation of coursebooks and all these ideas lead teachers to make the right choice for the material.

2.5.1. Cunningsworth's Ideas for How to Evaluate Coursebooks

Cunningsworth (1995, p: 2) claims that there are many criteria for the evaluation of coursebooks and different criteria can be used in different situations but the best way to identify your own priorities is to prepare your own checklist. However, Cunningsworth (1995, p: 3) offers a basic quick-reference checklist for evaluation and selection of a coursebook by defining most important general criteria:

Quick-reference checklist for evaluation and selection (Cunningsworth, 1995, p. 3)

Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- What components make up the total course package (eg students' books, teachers' books, workbooks cassettes, etc)?
- How is the content organized? Is the organization right for learners and teachers?
- How is the content sequenced?

Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?

Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students awareness and enrich their experience?

Methodology

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the teaching/learning situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practising new language items? Are they suitable for your learners?

Teachers' books

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?

(Cunningsworth, 1995, p. 3).

Cunningsworth (1995, p: 1-2) determines two approaches for the evaluation of coursebooks:

- 1- Impressionistic overview:** One can get an idea for the strengths and weaknesses and other aspects of the book just by looking through the coursebook quickly in other words one can get a general impression of the coursebook by a quick evaluation. This type of evaluation is called as *impressionistic overview*. Impressionistic overview is useful and it provides general ideas for the coursebook.
- 2- In – depth evaluation:** In impressionistic overview one get a very general idea for the coursebook but one also needs to have specific ideas for the book, this can be achieved by in – depth evaluation of the coursebook. For example, one can see to what extent the needs of learners, requirements, aims and objectives are dealt with in the coursebook through the help of in – depth evaluation

(Cunningsworth, 1995, p. 1-2).

According to Cunningsworth (1995, p: 14) evaluation can take place before using a coursebook, during using a coursebook and after using a coursebook. He determines three types of materials evaluation:

- 1- Pre-use evaluation:** It is the most difficult evaluation because you have no evidence you try to guess the future or potential performance.
- 2- In-use evaluation:** It is the evaluation while the material is in use, a newly introduced coursebook is monitored or a well-established but ageing coursebook is being assessed for alteration.
- 3- Post-use evaluation:** This type of evaluation is done after the use of a coursebook, it provides to identify the strengths and weaknesses of a coursebook that appears after a period of continuous use. This type of evaluation also helps to decide whether to use the same coursebook in the future or not to use in the future

(Cunningsworth, 1995, p. 14).

Cunningsworth (1995 p. 15) offers useful guidelines for approaching any materials evaluation exercise:

- Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language learning programme.
- Coursebooks should reflect the uses (present or future) which learners will make of the language. Select coursebooks which will help to equip students to use language effectively for their own purposes.
- Coursebooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner (Cunningsworth, 1995, p. 15-16-17).

For the selection of coursebooks Cunningsworth (1995, p: 5) reports that firstly the instructor should identify the aims and objectives of teaching programme, secondly the instructor should analyse the learning teaching situation, thirdly the instructor should sum up a list of potential coursebooks and he/she should ask for advice from experienced colleagues. Later on the instructor should put the potential coursebooks, the potential coursebooks should be up to five books, into in-depth evaluation by using the criteria

which are most relevant to the needs of teachers and learners. For the criteria, a ready made one or specifically made one can be used.

2.5.2. Mc Grath's Ideas for How to Evaluate Coursebooks

The selection of a textbook for use in a particular context may be determined by any one of a number of different individuals or groups other than the teacher who will ultimately use it: a Ministry of Education (which may have commissioned a single textbook series for nation wide use), a state board (in America) a Head of a department, a director of studies (in a private language school), or a group of teachers within the institution they are concerned (Mc Grath, 2002, p. 12).

However, Mc Grath (2002, p: 12) says that when teachers have no other alternative for the selection of coursebook it is important for them to be able to adopt a critical stance in relation to the material they are expected to use.

According to Mc Grath (2002, p: 12) the important thing in the selection of coursebooks is to take into consideration the learners needs, contextual constraints, willingness capacity and with the light of these considerations teachers should make the selection, and the use of one textbook rather than using another one should not be thought as an unimportant thing since the textbook is the main teaching-learning aid, for institutions and individuals it is an expenditure in other words for it is an investment, for teachers it is an important investment amount of time. All these things mean that teachers, institutions, Ministry of Education(MONE) should make the correct choice for the selection of coursebook. Mc Grath (2002, p: 13) gives some examples why the wrong choice of materials makes teaching difficult for teachers:

- *Local cultural taboos meant that I had to leave out whole units.*
- *It was too difficult. So I had a choice between working through everything very slowly and not finishing the book or skipping bits.*
- *The students could not imagine themselves taking planes to Britain, booking into hotels, all that stuff. It was just too unreal*

(Mc Grath 2002, p. 13).

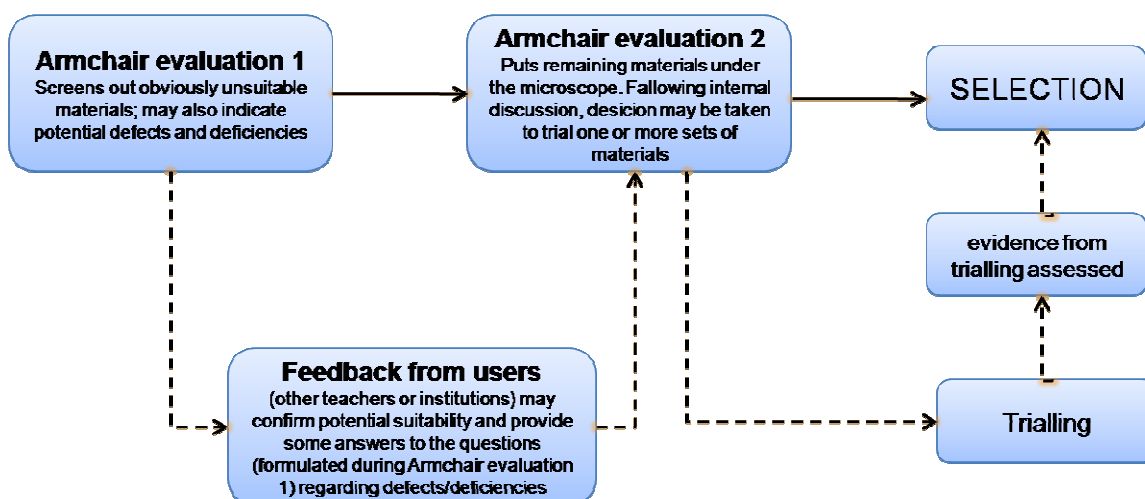
All these things force teachers to make the right choice of coursebook by taking into consideration the needs and interests of both learners and teachers, the context and other important factors.

In order to make the right choice for the coursebook Mc Grath (2002, p. 13) makes a citation from Harmer (1991) and Cunningsworth (1995) and says that if you want to select the coursebook in a secure way you should try it with the students and it is desirable where large scale or long term adoptions are involved, when two or more coursebooks are being considered it is possible to organise a short term comparative trial.

Mc Grath (2002, p. 13) reports that an alternative way to get information for an institution is to get information from other users, if no feedback comes from other users or the prior trialling, Mc Grath (2002, p. 13) talks about '*armchair evaluation*', it particularly gets importance when feedback from others is not available and trialling is not possible.

Mc Grath (2002, p:14) claims that there are two dimensions for a systematic approach to materials evaluation, for these dimensions he uses the terms '*macro dimension*' and '*micro dimension*'. According to Mc Grath (2002, p.14) macro dimension consists of a series of stages (in a broad sense he defines it as the approach); the micro dimension is what happens in each stage (in a broad sense he defines it as the steps and set of techniques used).

Figure 2.3: A framework for materials evaluation for selection (Mc Grath, 2002, p. 14)



Mc Grath (2002 p: 14-15) similarly with Cunningsworth (1995) talks about three types of material evaluation but he thinks it as a cyclical process:

- 1- **Pre use evaluation:** the decision has been taken but the evaluation period should not be at an end.
- 2- **In-use evaluation:** Several teachers can use the same coursebook and they can meet periodically to focus on questions as; what worked well? what difficulties learners have?
- 3- **Post-use evaluation:** In this stage the evaluation is in a more comprehensive way. For example long-term and short-term effect of materials can be talked. Students can be involved in the evaluation process in this phase for they may have experience about the materials so they can make comparisons. (Mc Grath, 2002, p. 14-15)

Mc Grath (2002, p: 25) talks about three methods for coursebook evaluation. Similarly he talks about three methods as Cunningsworth (1995), while Cunningsworth (1995) uses the term approach Mc Grath uses the term Method. Mc Grath (2002, p.25) defines these methods as;

- 1- **The impressionistic method:** It is used to get a general impression of the coursebook. One can get a brief description and ideas for the coursebook by using this method through quickly checking the contents page, topics, layout, and visuals.
- 2- **The checklist method:** A checklist includes a lists of items, through it teachers can make comparison, identification or verification. When it is compared to impressionistic and in-depth evaluation the checklist method has four advantages:
 - It is systematic and it ensures that all elements are important.
 - It is cost effective in other words it allows to get a good deal of information in a short period of time
 - The information is recorded in a convinient format, allow,ng for easy comparison between competing sets of material.
 - It is explicit, categories are well understoodd and it provides a common frame work for decision making.

The in-depth method: The in-depth method goes beyond the pulisher's and author's claims and it evaluates the underlying assumptions about learning or values which the materials are based

(Mc Grath, 2002, p. 25-26-27-28).

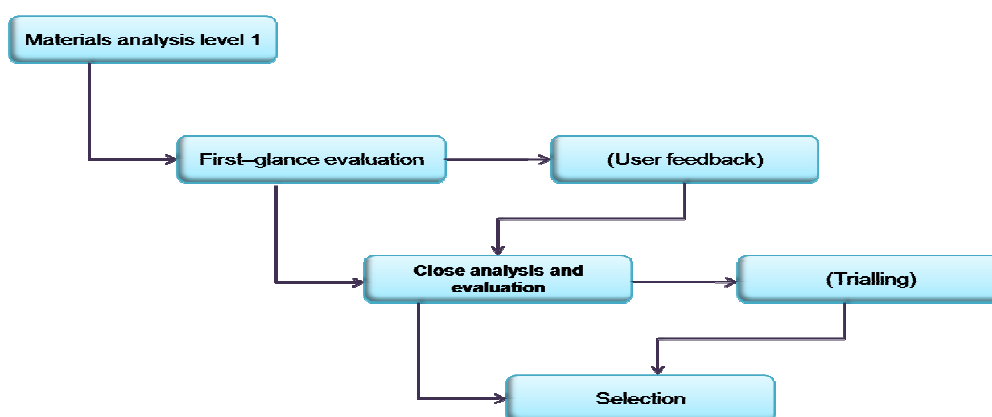
According to Mc Grath (2002, p: 28) while this method ensures that the selection process is a more important affair, it may also have some disadvantages:

- 1- *Representativeness of the samples:* The samples chosen for evaluation may not represent the whole coursebook so this can affect the judgement.
- 2- *Partiality:* For in-depth analysis focuses on a particular section or sections it gives partial insight into what the material offers.
- 3- *Time and expertise required:* For in-depth evaluation some proposals may require a good deal of time and it also requires expertise

(Mc Grath, 2002, p. 28).

Mc Grath (2002, p: 22) claims that before evaluation can take place context analysis, need analysis are suggested so Mc Grath (2002) talks about the difference between analysis and evaluation by making citation from Littlejohn (1998) and Tomlinson (1999), analysis is a process which leads to an objective while evaluation is making judgements. (Mc Grath, 2002, p. 22) Mc Grath (2002, p: 29) offers first-glance evaluation, it will be difficult and time consuming to evaluate teacher's book, cassettes, a workbook and so on but alternatively, you do not need to look through everything precisely the same degree of care, you can make an initial selection of that pass the test of what we call **first-glance evaluation**.

Figure 2.4: From analysis to selection (Mc Grath, 2002, p.29)



According to Mc Grath (2002, p.30) it is not easy to put a clear line between first-glance evaluation and close evaluation, he offers a test for initial evaluation and he uses the acronym as 'CATALYST' offered by Grant (1987, p.119 cited in Mc Grath, 2002, p.30)

and he puts forward eight criteria and through it one can decide whether a coursebook is suitable for the classroom. The CATALYST acronym is:

C= Communicative?

A= Aims?

T= Teachability?

A= Available add-ons?

L= Level?

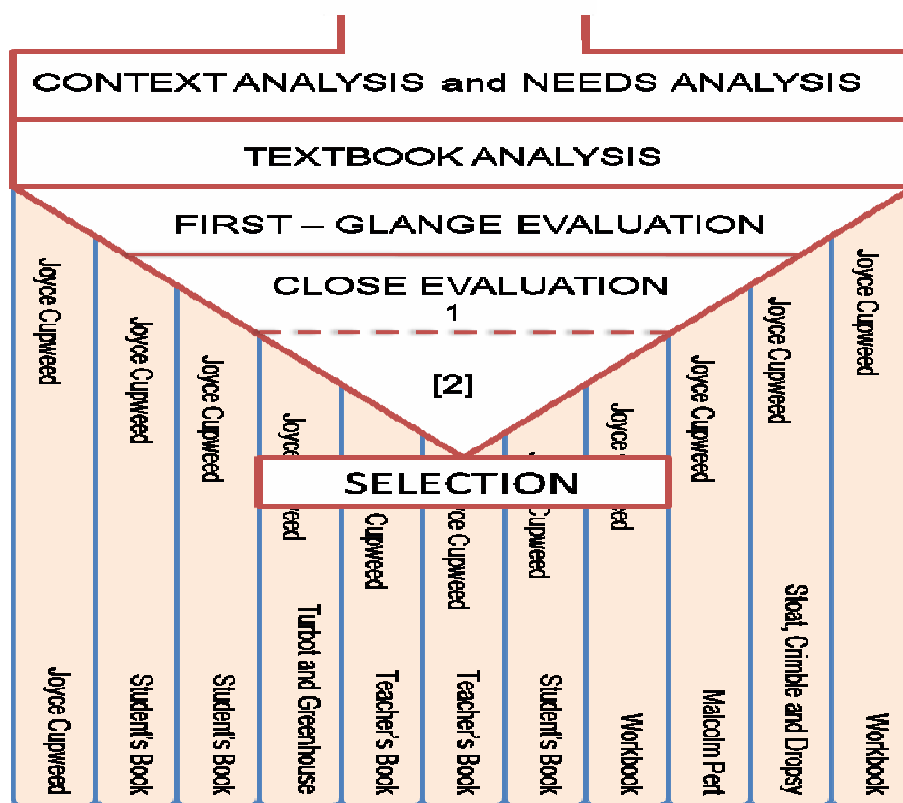
Y= Your impression?

S= Student interest?

T= Tried and tested?

(Grant,1987, p.119 cited in Mc Grath, 2002, p.30)

Figure 2.5: An approach to materials evaluation for adoption (Mc Grath, 2002, p. 28)



2.5.3. Mc Donough's and Shaw's Ideas for How to Evaluate Materials

According Mc Donough and Shaw (1993, p: 61) the evaluation take place in two stages; '*external evaluation*' and '*internal evaluation*'. External evaluation is a brief

evaluation of materials such as the brief evaluation of the cover, introduction, table of contents of the coursebook after the brief evaluation the closer and more detailed evaluation the internal evaluation comes. Mc Donough's and Shaw's steps for how to evaluate coursebooks show resemblance with Grant's *'first-glance'* evaluation and 'CATALYST' acronym. The first can be thought as external evaluation and the latter can be thought as close evaluation.

2.5.3.1. Mc Donough's and Shaw's External Evaluation

Mc Donough and Shaw (1993, p: 62) point out that in this stage the criteria designed to provide comprehensive external overview for how the materials have been organized, the aim is to look at:

- the presentation made on the cover of the teacher's/student's book
- the introduction and table of contents

(Mc Donough and Shaw, 1993, p. 62).

Mc Donough and Shaw (1993, p: 63) give an example from an EFL coursebook to show the external evaluation and they italicize the certain terms and key concepts that they feel further investigation , the example is:

This book is intended for *good intermediate level* students who have already got a *basic knowledge of grammar*. The *aims* of the book are to:

- expose students to a variety of *authentic written and spoken language*, and to give them confidence in coping with it.
- provide plenty of opportunities *for oral fluency*, from *discussion* activities to full-scale *role plays*.
- expose the students to *language in use*, with *opportunities to revise areas of grammar or functional language* which may still be causing problems.

(Mc Donough and Shaw, 1993, p. 62).

Mc Donough and Shaw (1993, p: 63) claim that the claims made by the author in this book are too strong and it needs further evaluation to clarify the claims made by the author. From the introduction or the presentation of the book we can normally get comments on:

- *The intended audience.* This material is designed for whom. Are the topics suitable for our intended audience
- *The proficiency level.* The material should be suitable for the levels of the intended audience and it needs investigation whether the book is at suitable level for the intended audience.
- *The context in which the materials are to be used.* We should determine whether the coursebook is for general learners or for teaching English for Specific purposes (ESP).
- *How the language has been presented and organized into teachable units/lessons.* The length and the number of the units are suitable for the given educational programme.
- *The author's views on language and methodology.* The relationship between the language learning process and the learner is important

(Mc Donough and Shaw, 1993, p. 62).

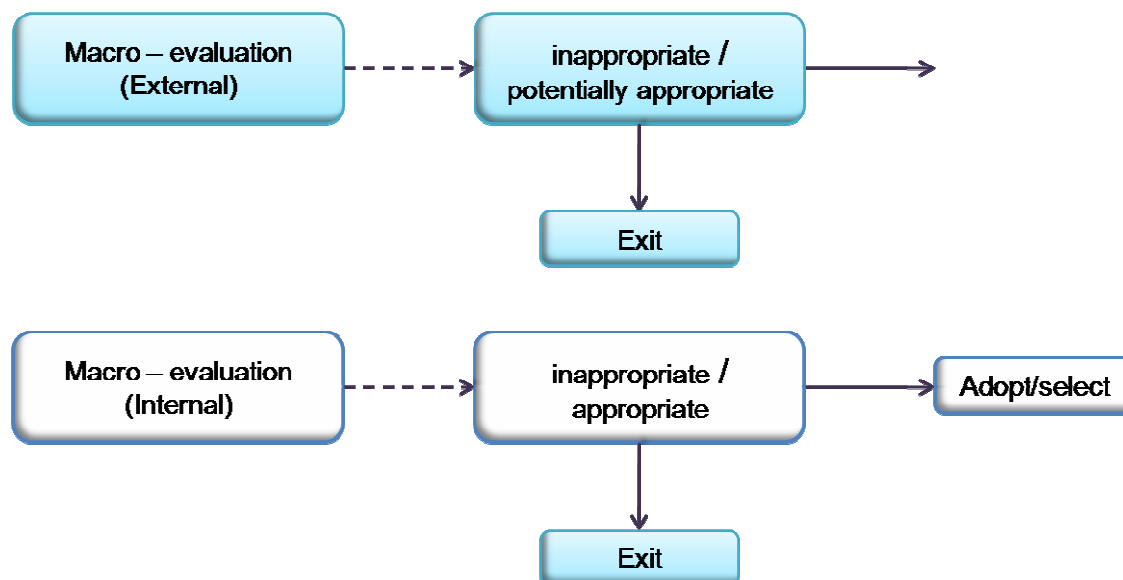
According to Mc Donough and Shaw (1993, p. 64-65), when it is thought in a broad sense the factors that should be thought in external evaluation stage are:

- Are the materials to be used as the main 'core' course or to be supplementary to it?
- Is a teacher's book in print and locally available?
- Is a vocabulary list/index included?
- What visual material does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?
- Do the materials represent minority groups and/or women in a negative way? Do they present a 'blanced' picture of a particular country/society?
- The inclusion of audio/video material and resultant cost.
- The inclusion of tests in the teaching materials (diagnostic, progress, achievement); would they be useful for your particular learners?

(Mc Donough and Shaw , 1993, p. 65-66).

Mc Donough and Shaw (1993, p. 66) claim that after finishing external evaluation we can go on with internal evaluation if the coursebook is appropriate for selection and adoption purposes but if not we can exit.

Figure 2.6: Mc Donough's and Shaws overview of the materials evaluation process
(Mc Donoug and Shaw, 1993, p. 66)



2.5.3.2. Mc Donough's and Shaw's Internal Evaluation

Mc Donough and Shaw (1993, p. 66) report that it is the same as in-depth evaluation of the material and the aim in this stage to see whether the claims made by the author in the external evaluation stage matches in reality with the material.

According to Mc Donough and Shaw (1993, p. 67) in internal evaluation at least two units or preferably more units should be evaluated by taking into these factors:

- The presentation of the skills in the materials
- The grading and squencing of the materials
- Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or artificial?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?

- The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course material
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self study and is such a claim justified?
- Are the materials sufficiently 'transparent' to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

(Mc Donough and Shaw, 1993, p. 67-70).

2.5.3.3. Mc Donough's and Shaw's Overall Evaluation

Mc Donough and Shaw (1993, p: 70) point out that after external and internal evaluation the overall evaluation can take place for the suitability of the coursebook by taking into consideration these parameters:

- 1- *The usability factor.* How the intended coursebook is applicable for the particular syllabus.
- 2- *The generalizability factor.* A coursebook can not be useful wholly for an individual or a group but some parts of it can be useful when this is thought it takes us to the other point.
- 3- *The adaptability factor.* Some parts can be added or extracted to make the material suitable for the group or individual, for example some reading passages may be unsuitable so they can be extracted to make it suitable for the learners needs.
- 4- *The flexibility factor.* Some coursebooks can be easily integrated into different syllabus and allows to make changes in other words they are not rigid in use

(Mc Donough and Shaw, 1993, p. 70).

By thinking these parameters we can reach our own results and we can find the suitable material for our groups or individuals.

2.5.4. Hutchinson's ideas for How to Evaluate Materials

Hutchinson (1987, p: 41) points out that if the evaluator gets more and more information the result will be the best in other words to find the right coursebook one needs to get as much as information he/she can get.

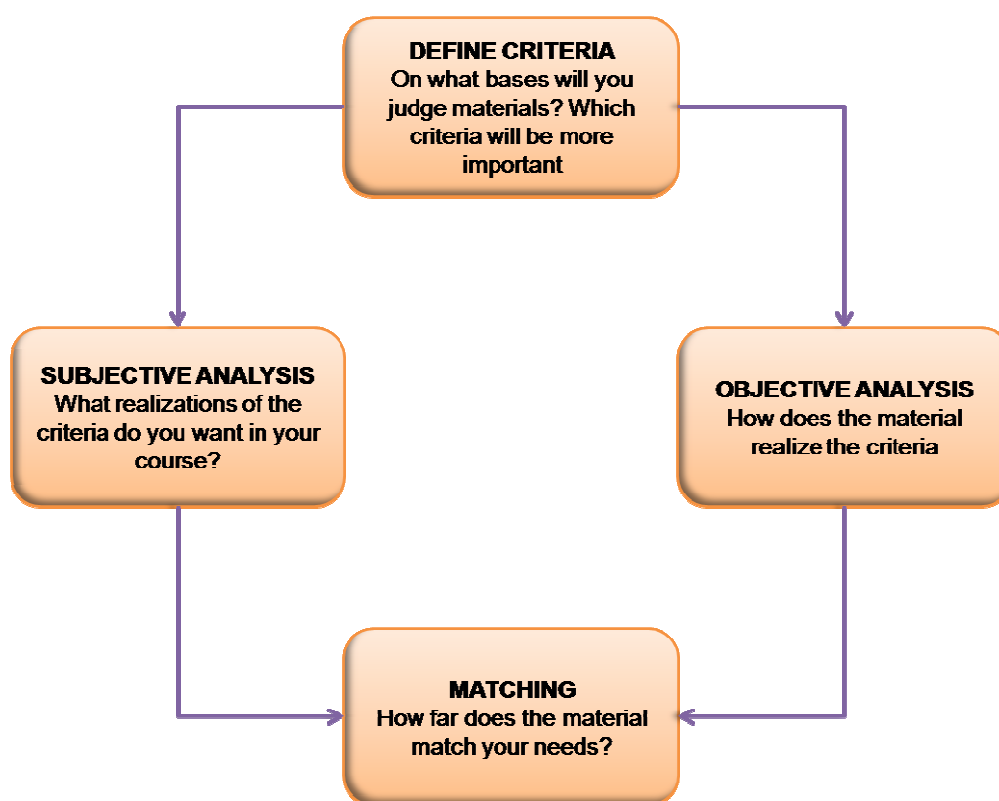
According to Hutchinson (1987, p: 41) in the analysis of materials we need two basic questions:

- 1- What does this tell you about the author's view of language and/or learning?
- 2- Do you agree with this view?

(Sheldon, 1987, p. 41).

According to Hutchinson (1987, p. 41) these questions show that materials evaluation should match with the needs and assumptions of a particular group or individuals and it should seek for solution with the light of the needed assumptions.

Figure 2.7: Hutchinson's evaluation stages (Sheldon, 1987, p. 41)



Hutchinson (1987, p.41) calls the evaluation process as the matching process for the evaluation should match with the assumed needs and he defines four stages for the evaluation process:

- 1- Define the criteria on which the evaluation will be based.
- 2- Analyse the nature and underlying principles of the particular teaching/learning situation.

3- Analyse the nature and underlying principles of the available materials and test the analysis in the classroom.

4- Compare the findings of the two analyses

(Sheldon, 1987, p.41).

2.5.5 Evan's and St John's Ideas for How to Evaluate Materials

- Evans and St John (1998, p: 173) state that a good material provider should be able to:
- Select appropriately from what is available;
- Be creative with what is available;
- Modify activities to suit learners' needs; and
- Supplement by providing extra activities (and extra input)

(Evans and St John, 1998, p. 173).

This means that to achieve selecting good materials as a provider one needs to make a good evaluation of the material before making a choice, for the evaluation of material Evans and St John (1998, p: 173) report that to make good choices we need appropriate criteria and they claim that at first we should use two or three criteria and then we should apply the others to define the weaknesses, strengths etc. and they put forward these questions to ask as an initial criteria when selecting materials:

- Will the materials stimulate and motivate?
- To what extent does the material match the stated learning objectives and your learning objectives?
- To what extent will the materials support that learning?

According to Evans and St John (1998, p: 173) the evaluation of the real content and carrier content of the material is very important, the carrier content must be appropriate and the real content must match with the course objectives, the real content refers to the exploited content while the latter refers to content of the particular activities.

2.5.6. Ellis's Ideas About How to Evaluate Materials

According to Ellis (1996, p:36) teachers need to evaluate materials to make a good choice and he offers two types of evaluation:

- *Predictive evaluation*: teachers need to conduct a predictive evaluation to find which material fits to their needs, objectives, it is to guess the future performance of the chosen material.
- *Retrospective evaluation*: In a way this type of evaluation is the testing the validity of the predictive evaluation. In this evaluation we decide whether it is worth to use this material or whether the given activities work or not, if it works it is worth to use the material again.

Ellis's (1996, p: 36) types of evaluation is similar to Cunningsworth's (1995, p: 14) pre-use, in-use evaluation. Ellis (1996, p: 37) also talks about two approaches for material evaluation, he calls these approaches as:

- *Micro evaluation studies*: In this evaluation the teacher selects one special part and the teacher can put it to macro evaluation, in a way this type of evaluation is the first step for evaluation and it provides basis for macro evaluation.
- *Macro evaluation studies*: It is to make an entire evaluation of the material, whether it works entirely or not

These approaches are the same as Cunningsworth's (1995, p. 1-2) impressionistic and in-depth evaluation, Mc Grath's (2002, p:29) first-glance evaluation and CATALYST acronym, Mc Donough's and Shaw's (1993, p: 62-66) external and internal evaluation.

2.6. Studies Conducted on Coursebook Evaluation

A study on coursebook evaluation is carried out by Özdemir (2007), the aim was to determine how effective the coursebook was in some certain areas both for teachers and for students. According to Özdemir (2007) it was assumed that the teachers were not satisfied with the used coursebook in some certain aspects but it was assumed that the students were satisfied with the effectiveness of the coursebook in some certain aspects. These aspects for students to determine the effectiveness of the fourth grade coursebook were:

How effective was the fourth grade coursebook in achieving its aims in general according to students?

More specifically the study was aimed to determine the effectiveness of the coursebook for students in terms of the design, the presentation of linguistic content, the presentation of vocabulary items, exercises and activities to reach the purpose of practicing

newly learnt items, supporting materials and the ability to motivate students to the exercises of the fourth grade coursebook.

The aspects for teachers to determine the effectiveness of the fourth grade coursebook were:

How effective was the fourth grade coursebook for teachers in general?

More specifically the study was aimed to determine the effectiveness of the coursebook for teachers in terms of the presentation of linguistic content, the presentation of vocabulary items, exercises and activities to reach the purpose of practicing newly learnt items, the aims to reach the aims of the curriculum, the needs of the students according to teachers, the needs of teachers, its approach to foreign language teaching and learning, the design and the layout of the coursebook, organization of the material, its supporting materials.

In order to reach these aims Özdemir (2007) used the student questionnaire, teacher questionnaire and teacher interview. They were prepared by the researcher, the categories and items in the questionnaires were selected from the literature pool in coursebook evaluation. The subjects in this study were 15 fourth-grade English teachers and 102 fourth grade students from public schools of Ankara. Thirteen public primary schools took part in this study. The data was analyzed by using descriptive statistics and to do this SPSS program was used, the frequency and percentages for each category was taken and the comment was carried out according to these results.

According to the results contrary to the assumptions both teachers and students shared the same ideas and for the both groups the coursebook was effective in terms of meeting their needs related to the language learning and teaching. The results showed that both groups found the coursebook effective and satisfied with the coursebook at high levels except for a few points. Although the results showed that the two groups found the coursebook effective in general the rate for some parts change between the groups. According to the results students are more satisfied with the coursebook than teachers.

In a similar study carried out by Güreli (2008) it is aimed to evaluate the nine and ten grade elementary level English coursebook named as New Bridge to Success which is published by the Ministry of National education from the perspectives of teachers and students. In this study it is aimed to find answers for these research questions:

- What are the expectations of 9th grade and 10th grade students from the English lesson?
- Why do the students want to learn English?
- What is their background knowledge about the language and language skills especially which language skill do they want to improve at school?
- To what extent do the English coursebooks meet students' expectations?
- What do Çanakkale Science High School teachers expect from an English coursebook?
- To what extent do the English coursebooks meet teachers expectations?

(Gürel, 2008, p. 4)

It was assumed that both teachers and students were aware of their needs and aims, lacks, wants from an ideal English coursebook.

In order to find answers for these research questions Gürel (2008) used seven questionnaires and she got both qualitative and quantitative data. Frequencies, percentages, standard deviations were calculated and the data collected from needs analysis were transcribed, analyzed and grouped. In this study there were totally 126 students and 60 of them were 9th grade students 66 of them were 10th grade students and four EFL teachers from the same school took part in the study. The researcher divided the study into three phases and in the first phase the aim was to determine the motivation types of the students in the second phase the aim was to formulate a criteria according to students answers for the first phase and in the third phase the aim was to evaluate the coursebook. For these phases the teachers also included in the study.

According to the results Gürel (2008) found that the used coursebook is not suitable for this school in terms of the language background of learners needs of learners and teachers and gender factor.

In another study carried out by Kayapınar (2009) the aim was to find out the teachers' views on the quality of beginner and intermediate level widely used foreign language coursebooks for preparatory classes in twenty five different high schools. For this study two English coursebooks were chosen and 134 English teachers took part in the study in Mersin. With the light of the literature a 76 items questionnaire was prepared and open ended questions were asked to teachers to get their views on the chosen coursebooks. SPSS program and Microsoft Excel programs were used to analyze the data. According to

the results Kayapınar (2009) found that in general the coursebook packages do not meet the needs and represent the expectations of teachers and also they do not meet the needs of learners.

Nemati (2009) carried out a study and its purpose was the evaluation of an English coursebook against the available and common criterion and the evaluation of vocabularies systematically. To achieve this Nemati (2009) used a questionnaire and interview. Since the purpose was to find a good criterion for evaluation the researcher looked through different checklists from the literature, from these criterion the most important ones were chosen and the questionnaire was prepared by also considering vocabulary factor. The chosen book for evaluation was pre-university English coursebook. In the study 26 pre-university teachers from different governmental and non-governmental schools took part. At first with the determined criteria the teachers evaluated the coursebook through questionnaire and interview and then the aim was to find out whether the used text's vocabulary is appropriate or not or its sequence is correct or not. According to the results Nemati (2009) found out that the evaluated coursebook was accepted by the teachers who were familiar with the coursebook according to the chosen criterion and its vocabulary teaching is systematic by concluding that the other sub parts of the evaluation is acceptable for the evaluated coursebook

In another study carried out by Alamri (2008) an evaluation of sixth grade coursebook for Saudi boys' school, the purpose was to evaluate the quality of sixth grade English coursebook which was recently released for the first time by the ministry of education of the Kingdom of Saudi Arabia, the book was evaluated in terms of general appearance, design and illustration, accompanying materials, objectives, topic contents, language contents, social and cultural contexts, language skills, teachability, flexibility, teaching methods, and practice and testing.

The researcher sought to answer these two questions; how satisfactory are these aspects? Are these aspects appropriate for teachers needs? To answer these questions Alamri (2008) had totally 127 participants, 113 of the participants were teachers and 14 of them were supervisors. In this study a uni dimensional questionnaire is used and it was adopted from four sources. In the analysis section SPSS program was used with descriptive statistics and T-tests. The results pointed out that the evaluated coursebook is a good coursebook in terms of chosen aspects except for teaching methods and for some other

sub-items, the book meets the expectations of teachers and supervisors although it has some weak points.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

In this chapter the design of the study, the setting, the participants, procedures for data collection, procedures for data analysis is presented. In addition to this, the instruments used in the study is presented.

3.2. The Design of the Study

In this study the survey research design is used. This research study is based on the evaluation of Breeze 9 (Breeze 9 –MEB: 2012) the 9th grade English coursebook for Turkish public high schools. This research study aims to find answer for how effective Breeze 9, the 9th grade English coursebook is for 9th grade students and teachers at Turkish public high schools interms of the categories concerning aims, grammar teaching, communicative activities and presentation and needs and interests. In order to collect data for the study one questionnaire was designed for students and one questionnaire and open ended questions were designed for teachers. To collect data the study was administrated in Edirne and in its different districts with 135 9th grade students and 30 9th grade English teachers. In order to collect data from target groups the questionnaires were directly administrated by the researcher to the target groups.

3.3. Setting

The study was carried out in Edirne and in its districts with 135 9th grade high school students and 30 9th grade high school EFL teachers. The study was carried out in Edirne and its districts Keşan, Uzunköprü, Havsa. The study was carried out at Turkish public high schools with 9th grade high school students and 9th grade high school EFL teachers.

3.4. Participants

135 9th grade high school students and 30 9th grade high school EFL teachers participated in this study. All the participants were high school 9th grade students and teachers. The teaching experience year of teacher participants showed changes but the student participants' English learning experience did not change because the MONE's language learning courses starts at primary school at 4th grade. There were 77 female 9th grade high school students and 58 9th grade male high school students. The total number of the 9th grade high school teacher participants were 30 and 25 of the teacher participants were female and 5 of the teacher participants were male.

The number of the 9th grade English teachers was limited so that the researcher could reach only 30 9th grade English teachers. The study administrated in Edirne and its districts but at the high schools where the study was administrated to the gender of the teachers were generally female so that the number of the female teacher participants were higher than the number of the male teacher participants. However, the number of the female and male 9th grade high school student participants in the study were close to one another. Table 3 shows the number of the female and male participants' numbers both for 9th grade high school students and EFL teachers.

Table 3.1 Gender of the Participants

GENDER	FEMALE	MALE	TOTAL
Student participants	77	58	135
Teacher participants	25	5	30
Total	102	63	165

As it is seen in the table the total number of the participants were 165. 102 of the participants were female and 63 of the participants were male.

3.5. Procedures for Data Collection

In order to obtain data for the study the researcher at first took the needed permission from Edirne district national education directorate (DNED) according to EARGED (research and development in education in MONE) rules. The permission was given from DNED in May. The needed high schools to get data were determined and then the permission paper was given to this schools by the researcher. The teachers and the

students were told to participate in the study voluntarily which means only volunteer 9th grade students and 9th grade English teachers participated in the study. In order to administrate the study the researcher determined 12 high schools in Edirne and its districts Keşan, Uzunköprü, Havsa with 135 9th grade high school students and 30 9th grade high school English teachers. The study was administrated in 2011-2012 academic year in May.

The administration of the study took two weeks because the administration of the study was designed according to the timetable of each school's teachers and students. In every school the permission paper was given to the school manager and the study was administrated with the volunteer participants. The participants at first were told about the aim of the study and then they got information about the questionnaire that they had four sections in the questionnaire: aims of the coursebook, grammar teaching of the coursebook, communication activities and its presentation in the coursebook and the needs and interests of the participants for the coursebook. Then, the participants were given 40 minutes to complete the questionnaire.

3.6. Procedures for Data Analysis

In this study the researcher had both qualitative and quantitative data. In order to analyse data SPSS statistics program was used. The items were coded to SPSS statistics program as:

5= strongly agree

4= agree

3= undecided

2= disagree

1= strongly disagree

Then the frequencies, means, percentages, standard deviations were calculated. In the questionnaire there are four sections. For each category the overall means, frequencies, percentages and standard deviations were calculated, in addition to this, means, frequencies, percentages and standard deviations were calculated for each item. In order to obtain data Independent Sample T- test was used in the student questionnaire. For each section the Independent Sample T- test results were calculated. ANOVA test was also used. It was used only in the teachers questionnaire. For each section Anova results were

calculated to get data. The effectiveness of the coursebook according to categories will be determined by this criteria:

1-1.80= very low

1.81-2.60=low

2.61-3.40=moderate

3.41-4.20=high

4.01-5.00=very high

The means and standard deviations were calculated for each item and this is done in the analysis of students' questionnaire and teachers' questionnaire. This analysis is done to get an idea about the means for each item in the questionnaire. For each category and for each item the means and standard deviations were calculated.

The overall means for each category were calculated. In order to do this the items for each category were computed in compute variable section in SPSS statistics program and then the overall means for each category were calculated. Also to comment on the general effectiveness of the coursebook, the overall means of the all categories were calculated. For each category the results for T-test were calculated in the student questionnaire to obtain data whether there is a difference in the effectiveness of the coursebook according to students' sex for each category. Also Anova test was used for per category in the teachers questionnaire to obtain data about the effectiveness of the coursebook according to teachers' experience for each category.

3.7. Instruments

In this study in order to gather data about the effectiveness of Breeze 9 the 9th grade coursebook according to 9th grade high school students and teachers a questionnaire for students and a questionnaire and open ended questions for each category were used by the researcher. The questionnaires for teachers and students had four categories.

The first category was intended to evaluate the effectiveness of the aims of the coursebook, the second category was designed to elicit information about the effectiveness of the grammar teaching of the coursebook, the third category was for the communicative activities and its presentation in the coursebook and the last category was intended to evaluate the effectiveness of the coursebook in terms of the needs and interests of the students and teachers. The categories were decided with the supervisor by checking the

literature for coursebook evaluation and then a questionnaire for teachers, a questionnaire for students and an interview for teachers were designed.

The literature for coursebook evaluation criteria were reviewed and with the supervisor's evaluation the criteria were adopted from Cunningsworth (1986, 1995) Mc Donough and Shaw (1993), Hutchinson (1987), Mc Grath (2002). The questionnaires' items were determined according to the research study and according to the checklists. The expert opinions were taken to determine the items for the questionnaires and after the construction of the questionnaires the necessary changes were made according to the expert opinions. Some terms used in the questionnaire were not correct and with expert opinions wrong terms were replaced by the correct ones. Some items in the questionnaires were not suitable for the participants for example some items in student's questionnaire in aims category were not suitable for students and with the expert opinion these items were only used in the teacher questionnaire or were left out in the questionnaires, these items were:

Item # 1: The aims of the book, the aims of the curriculum and the language learning aims of students match to one another.

Item # 2: The coursebook clearly presents what it aims in English language course.

Item # 3: I will be able to use English effectively at the end of the academic year with the help of the aims determined by my English coursebook.

Item # 4: This coursebook is the correct coursebook to reach the aims of the course.

With the supervisor's help item one and item four used only in the teacher questionnaire, item two and item three were not used in the questionnaires.

The questionnaires were administered in Turkish. It was thought by the supervisor that it will be easier for participants to understand the questionnaires in Turkish so that Turkish language was preferred as the questionnaires and the interview's language.

In the questionnaires the Likert Scale was used. Items were coded as:

5= *strongly agree*

4= *agree*

3= *undecided*

2= *disagree*

1= strongly disagree .

The teacher questionnaire was supported with four open ended questions to elicit more information about the determined categories.

3.7.1 The Student Questionnaire

The student questionnaire consisted of four categories and these categories are;

- Aims
- Grammar teaching
- Communicative activities and its presentation
- Needs and interests

The student questionnaire consisted of 43 items. Table 3.2 shows the categories and the number of items for each category:

Table 3.2 Categories and Number of Items In the Student Questionnaire

CATEGORIES	NUMBER of ITEMS
Aims	5 (1-5)
Grammar Teaching	10 (6-15)
Communication activities and Presentation	19 (16-34)
Needs and Interests	9 (35-43)

As it is seen in the table the student questionnaire consisted of 43 items and four categories. In the directives section the aim of the questionnaire was defined and the participants were informed about how to complete the questionnaire clearly.

The Likert Scale was used in the questionnaire and the items were coded as:

5= strongly agree

4= agree

3= undecided

2= disagree

1= strongly disagree

In the questionnaire the first category aimed to determine whether the coursebook was effective in terms of the aims.

The second category was designed to elicit the views of the students about the grammar teaching of the coursebook.

The third category was designed to gather data about the communication activities and its presentation in the coursebook. This category had more items than the other categories for communicative activities in a language class are very important.

The last category aims to gather data about the needs and interests of the students. If a coursebook does not meet the needs and interests of students this means that these learners will be reluctant in learning for the coursebook will be their main learning tool.

3.7.2. The Teacher Questionnaire

The teacher questionnaire consisted of four categories and 47 items. The items were presented in Turkish and the Likert Scale was used in the questionnaire the items were coded as follows:

5= strongly agree

4= agree

3= undecided

2= disagree

1= strongly disagree

The number of items in the teacher questionnaire indicates difference among the categories and table 3.3 defines the categories and the number of items.

In the first category the items were designed to obtain data about the effectiveness of the aims of the coursebook and seven items were designed to obtain data.

In the second category the aim was to elicit views about the effectiveness of the 9th grade English coursebook Breeze9 in terms of its grammar teaching according to 9th grade English teachers.

Table 3.3 Categories and Number of Items In the Teacher Questionnaire

CATEGORIES	NUMBER of ITEMS
Aims	7 (1-7)

Grammar Teaching	10 (8-17)
Communication activities and Presentation	19 (18-36)
Needs and Interests	11 (37-47)

The third category was designed to elicit views about the effectiveness of communicative activities and its presentation in the coursebook.

The last category was intended to evaluate the effectiveness of the coursebook in terms of the needs and interests of teachers. The items were designed to elicit the views of teachers about the effectiveness of the coursebook in terms of the needs and interests of teachers.

3.7.3. Open-ended Questions

Four open ended questions were asked to teachers to obtain qualitative data. These questions were designed according to categories of the questionnaire. For each category one open ended question was asked and the solutions for each category and the reasons why the problems appear in the coursebook for each category were asked.

3.8. Pilot study

Pilot study was conducted with forty student participants and five teacher participants. The participants were informed about the aim of the study clearly and the relevant information was given to the participants, the time for the study was 40 minutes. The aim of the pilot study was to find out the reliability of the study and to make the relevant changes in the questionnaire with an expert opinion. As a result of the pilot study the expert opinions were taken and the needed changes in the study were made. In the analysis of the pilot study SPSS package statistics program was used. Table 3.4 shows the results of the pilot study:

Table 3.4 Reliability Analysis of the Pilot Study

Reliability Statistics for students

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.973	.973	43

Reliability Statistics for teachers

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.973	.973	47

As it is seen in the table the reliability of the questionnaire is high both for teachers and students. The Cronbach's Alpha is .97 so that the reliability of the questionnaire is high. If the Cronbach's Alpha is higher than 0.70 this means that this questionnaire has high reliability so that the piloting questionnaire has high reliability because the Cronbach's Alpha is ≥ 0.70 .

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

In this chapter the results of the student questionnaire and the teacher questionnaire for each category are presented. The comparison of the results of the student questionnaire and the teacher questionnaire are discussed. The T-test results of the student questionnaire for the effectiveness of the coursebook in terms of students' gender and the ANOVA results of teacher questionnaire for effectiveness of the coursebook in terms of teachers' experience are discussed. Finally, the results of open-ended questions for each category are discussed in this chapter.

4.2. Results of Student Questionnaire

In this part the results of aims, grammar teaching, communicative activities and its presentation and the needs and interests of students' categories which are designed for the evaluation of Breeze 9 the 9th grade English coursebook will be presented.

4.2.1 How effective is the coursebook Breeze 9 in reaching its aims according to students?

In the category concerning the aims of the coursebook the participants had five items and according to the overall means the results indicate that the coursebook Breeze 9 is high effective in terms of aims category according to students. The overall mean scores of the 9th grade high school students' for this category are presented in table 4.1.

As it is seen in the table 7 the overall mean is 3.50 and the standard deviation is .794. This means that according to the criteria defined in the procedures of data analysis section to determine the effectiveness level of the coursebook, the coursebook is high effective in terms of aims category according to students because the overall mean of this category is 3.50.

Table 4.1 The Overall Mean Scores of 9th grade High School Students' for the Aims of Breeze 9

	N	Mean	Std. Deviation
Aims	135	3.5007	.79434
Valid N (listwise)	135		

The overall mean of these items indicates that the coursebook is high effective in terms of reaching its aims according to students. In this study there are 135 high school students and in the first category there are five items. The mean scores for each item indicates a meaningful difference.

Table 4.2 presents the means of the students' results for per item in the aims category.

Table 4.2 The Mean Scores for Per Item In the Aims Category for Students

Items	N	Mean	Std. Deviation	The overall mean	The Overall Std Deviation
1- The aims of the coursebook matches with the aims that I determined for the English course	135	3.3556	1.01089	3.5007	.79434
2- The coursebook presents a detailed syllabus so that I can understand what the topic will be and what we aim to learn for each unit .	135	3.6296	1.06323	3.5007	.79434
3- The coursebook tests whether we learn the topics that we aim to learn with the exercises in the coursebook. periodic tests or unit tests	135	3.5630	1.13036	3.5007	.79434
4- The Coursebook presents appropriate activities for the aims determined for every unit and the aims in every unit appears in the other unit as an intention to repeat them	135	3.4444	1.13076	3.5007	.79434
5- The aims of the coursebook are appropriate aims to our levels	135	3.5111	1.15168	3.5007	.79434

As it is seen in the table the highest mean is for the second item, the mean is 3.62 and the second highest mean is for the third item, the mean is 3.56, the third highest mean is for the fifth item and the mean is 3.51, the fourth highest mean is for the fourth item and the mean is 3.44 and the lowest mean is for the first item and the mean is 3.35. The results for these five items in the first category change between 3.62 and 3.35 and this takes us to the overall mean scores of this category and this five items' overall mean scores indicate that Breeze 9 the 9th grade English coursebook is high effective in terms of aims category according to 9th grade high school students. The lowest mean is 3.35 and this mean is for item 1, even the lowest mean means that the students are satisfied with item 1 because 3.35 means that the students are satisfied with the item 1 moderately.

The students percentage mean scores for every item indicate difference and the percentages for strongly disagree and disagree are low but the percentages for agree and strongly agree are high.

Table 4.3 presents the percentages of each item for Likert Scale.

Table 4.3 The Percentages of Per Item in the Likert Scale for the Aims Category

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1- The aims of the coursebook matches with the aims that I determined for the English course	5.9%	11.9%	32.6%	40.0%	9.6%
2- The coursebook presents a detailed syllabus so that I can understand what the topic will be and what we aim to learn for each unit	3.7%	11.9%	23.7%	39.3%	21.5%
3- The coursebook tests whether we learn the topics that we aim to learn with the exercises in the coursebook, periodic tests or unit tests	7.4%	8.1%	25.9%	37.8%	20.7%
4- The Coursebook presents appropriate activities for the aims determined for every unit and the aims in every unit appears in the other unit as an intention to repeat them	6.7%	13.3%	26.7%	35.6%	17.8%
5- The aims of the coursebook are appropriate aims to our levels	7.4%	11.1%	24.4%	37.0%	20.0%

As it is seen in the table the highest percentages are for agree and strongly agree. This indicates that the students reflect positively for the items in the aims category. For the first item 40% of the participants indicated that they agree and 9.6% strongly agree with the first item, for the second item 39.3% of the participants indicated that they agree and 21.5% strongly agree with the second item, for the third item 37.8% of the participants indicated that they agree and 20.7% with the third item, for item four 35.6 of the participants indicated that they agree and 17.8 of the participants strongly agree with item four, for item five 37% of the participants indicated that they strongly agree with item five. All these results indicate that that the coursebook Breeze 9 is high effective in terms of aims category according to students. The students have positive ideas about the aims of the coursebook in other words the results of the participants mentions that the participants' aims in learning English and the coursebook's aims does not mismatch.

4.2.2. How effective is the coursebook Breeze 9 in terms of grammar teaching according to students?

In the category of grammar teaching the students have ten items in the questionnaire. According to the overall mean scores of these items the results indicate that the coursebook Breeze 9 is moderate effective according to students. The overall mean scores of the 9th grade high school students' for this category are presented in table 4.4.

Table 4.4 The Overall Mean Scores of 9th grade High School Students' for the Grammar Teaching of Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Grammar teaching	135	3.3726	.65443
Valid N (listwise)	135		

As it is seen in table the overall mean for this item is 3.37 and the standard deviation is .65443. This indicates that the coursebook is moderate effective for this category according to 9th grade high school students. The overall mean for the first category is 3.50 but the overall mean for this category is 3.37. The results indicate that the coursebook Breeze 9 is high effective according to students in terms of the category

involving aims of the coursebook but the coursebook Breeze 9 is moderate effective in terms of the category concerning grammar teaching of the coursebook according to students. Table 4.5 presents the overall mean scores of the aims category and grammar teaching category.

Table 4.5 The Overall Mean Scores of 9th grade High School Students' for the Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive statistics			
	N	Mean	Std. Deviation		N	Mean	Std deviation
Grammar teaching	135	3.3726	.65443	Aims	135	3.5007	.79434
Valid N (listwise)	135			Valid N (listwise)	135		

As it is seen in table 11 the results indicate that the overall mean for the category concerning the aims category is higher than the overall mean of the category involving grammar teaching category and this means that the coursebook is more effective in terms of the category of aims according to students. The overall mean of the aim category is 3.50 but the overall mean for grammar teaching category is 3.37.

In this category there are 10 items and the means for per item indicate difference to one another. The means for per item indicate difference and the overall mean of these items indicate the effectiveness level of the coursebook for grammar teaching category.

The mean scores for per item for grammar taching category according to students is presented in table 4.6.

As it is seen in the table the mean scores for per item indicate difference. The means of items for this category change between 3.17 and 3.55. In this category the highest mean is for item 10, the book teaches the grammar subjects with authentic activities and real like situations. The second highest mean is for item 6 the coursebook teaches the basic grammar items and the mean is 3.50. For item seven the mean is 3.48 and this is the third highest mean. The fourth highest mean is for item twelve and the mean is 3.43, the fifth highest mean is for item 8 and the mean is 3.42. For item fifteen the mean is 3.34 and this is the sixth highest mean. For item 11 the mean is 3.33 and this is the seventh highest mean. For item 13 the mean is 3.28, for item 14 the mean is 3.18, for item nine the mean is 3.17 and this mean is the lowest mean among items.

Table 4.6 The Mean Scores for Per Item In the Grammar Teaching Category for Students

Items	N	Mean	Std. Deviation	The overall mean	The overall std deviation
6- The coursebook teaches the basic grammar subjects	135	3.5037	1.11886	3.3726	.65443
7- Grammar subjects are thought from easy to difficult and the levels of the grammar subjects are appropriate to our level	135	3.4815	1.13198	3.3726	.65443
8- The learned grammar subjects are repeated in different units and with the help of repetition I am able to repeat a grammar subject which is difficult for me to learn	135	3.4222	1.08907	3.3726	.65443
9- I am able to use the grammar subjects that I learned effectively when I use the writing and speaking skills	135	3.1778	1.14518	3.3726	.65443
10- The coursebook teaches the grammar subjects with authentic activities and real like situations	135	3.5556	1.06971	3.3726	.65443
11- The coursebook teaches the grammar rules inductively to make students learn better by making them do many exercises	135	3.3333	1.02214	3.3726	.65443
12- The coursebook presents adequate number of activities in teaching grammar	135	3.4370	1.20079	3.3726	.65443
13- The grammar subjects in the coursebook are interesting for us	135	3.2889	1.30936	3.3726	.65443
14- There are checklists at the end of every unit to check to what extent I learned the new grammar subjects and with the help of this I am able to see the deficiencies for each grammar subject for each unit	135	3.1852	1.17299	3.3726	.65443
15- In every unit adequate number of grammar subjects are thought and the coursebook does not exaggerate the number of the grammar subjects that will be thought in one unit	135	3.3407	1.22269	3.3726	.65443

All these results indicate that the mean for every item indicates difference and the overall mean for these items indicates that the coursebook Breeze 9 is moderate effective in terms of grammar teaching category according to students.

The percentages of the responses for every item indicate difference and table 4.7 presents the percentages of the responses given for each item.

Table 4.7 The Percentages of Per Item in the Likert Scale for Grammar Teaching Category

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6- The coursebook teaches the basic grammar subjects	5.2%	14.1%	25.9%	34.8%	20.0%
7- Grammar subjects are thought from easy to difficult and the levels of the grammar subjects are appropriate to our level	5.9%	11.9%	31.9%	28.9%	21.5%
8- The learned grammar subjects are repeated in different units and with the help of repetition I am able to repeat a grammar subject which is difficult for me to learn	4.4%	17.0%	26.7%	35.6%	16.3%
9- I am able to use the grammar subjects that I learned effectively when I use the writing and speaking skills	11.1%	12.6%	35.6%	28.9%	11.9%
10- The coursebook teaches the grammar subjects with authentic activities and real like situations	4.4%	12.6%	24.4%	40.0%	18.5%
11- The coursebook teaches the grammar rules inductively to make students learn better by making them do many exercises	3.7%	17.8%	31.9%	34.8%	11.9%
12- The coursebook presents adequate number of activities in teaching grammar	8.9%	11.9%	26.7%	31.9%	20.7%
13- The grammar subjects in the coursebook are interesting for us	12.6%	14.8%	25.9%	24.4%	22.2%
14- There are checklists at the end of every unit to check to what extent I learned the new grammar subjects and with the help of this I am able to see the deficiencies for each grammar subject for each unit	9.6%	17.8%	31.1%	27.4%	14.1%
15- In every unit adequate number of grammar subjects are thought and the coursebook does not exaggerate the number of the grammar subjects that will be thought in one unit	7.4%	21.5%	20.0%	31.9%	19.3%

As it is seen in the table 4.8 the lowest percentages of the responses for per item is for strongly disagree and disagree. The percentages of the responses for per item in this category for strongly disagree change between 3.7% and 12.6% and this indicate that the percentages of strongly disagree are low. The percentages for disagree for this category change between 11.9% and 21.5%. The percentages for undecided in this category change between 35.6% and 20.0%. The percentages for agree in this category change between 40.0% and 24.4% and the percentages for strongly agree change between 22.2% and 11.9%. The highest percentages are for agree, undecided and strongly agree, all these percentages indicate that the overall mean scores for this category are close to moderate effective criteria so that the coursebook is moderate effective in terms of grammar teaching category.

The results of the students for the category concerning grammar teaching indicates that the participants have positive ideas about the grammar teaching of the coursebook.

Although the student participants have positive ideas about the category concerning grammar teaching of the coursebook, this may not mean that the coursebook's grammar teaching is effective for the teachers have higher pedagogical knowledge than the students but this should not mean that the teachers should neglect the positive ideas of the students about the grammar teaching of the coursebook.

4.2.3. How effective is the coursebook Breeze 9 in terms of communicative activities and presentation according to students?

In the category of communicative activities and presentation there are 19 items for students. According to the overall mean scores of this category the coursebook Breeze 9 is moderate effective according to 9th grade high school students.

The overall mean scores of communicative activities and presentation for 9th grade high school students are presented in table 4.8.

Table 4.8 The Overall Mean Scores of 9th grade High School Students' for the Communicative activities and presentation of Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation

Communicative activities and presentation	135	3.4070	.72148
Valid N (listwise)	135		

As it is seen in table 14 the overall mean for communicative activities and presentation of Breeze 9 for student participants is 3.40 and the standard deviation is, 72148. The overall mean scores of this category indicate that the coursebook Breeze 9 is moderate effective according to 9th grade high school students. The overall mean scores of grammar teaching category indicate that the coursebook is moderate effective according to students and the overall mean for this category is 3.37, for communicative activities and presentation category the overall mean is 3.40 so the overall mean scores of both categories indicate that not only the category concerning grammar teaching is moderate effective for 9th grade high school students but also the category involving communicative activities and presentation is moderate effective for 9th grade high school students.

Only the aims category for Breeze 9 is high effective among these three categories, the overall mean of this category is 3.50 and this indicates that the coursebook is high effective in terms of the category concerning aims of the coursebook according to students, but the coursebook is moderate effective in terms of grammar teaching and communicative activities and presentation categories according to students. Table 4.9 presents the overall means of aims, grammar teaching, communicative activities and presentation categories.

Table 4.9 The Overall Mean Scores of 9th grade High School Students' for the Communicative activities and presentation, Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation		N	Mean	Std. Deviation
Communicative activities and presentation	135	3.4070	.72148	Grammar teaching	135	3.3726	.65443	Aims	135	3.5007	.79434
Valid N (listwise)	135			Valid N (listwise)	135			Valid N (listwise)	135		

As table 15 indicates, the overall mean for the aims category is 3.50, the overall mean of communicative activities and its presentation category is 3.40 and the overall

mean of grammar teaching category is 3.37. These overall means indicate that the aims category is high effective according to students but communicative activities and presentation and grammar teaching categories are moderate effective according to students.

The results mention that the student participants have positive ideas about the effectiveness of the coursebook in terms of the categories involving aims, grammar teaching, communicative activities and presentation, needs and interests. The teachers should take into consideration the positive ideas of the learners about the effectiveness of the coursebook and also the teachers should determine the negative ideas of the learners about the effectiveness of the coursebook and they should try to raise the effectiveness of the coursebook.

The means for per item indicate difference, the means of these items is presented in table 4.10.

Table 4.10 The Mean Scores for Per Item In the Communicative activities and presentation Category for Students

Items	N	Mean	Std. Deviation	The overall mean	The overall std deviation
16- The communicative activities in the coursebook help students to use English effectively	135	3.3333	1.12635	3.4070	.72148
17- The communicative activities in the coursebook are interesting activities for us	135	3.0593	1.28576	3.4070	.72148
18- The activities in the coursebook are authentic activities and real like situations	135	3.3630	1.13695	3.4070	.72148
19- The book gives the oppurtunity of having group work and pair work	135	3.3333	1.22169	3.4070	.72148
20- We are able to use reading, writing, listening, speaking skills during the communicative activities in the coursebook	135	3.6074	1.21616	3.4070	.72148
21- Communicative activities	135	3.5407	1.14451	3.4070	.72148

in the coursebook allows us to use our creativity in the classroom					
22- Communicative activities in the coursebook are done totally with the teacher control	135	3.4741	1.30344	3.4070	.72148
23- Communicative activities in the coursebook allow us peer check during the activity	135	3.4667	1.23264	3.4070	.72148
24- Communicative activities in the book are adequate in terms of topic diversity	135	3.2667	1.24709	3.4070	.72148
25- Communicative activities in the coursebook are appropriate to our levels	135	3.4667	1.22657	3.4070	.72148
26- Communicative activities in the coursebook covers examples from our culture and English culture	135	3.4296	1.19414	3.4070	.72148
27- Communicative activities in the coursebook helps us to improve our pronunciation	135	3.5333	1.23868	3.4070	.72148
28- The directive sentences in the coursebook used for communicative activities are clear enough and tells us what to do in each activity	135	3.3926	1.06572	3.4070	.72148
29- communicative activities are presented only in one section of the coursebook and there is communication in the classroom only in this section	135	3.2815	1.12404	3.4070	.72148
30- There is communication in the classroom in all activities	135	3.2667	1.16029	3.4070	.72148
31- Communicative activities help us to be in communication not only in the classroom but also out of the classroom	135	3.4889	1.21475	3.4070	.72148
32- Communicative activities help us to use our all senses	135	3.4889	1.35969	3.4070	.72148
33- Communicative activities in the coursebook help us to responsibility both in the classroom and out of the classroom	135	3.5333	1.13163	3.4070	.72148
34-The communicative activities in the coursebook raise my ambition to speak	135	3.4074	1.132314	3.4070	.72148

English					
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As the table indicates the mean scores for per item is different to one another. The means for this category for per item change between 3.60 and 3.05. The highest mean is for item 20 we are able to use reading, writing, listening, speaking skills during the communicative activities in the coursebook and the lowest mean is for item seventeen the communicative activities in the coursebook are interesting activities for us.

The second highest mean is for item 21 and the mean of this item is 3.54. the third highest mean is for items 27-33 and the mean for these two items is 3.53. As it is seen the mean scores for per item indicate difference and the overall mean scores of these items indicate that the coursebook is moderate effective in terms of communicative activities and its presentation.

The percentages of the responses for per item indicate difference and table 4.11 presents the percentages of the responses given for each item.

Table 4.11 Percentages of Per Item in the Likert Scale for Communicative Activities and Its Presentation Category

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
16- The communicative activities in the coursebook help students to use English effectively	5.9%	18.5%	27.4%	32.6%	15.6%
17- The communicative activities in the coursebook are interesting activities for us	17.0%	15.6%	24.4%	30.4%	12.6%
18- The activities in the coursebook are authentic activities and real like situations	6.7%	16.3%	27.4%	33.3%	16.3%
19- The book gives the opportunity of having group work and pair work	6.7%	21.5%	25.2%	25.2%	21.5%
20- We are able to use reading, writing, listening, speaking skills during the	7.4%	12.6%	18.5%	34.8%	26.7%

communicative activities in the coursebook					
21- Communicative activities in the coursebook allows us to use our creativity in the classroom	5.9%	13.3%	23.0%	36.3%	21.5%
22- Communicative activities in the coursebook are done totally with the teacher control	11.9%	10.4%	22.2%	29.6%	25.9%
23- Communicative activities in the coursebook allow us peer check during the activity	8.9%	11.9%	27.4%	27.4%	24.4%
24- Communicative activities in the book are adequate in terms of topic diversity	11.1%	16.3%	25.2%	29.6%	17.8%
25- Communicative activities in the coursebook are appropriate to our levels	7.4%	16.3%	22.2%	30.4%	23.7%
26- Communicative activities in the coursebook covers examples from our culture and English culture	9.6%	10.4%	26.7%	34.1%	19.3%
27-Communicative activities in the coursebook helps us to improve our pronunciation	7.4%	14.8%	21.5%	29.6%	26.7%
28- The directive sentences in the coursebook used for communicative activities are clear enough and tells us what to do in each activity	6.7%	9.6%	36.3%	32.6%	14.8%
29- communicative activities are presented only in one section of the coursebook and there is communication in the classroom only in this section	8.1%	14.1%	33.3%	30.4%	14.1%
30- There is communication in the classroom in all activities	6.7%	20.7%	28.1%	28.1%	16.3%
31- Communicative activities help us to be in communication not only in the classroom but also out of the classroom	8.9%	12.6%	20.7%	36.3%	21.5%

32- Communicative activities help us to use our all senses	14.1%	8.1%	21.5%	27.4%	28.9%
33- Communicative activities in the coursebook help us to responsibility both in the classroom and out of the classroom	4.4%	15.6%	24.4%	33.3%	22.2%
34-The communicative activities in the coursebook raise my ambition to speak English	8.1%	21.5%	20.7%	20.7%	28.9%

As the table indicates the percentages for the options agree, undecided, strongly agree are high and the percentages for the option strongly disagree and disagree are low for this category. The percentages for the option strongly disagree vary from 5.9% to 17.0%, this indicates that in this category the percentages of the responses for strongly disagree are low. The percentages for the option disagree range from 8.1% to 21.5%, this indicates that the percentages of the responses in this category for disagree are lower than the percentages of agree, strongly agree and undecided. The percentages for the option agree are high and the percentages of agree in this category vary from 20.7% to 36.3% this indicates that the percentages for agree is higher than the percentages of strongly disagree and disagree. The percentages for the option undecided range from 20.7% to 36.3% and as the results indicate the highest percentage and the lowest percentage for the options undecided and agree are in the same interval. The percentages for the option strongly agree vary from 12.6% to 28.9%, all these results indicate that the percentages for the options agree, undecided and strongly agree are higher than the percentages of strongly disagree and disagree and these results affect the overall mean scores of this category and the overall mean of this category indicates that the coursebook is moderate effective for this category according to students.

As the results indicate the coursebook Breeze 9 is moderate effective in terms of the category based on communicative activities and presentation according to students. The researchers in the field mentions that the coursebooks should be communicative so in this era the coursebooks which are not communicative can not be called as effective coursebooks both for teachers and students so that the teachers should choose coursebooks which are communicative.

4.2.4. How effective is the coursebook Breeze 9 in terms of needs and interests according to students?

In the category regarding needs and interests of students there are 9 items. The overall mean scores of the category of needs and interests indicates that the coursebook Breeze 9 is high effective according to 9th grade high school students. The overall mean scores of the needs and interests of 9th grade high school students' in Breeze 9 are presented in table 4.12.

Table 4.12 The Overall Mean Scores of 9th grade High School Students' for Needs and Interests in Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Needs and interests	135	3.4453	.81078
Valid N (listwise)	135		

As table 18 indicates the mean for needs and interest of 9th grade high school students in Breeze 9 is 3.4443 and the standard deviation is .81078. According to these results the coursebook Breeze 9 is high effective in terms of the needs and interests of 9th grade high school students. The overall mean scores of the four categories indicate that the coursebook is high effective in terms of the categories of aims and needs and interests but the coursebook is moderate effective according to students in terms of the categories of grammar teaching and communicative activities and its presentation categories. The overall mean for the aims of the coursebook category is 3.50 and the overall mean of needs and interests of students category is 3.44 so the coursebook Breeze 9 is high effective in terms of these two categories according to students. However, the overall mean of grammer teaching category is 3.37 and the overall mean of communicative activities and presentation category is 3.40. The overall means of grammar teaching and communicative activities and its presentation categories indicate that the coursebook Breeze 9 is moderate

effective in terms of these two categories. The overall mean scores of the four categories is presented in table 4.13.

The results indicate that the coursebook is high effective in terms of the category regarding needs and interests of students. A coursebook should meet the needs and interests of learners and teachers but if a coursebook does not meet the needs and interests of learners and teachers, the learners and teachers may not get the maximum benefit from the adopted coursebook.

Table 4.13 The Overall Mean Scores of 9th grade High School Students' for the Needs and Interests, Communicative activities and presentation, Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Dev.		N	Mean	Std. Dev.		N	Mean	Std. Dev.		N	Mean	Std. Deviation
Aims	135	3.50	.79434	Needs and interest	135	3.44	.81078	Com. act. and pre.	1 3 5	3.40	.72148	Gra · Tea ·	1 3 5	3.37	.65443

As table 19 indicates the highest overall mean is for the category of aims according to students, the second highest overall mean is for the category of needs and interests according to students, the third highest overall mean is for the category of communicative activities and its presentation and the fourth highest mean is for the category of grammar teaching. The overall mean of the category of aims is 3.50, the overall mean of the category of needs and interests is 3.44, the overall mean of the category of communicative activities and its presentation is 3.40 and the overall mean of the category of grammar teaching is 3.37. Table 4.15 presents the ranks and the overall mean of each category according to students.

Table 4.14 The Rank of Per Category for Breeze 9 According to 9th Grade High School Students

Name of the category	Rank	The overall mean
Aims	1	3.5007
Needs and interests	2	3.4453
Communicative activities and presentation	3	3.4070
Grammar teaching	4	3.3726

As it is seen in the table the highest overall mean is for the category of aims and it is in the first rank, the second highest overall mean is for the category based on needs and interests of students and it is in the second rank, the third highest overall mean is for the category concerning communicative activities and presentation and it is in the third rank and the last overall mean is for the category involving grammar teaching and it is in the last rank in terms of the effectiveness of Breeze 9 according to 9th grade high school students.

The means of the responses for per item indicate difference to one another in the needs and interests category as in the other categories. Table 4.15 presents the means of the responses for per item.

Table 4.15 The Mean Scores for Per Item In Needs and Interests Category for Students

Items	N	Mean	Std. Deviation	The overall mean	The overall std. deviation
35- The subjects in the coursebook are interesting for me	135	3.3778	1.33756	3.4453	.81078
36- I am able to find the all subjects that I need to learn English	135	3.1778	1.25702	3.4453	.81078
37- The coursebook is appropriate to my level	135	3.3704	1.29719	3.4453	.81078
38- The coursebook adresses more than one sense when it teaches English	135	3.4074	1.16732	3.4453	.81078
39- The coursebook motivates me to learn English	135	3.4296	1.26102	3.4453	.81078
40- The coursebook helps me to learn new subjects when it is	135	3.3852	1.13942	3.4453	.81078

compared to my last English coursebook					
41- The coursebook is adequate in terms of the subject diversity	135	3.5259	1.18340	3.4453	.81078
42- The subjects are thought with real like situations and this is interesting	135	3.6000	1.20447	3.4453	.81078
43- The book has examples from Turkish culture and English culture	135	3.7333	1.16670	3.4453	.81078

As the table 4.15 indicates the means for per item differs from one another. The highest mean in this category is 3.73 and it is for item 43 the book has examples from Turkish culture and English culture. The lowest mean is 3.17 and it is for item 36 I am able to find the all subjects that I need to learn English so the means in this category for per item change between 3.73 and 3.17.

The percentages of the responses for per item indicates a meaningful difference and table 4.17 presents the percentages of the responses for per item in this category.

Table 4.16 Percentages of Per Item in the Likert Scale for Needs and Interests Category According to Students

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
35- The subjects in the coursebook are interesting for me	14.8%	11.1%	17.0%	35.6%	21.5%
36- I am able to find the all subjects that I need to learn English	11.9%	17.8%	28.9%	23.7%	17.8%
37- The coursebook is appropriate to my level	12.6%	9.6%	30.4%	23.0%	24.4%
38- The coursebook adresses more than one sense when it teaches English	8.1%	13.3%	25.9%	34.8%	17.8%
39- The coursebook motivates me to learn English	11.1%	11.1%	23.7%	31.9%	22.2%
40- The coursebook helps me to learn new subjects when it is compared to my	8.9%	11.1%	27.4%	37.8%	14.8%

last English coursebook					
41- The coursebook is adequate in terms of the subject diversity	8.9%	8.1%	26.7%	34.1%	22.2%
42- The subjects are thought with real like situations and this is interesting	6.7%	12.6%	22.2%	31.1%	27.4%
43- The book has examples from Turkish culture and English culture	5.9%	9.6%	20.0%	34.1%	30.4%

As the table 4.16 indicates the percentages of the responses for per item are different from one another. The percentages for the option strongly disagree in this category is low and they vary from 5.9% to 14.8%, the percentages for the option disagree in this category are also low and they range from 8.1% to 17.8%. The percentages for the options agree undecided and strongly agree are high. The percentages for the option undecided vary from 17.0% to 30.4%, the percentages for the option agree range from 23.0% to 37.8% and these percentages are the highest percentages interval for this category. The percentages of the option strongly agree range from 14.8% to 30.4% and all these percentages in this category affects the overall mean scores of this category and as it is mentioned the coursebook Breeze 9 is high effective in terms of needs and interests according to students.

As the results of students indicate the coursebook meets the needs and interests of students. The teachers should make their students aware of what they need from an English language course and also what they need from a coursebook to get the maximum benefit from a coursebook.

4.2.5. How effective is the coursebook Breeze 9 in terms of aims, grammar teaching, communicative activities and presentation, needs and interests according to students?

The overall mean scores of the four categories indicate that the coursebook Breeze 9 is high effective according to 9th grade High school students. Table 4.17 presents the overall mean scores of the four categories.

Table 4.17 The overall mean scores of the four categories for the effectiveness of Breeze 9 according to 9 th grade high school students

Descriptive Statistics			
	N	Mean	Std. Deviation
Total	135	3.4314	.64720
Valid N (listwise)	135		

As the table 4.17 indicates the overall mean of the four categories is 3.43 and the standard deviation is .64720, this indicates that the coursebook Breeze 9 is high effective according to 9th grade high school students in terms of the four categories. The overall mean of the aims category is 3.50 and the coursebook is high effective in terms of aims category and it is in the first rank in terms of its effectiveness, the overall mean of grammar teaching category is 3.37 and the coursebook is moderate effective in terms of this category and it is in the last rank in terms of its effectiveness, the overall mean of the needs and interests category is 3.44 and it is high effective in terms of this category and it is in the second rank in terms of its effectiveness, the overall mean of the communicative activities and its presentation is 3.40 and the coursebook is moderate effective in terms of this category according to students and it is in the third rank in terms of its effectiveness. In addition to this the overall mean of the four categories indicate that the coursebook Breeze 9 is high effective according to 9th grade high school students.

Table 4.18 presents the overall mean of the four categories and the effectiveness of Breeze 9 according to students and it also indicates the overall mean of per category, ranks and their effectiveness.

As the table 4.17 indicates the overall mean of the four categories is 3.4314 and this reveals that the coursebook is high effective in terms of the four categories according to students.

As the overall mean scores point out the coursebook is high effective according to students. The coursebook is high effective in terms of the categories involving aims,

grammar teaching, communicative activities and presentation and needs and interests according to students but the coursebook should also be high effective for teachers in terms of the four categories. If a coursebook meets only the needs and interests of learners then how a teacher can meet the needs and interests of himself/herself in a coursebook. The teachers should make their students aware of what they exactly need from a language course and what language learning exactly is and then the teachers should elicit the ideas of learners about a coursebook.

Table 4.18 The effectiveness of Breeze 9 in terms of the the four categories according to students and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean for per category and the effectiveness	The overall mean of the four categories and the effectiveness
Aims	1	3.5007 high effective	3.4314 high effective
Needs and interests	2	3.4453 high effective	3.4314 high effective
Communicative activities and presentation	3	3.4070 moderate effective	3.4314 high effective
Grammar teaching	4	3.3726 moderate effective	3.4314 high effective
Total		3.4314 high effective	

4.3. Results of Teacher Questionnaire

In this part the results of aims category, grammar teaching category, communicative activities and its presentation category and the needs and interests of teachers' categories which are designed for the evaluation of Breeze 9 the 9th grade English coursebook are presented.

4.3.1 How effective is the coursebook Breeze 9 in reaching its aims according to teachers?

There are seven items in the category concerning aims of the coursebook for teachers. The overall mean scores of this category indicate that the coursebook Breeze 9 is

low effective according to 9th grade English teachers. The overall mean scores of 9th grade English teachers for the category involving aims are presented in table 4.19.

As the table 4.19 indicates the overall mean of the category of aims for 9th grade English teachers is 2.15 and the standard deviation is .90144. In this study there are 30 9th grade English teachers and the overall mean scores indicate that the coursebook Breeze 9 is low effective according to 9th grade English teachers in terms of the aims category.

Table 4.19 The Overall Mean Scores of 9th grade English Teachers' for the Aims of Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Aims	30	2.1571	.90144
Valid N (listwise)	30		

The mean scores of the responses for per item indicate difference from one another and table 4.20 presents the mean scores for per item for the category regarding aims according to 9th grade high school English teachers.

Table 4.20 The Mean Scores for Per Item In The Aims Category for Teachers

Items	N	Mean	Std. deviation	The overall mean	The overall Std. deviation
1- The aims of the coursebook and the aims of the curriculum and the language learning aims of students match to one another	30	2.0667	1.20153	2.1571	.90144
2- The aims of the coursebook and the aims that I determined for my students as a teacher match to one another	30	2.0000	1.14470	2.1571	.90144
3- The coursebook presents a detailed syllabus and with the help of this it is clear what to do in every unit	30	2.7667	1.35655	2.1571	.90144
4- With the help of the coursebook I am able to test the students whether they are efficient or not about the determined aims by periodic test sor unit tests	30	2.2667	1.14269	2.1571	.90144

5- The coursebook presents appropriate activities for the aims determined for every unit and these aims are repeated in different units	30	2.5000	1.19626	2.1571	.90144
6- The aims of the coursebook are appropriate to the levels of students	30	1.7000	.95231	2.1571	.90144
7- The coursebook is the right material to reach the aims that I determined for my students	30	1.8000	.92476	2.1571	.90144

As the table indicates the means in this category for per item range from 2.76 to 1.70, the highest mean is for item 3 the coursebook presents a detailed syllabus and with the help of this it is clear what to do in every unit and the mean for this item is 2.76. The lowest mean is for item 6 the aims of the coursebook are appropriate to the levels of students and the mean is 1.70 and the mean is very low. The second highest mean is for item 5 and the mean is 2.50, the third highest mean is for item 4 and the mean for this item is 2.26. As the table indicates the means for per item is low even the first three highest means are low and this indicates that the overall mean scores of the aims category for Breeze 9 according to 9th grade high school teachers are low. The percentages of the responses for per item indicates difference and table 4.21 presents the percentages of the responses for per item in this category.

Table 4.21 The Percentages of the Responses for Per Item in the Aims Category for Teachers

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1- The aims of the coursebook and the aims of the curriculum and the language learning aims of students match to one another	46.7%	20.0%	13.3%	20.0%	0%
2- The aims of the coursebook and the aims that I determined for my students as a teacher match to one another	43.3%	33.3%	3.3%	20.0%	0%
3- The coursebook presents a detailed syllabus and with the help of this it is clear	26.7%	16.7%	16.7%	33.3%	6.7%

what to do in every unit					
4- With the help of the coursebook I am able to test the students whether they are efficient or not about the determined aims by periodic test sor unit tests	33.3%	26.7%	20.0%	20.0%	0%
5- The coursebook presents appropriate activities for the aims determined for every unit and these aims are repeated in different units	26.7%	23.3%	26.7%	20.0%	3.3%
6- The aims of the coursebook are appropriate to the levels of students	60.0%	13.3%	23.3%	3.3%	0%
7- The coursebook is the right material to reach the aims that I determined for my students	46.7%	33.3%	13.3%	6.7%	0%

As the table 4.21 indicates the percentages of the responses for per item is different from one another. As the table indicates the percentages for the options strongly disagree and disagree are high but the percentages for the options strongly agree and agree are low for teachers. This indicates that the teachers have negative responses for the items and the overall mean of the aims category is low. The percentages for the option strongly disagree range from 26.7% to 60% in other words the highest percentage for the option strongly disagree is for item 6 the aims of the coursebook are appropriate to the levels of students and the lowest percentage for the option strongly disagree is for item 3 the coursebook presents a detailed syllabus and with the help of this it is clear what to do in every unit.

The percentages for the option disagree vary from 13.3% to 33.3%, the highest percentage is 33.3% and the lowest percentage is 13.3% for the option disagree in the aims category according to teachers. The percentages for the option undecided in the aims category change between 3.3% and 26.7% and these percentages are lower than the percentages of the options strongly disagree and disagree. The percentages for the option agree in this category range from 6.7% to 33.3%. As the table indicates the percentages of the options strongly agree in this category for teachers are very low, the percentages change from 0% and 6.7%.

All these percentages reveals out that the teachers has negative ideas about the items in aims category so that the overall mean scores of the aims category for teachers are low.

The aims of learners and teachers in a language learning course should not mismatch, otherwise, it is hard to find a coursebook that will make the learners and teachers reach the determined aims in a language course.

4.3.2. How effective is the coursebook Breeze 9 in terms of grammar teaching according to teachers?

In the category based on grammar teaching there are ten items for teachers. The overall mean scores of the category of grammar teaching point out that the coursebook Breeze 9 is low effective according to 9th grade English teachers. Table 4.22 presents the overeall mean scores of grammar teaching category for 9th grade English teachers.

Table 4.22 The Overall Mean Scores of 9th grade English Teachers' for the Grammar Teaching of Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Grammar teaching	30	2.3167	.76658
Valid N (listwise)	30		

As the table indicates the overall mean fort he category of grammar teaching for 9th grade English teachers is 2.31 and the standard deviation is .76658, these results reveal out that the coursebook Breeze 9 is low effective according to teachers. The overall mean of grammar teaching is 2.31 and the overall mean of the aims category is 2.15 and the two categories are low effective according to teachers but the overall mean of grammar teaching is higher than the overall mean of aims category according to 9th grade high school English teachers. Table 4.23 presents the overall mean scores of grammar teaching and aims categories for teachers.

As the results point out the coursebook is low effective in terms of grammar teaching. A coursebook should not only focus on grammar teaching if it focuses on only

grammar teaching this coursebook can not be a communicative coursebook and also the related grammar teaching tasks should be suitable to the levels of target students.

Table 4.23 The Overall Mean Scores of 9th grade English Teachers' for the Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Grammar teaching	30	2.3167	.76658	Aims	30	2.1571	.90144
Valid N (listwise)	30			Valid N (listwise)	30		

As the table reveals out the overall mean of the category of grammar teaching is higher than the overall mean of the category based on aims but the two categories are low effective in terms of the effectiveness of Breeze 9 according to 9th grade English teachers.

The results indicate that the coursebook is low effective in terms of the categories concerning aims and grammar teaching. The aims and grammar teaching should correspond to the needs of learners and teachers but when the aims and grammar teaching do not match with the needs of learners and teachers the success of a coursebook in reaching the determined aims and grammar teaching may fail.

The mean scores for per item in the category of grammar teaching indicate difference from one another and these results affect the overall mean scores. Table 4.24 presents the mean scores of per item in the category of grammar teaching according to teachers.

Table 4.24 The Mean Scores for Per Item In The Grammar Teaching Category for Teachers

Items	N	Mean	Std. Deviation	The overall mean	The overall std deviation
8- The coursebook teaches the basic grammar subjects	30	2.5000	1.00858	2.3167	.76658
9- Grammar subjects are thought from easy to difficult and they are appropriate to the levels of	30	2.1333	1.00801	2.3167	.76658

students					
10- The learned grammar subjects are repeated in different units and with the help of this students have the oppurtunity of repeating the learned subjects in different units	30	2.6667	1.02833	2.3167	.76658
11- The students are able to use the learned grammar subjects effectively when they use writing and speaking skills	30	2.0000	1.01710	2.3167	.76658
12- The coursebook teaches the grammar subjects by presenting authentic activities and real like sutiations	30	2.5000	1.13715	2.3167	.76658
13- The coursebook teaches grammar subjects inductively with different activities	30	2.4333	1.07265	2.3167	.76658
14- The coursebook presents adequate number of activities when it teaches grammar subjects	30	2.3000	.95231	2.3167	.76658
15- The grammar subjects are interseting for students	30	1.9667	.99943	2.3167	.76658
16- The coursebook helps students to find in which grammar subject they are inefficient by presenting checklists for every unit	30	2.4000	1.10172	2.3167	.76658
17- In every unit adequate number of grammar subjects are thought and the coursebook does not exaggerate the number of the grammar subjects that will be thought in one unit	30	2.2667	.94443	2.3167	.76658

As the table 4.24 indicates the mean scores for per item indicates difference. The highest mean in this category is 2.66 and it is for item 10 the learned grammar subjects are repeated in different units and with the help of this students have the oppurtunity of repeating the learned subjects in different units. Although this mean is the highest mean in this category, it is a low mean out of five. As it is seen in the table the means for per item are low and the lowest mean in this category is 1.96 and it is for item 15 the grammar subjects are interesting for students. The second highest mean is for items 8 and 12, the mean for these two items is 2.50 but although these two items have the second highest mean, the mean of these two items are still low out of 5. For item 11 the mean is 2.00 and this is the second lowest mean in this category. As the table indicates the mean scores of

this category according to teachers are low and this affects the overall mean scores of this category and according to the overall mean scores of this category the coursebook Breeze 9 is low effective according to 9th grade English teachers.

The percentages of the responses for per item indicate difference in this category according to 9th grade English teachers. These percentages for the responses indicate that the teachers have generally negative responses for the items in this category and the percentages of the responses indicate that the overall mean scores of this category ARE low according to 9th grade english teachers and the effectiveness of the coursebook is low for this category.

Table 4.25 presents the percentages of the responses for per item in grammar teaching category for 9th grade English teachers.

Table 4.25 The Percentages of the Responses for Per Item in the Grammar Teaching Category for Teachers

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
8- The coursebook teaches the basic grammar subjects	13.3%	46.7%	16.7%	23.3%	0%
9- Grammar subjects are thought from easy to difficult and they are appropriate to the levels of students	33.3%	30.0%	26.7%	10.0%	0%
10- The learned grammar subjects are repeated in different units and with the help of this students have the oppurtunity of repeating the learned subjects in different units	13.3%	33.3%	26.7%	26.7%	0%
11- The students are able to use the learned grammar subjects effectively when they use writing and speaking skills	36.7%	40.0%	10.0%	13.3%	0%
12- The coursebook teaches the grammar subjects by presenting authentic activities and real like sutiations	23.3%	30.0%	20.0%	26.7%	0%
13- The coursebook teaches grammar subjects inductively with different activities	23.3%	30.0%	26.7%	20.0%	0%
14- The coursebook presents adequate number of activities	20.0%	43.3%	23.3%	13.3%	0%

when it teaches grammar subjects					
15- The grammar subjects are interesting for students	40.0%	33.3%	16.7%	10.0%	0%
16- The coursebook helps students to find in which grammar subject they are inefficient by presenting checklists for every unit	23.3%	36.7%	16.7%	23.3%	0%
17- In every unit adequate number of grammar subjects are thought and the coursebook does not exaggerate the number of the grammar subjects that will be thought in one unit	20.0%	46.7%	20.0%	13.3%	0%

As the table indicates the percentages of the responses indicate difference. The percentages for the options strongly disagree and disagree are higher than the percentages of the options strongly agree, agree and undecided. As the table indicates none of the teachers responded for the option strongly agree in this category. The highest percentage for the option strongly disagree in this category is for item 15 and the percentage is 40% and the lowest percentage for the option strongly disagree is for items 8-10 and the percentage is 13.3%. The highest percentage in this category for the option disagree is 46.7% and it is for items 8-17 and the lowest percentage for the option disagree is 30.0% and this percentage is for items 9-12-13. The highest percentage for the option undecided in this category is 26.7% and the lowest percentage for the option undecided is 10.0%, the highest percentage for the option agree is 26.7% and the lowest is 10.0%.

Interestingly, the table indicates that none of the teachers responded for strongly agree in this category. All these percentages for per item in grammar teaching category indicate that the 9th grade English teachers have negative ideas about the effectiveness of Breeze 9 in terms of grammar teaching category.

4.3.3. How effective is the coursebook Breeze 9 in terms of communicative activities and presentation according to teachers?

In this category there are 19 items for 9th grade English teachers. The overall mean scores of communicative activities and presentation category indicate that the coursebook Breeze 9 is low effective in terms of communicative activities and presentation according

to teachers. The overall mean scores of communicative activities and presentation category are presented in table 4.26.

Table 4.26 The Overall Mean Scores of 9th grade English Teachers' for Communicative activities and its presentation in Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Communicative activities and presentation	30	2.3439	.71376
Valid N (listwise)	30		

As the table indicates the overall mean of the category of communicative activities and presentation for teachers is 2.34 and the standard deviation is .71376, this indicates that the coursebook Breeze 9 is low effective in terms of communicative activities and its presentation according to 9th grade English teachers. As in the other categories for teachers, this category is also low effective for the effectiveness of Breeze 9 according to 9th grade English teachers. The overall mean for the category of communicative activities and presentation is 2.34 and it is low effective, the overall mean for the category based on aims is 2.15 and it is low effective, the overall mean for the category concerning grammar teaching is 2.31 and it is low effective but the highest overall mean among these three categories for Breeze 9 is for the category of communicative activities and presentation and it is also low effective according to 9th grade high school English teachers. Although it has the highest overall mean among these three categories, this category is also low effective. Table 4.27 presents the overall mean scores of the aims category, grammar teaching category and communicative activities and presentation category.

As the results reveal out the coursebook is low effective not only for the category of communicative activities and presentation but also the categories concerning grammar teaching, aims, needs and interests according to teachers. Today there are number of coursebooks in the market but choosing the most suitable coursebook and the most communicative coursebook is very important. In the past the emphasis in language teaching was on grammar so that the coursebooks in the past generally focused on grammar teaching but today the emphasis is on communication in language teaching so

that getting the right coursebook that will meet the needs of learners and that will suit to the era of language teaching is very important.

Table 4.27 The Overall Mean Scores of 9th grade High School English teachers' for the Communicative activities and presentation, Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation		N	Mean	Std. Deviation
Communicative activities and presentation	30	2.3439	.71376	Grammar teaching	30	2.3167	.76658	Aims	30	2.1571	.90144
Valid N (listwise)	30			Valid N (listwise)	30			Valid N (listwise)	30		

As the table indicates the overall mean for the category of communicative activities and presentation for teachers is 2.34 and this is the highest overall mean among these three categories for teachers. Although this category has the highest overall mean, this category is also low effective for teachers. The overall mean for the category based on grammar teaching is 2.31 and it is the second highest overall mean among these three categories and it is also low effective. The last highest overall mean among these three categories is for the category concerning aims and this category is also low effective in terms of the effectiveness of the coursebook Breeze 9 according to 9th grade high school English teachers.

The means of the responses for per item in communicative activities and presentation according to teachers indicate difference and the means of the responses for per item affect the overall mean scores of this category as in the other categories. Table 4.28 presents the means of the responses for per item in communicative activities and presentation category according to teachers.

As the results point out the coursebook is low effective for the category regarding communicative activities and presentation according to teachers and this indicates that the coursebook does not meet the needs of the teachers for communicative activities and presentation in the coursebook.

Table 4.28 The Mean Scores for Per Item In Communicative Activities and Presentation Category for Teachers

Items	N	Mean	Std. Deviation	The overall mean	The overall std deviation
18- Communicative activities in the coursebook help students to use English effectively	30	2.1333	1.00801	2.3439	.71376
19- Communicative activities in the coursebook are interesting activities for students	30	2.0333	.96431	2.3439	.71376
20- Communicative activities in the coursebook are authentic activities and reallike situations	30	2.7333	1.14269	2.3439	.71376
21- Communicative activities in the coursebook give students the oppurtunity of having group work and pair work	30	2.7333	1.08066	2.3439	.71376
22- Communicative activities in the coursebook allow students to use reading , writing, listening , speaking skills	30	2.5333	1.04166	2.3439	.71376
23- Communicative activities in the coursebook allow students to use their creativity	30	2.3000	1.08755	2.3439	.71376
24- Communicative activities in the coursebook are done totally with the teacher control	30	3.6667	1.32179	2.3439	.71376
25- Communicative activities in the coursebook allow peer check during the activity	30	2.6000	.93218	2.3439	.71376
26- Communicative activities in the coursebook are adequate in terms of topic diversity	30	2.5667	1.04000	2.3439	.71376
27- Communicative activities in the coursebook are appropriate to the levels of students	30	1.6333	.85029	2.3439	.71376
28- Communicative activities in the coursebook reflect the both culture equally	30	2.3000	1.14921	2.3439	.71376
29- Communicative activities in the coursebook help students to improve their pronunciation	30	2.1667	1.14721	2.3439	.71376
30- The informatives in the coursebook used for communication activities are	30	2.1000	1.09387	2.3439	.71376

clear enough and tell students what to do in every activity					
31- Communicative activities are presented only in one section in the coursebook and communicative activities are done only in this section	30	2.5333	.97320	2.3439	.71376
32- There is communication in the classroom in all activities	30	2.3333	1.18419	2.3439	.71376
33- Communicative activities help students to be in communication not only in the classroom but also out of the classroom	30	1.8667	.97320	2.3439	.71376
34- Communicative activities help students to use their all senses	30	2.2333	1.13512	2.3439	.71376
35- Communicative activities help students to take responsibility both in the classroom and out of the classroom	30	2.1667	1.11675	2.3439	.71376
36- Communicative activities in the coursebook raise students ambition to speak English	30	1.9000	.95953	2.3439	.71376

As the table indicates the mean scores of the responses for per item indicate difference. The highest mean in this category is 3.66 and it is for item 24

The second highest mean in this category is 2.73 and it is for items 20-21, although 2.73 is the second highest mean in this category, it is low mean out five and this indicates that the teachers has negative ideas about the items of this category. The third highest mean is 2.60 and it is for item 25, as it is seen the mean for this item according to teachers is low. The lowest mean is 1.63 and it is for item 27 communicative activities in the coursebook are appropriate to the levels of students. As the table indicates the means for per item in this category are low and this affect the overall mean scores of the category so that the overall mean in this category is 2.34 and the coursebook Breeze 9 is low effective according to 9th grade English teachers in terms of communicative activities and presentation.

The percentages of the responses for per item indicate difference in this category and this percentages also indicate that the teachers have negative ideas for the items in this category. The percentages of the responses in this category are presented in table 4.29.

Table 4.29 The Percentages of the Responses for Per Item in Communicative Activities and Presentation Category for Teachers

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
18- Communicative activities in the coursebook help students to use English effectively	36.7%	20.0%	36.7%	6.7%	0%
19- Communicative activities in the coursebook are interesting activities for students	36.7%	30.0%	26.7%	6.7%	0%
20- Communicative activities in the coursebook are authentic activities and reallike situations	20.0%	20.0%	26.7%	33.3%	0%
21- Communicative activities in the coursebook give students the oppurtunity of having group work and pair work	16.7%	23.3%	30.0%	30.0%	0%
22- Communicative activities in the coursebook allow students to use reading , writing, listening , speaking skills	16.7%	36.7%	23.3%	23.3%	0%
23- Communicative activities in the coursebook allow students to use their creativity	26.7%	36.7%	16.7%	20.0%	0%
24- Communicative activities in the coursebook are done totally with the teacher control	10.0%	10.0%	16.7%	30.0%	33.3%
25- Communicative activities in the coursebook allow peer check during the activity	13.3%	30.0%	40.0%	16.7%	0%
26- Communicative activities in the	16.7%	33.3%	26.7%	23.3%	0%

coursebook are adequate in terms of topic diversity					
27- Communicative activities in the coursebook are appropriate to the levels of students	56.7%	26.7%	13.3%	3.3%	0%
28- Communicative activities in the coursebook reflect the both culture equally	33.3%	20.0%	33.3%	10.0%	3.3%
29- Communicative activities in the coursebook help students to improve their pronunciation	36.7%	30.0%	23.3%	6.7%	3.3%
30- The informatives in the coursebook used for communication activities are clear enough and tell students what to do in every activity	10.0%	46.7%	26.7%	13.3%	3.3%
31- Communicative activities are presented only in one section in the coursebook and communicative activities are done only in this section	10.0%	46.7%	26.7%	13.3%	3.3%
32- There is communication in the classroom in all activities	33.3%	20.0%	30.0%	13.3%	3.3%
33- Communicative activities help students to be in communication not only in the classroom but also out of the classroom	50.0%	16.7%	30.0%	3.3%	0%
34- Communicative activities help students to use their all senses	36.7%	20.0%	26.7%	16.7%	0%
35- Communicative activities help students to take responsibility both in the classroom and out of the classroom	40.0%	16.7%	30.0%	13.3%	0%
36- Communicative activities in the coursebook raise students ambition to speak English	43.3%	30.0%	20.0%	6.7%	0%

As the table indicates the highest percentage for the option strongly disagree is 56.7% and it is for item 27 and the lowest mean for strongly disagree is 10.0% and it is for items 24-30-31. The highest percentage for the option disagree is 46.7% and it is for items 30-31, the highest percentage for the option undecided is 40.0% and it is for item 25. The highest mean for the option agree is 33.3 and it is for item 20 and the lowest mean is 3.3% and it is for items 27-32. The highest percentage for the option strongly agree is 33.3 and the lowest mean is 0%. As the table indicates the percentages of the options strongly agree and agree are low but the percentages of the items for the responses of strongly disagree and disagree are high and this indicates that the teachers have negative ideas about the items in this category. The overall mean of this category indicates that the coursebook is low effective in terms of this category according to 9th grade English teachers.

4.3.4. How effective is the coursebook Breeze 9 in terms of needs and interests according to teachers?

In the category of needs and interests category there are 11 items for teachers. The overall mean scores of this category indicate that the coursebook Breeze 9 is low effective in terms of the needs and interests of teachers according to 9th grade high school teachers. Table 4.30 presents the overall mean scores of the needs and interests category according to teachers.

Table 4.30 The Overall Mean Scores of 9th grade High School Teachers' for Needs and Interests in Breeze 9

Descriptive Statistics			
	N	Mean	Std. Deviation
Needs and interests	30	2.3364	.83119
Valid N (listwise)	30		

As the table indicates the overall mean for the needs and interests of teachers category is 2.33 and the standard deviation is .83119, the overall mean score of this category indicate that the coursebook Breeze 9 is low effective in terms of the needs and interests according to 9th grade high school English teachers. The overall mean of aims

category is 2.15 and this category is low effective, the overall mean of grammar teaching category is 2.31 and it is also low effective and the overall mean of communicative activities and presentation category is 2.34 and it is also low effective. The overall mean of communicative activities and presentation category is the highest overall mean among these four categories. Although the highest overall mean for teachers is for communicative activities and presentation category, this category is also low effective according to teachers. The overall mean scores of per category indicate that the coursebook is low effective for per category according to 9th grade high school English teachers. Table 4.31 presents the overall mean scores of per category.

Table 4.31 The Overall Mean Scores of 9th Grade English Teachers' for the Needs and Interests, Communicative activities and presentation, Grammar Teaching and Aims of Breeze 9

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Dev.		N	Mean	Std. Dev.		N	Mean	Std. Dev.		N	Mean	Std. Deviation
Aims	30	2.1571	.90144	needs and inter.	30	2.3364	.83119	Com. act. and pre.	30	2.3439	.71376	G r a m m a r T e a c h i n g	30	2.3167	.76658

As the table indicates the highest overall mean is for the category of communicative activities and presentation and the overall mean for this category is 2.34. The highest overall mean among four categories is 2.34 but even the category of communicative activities and presentation is low effective for Breeze 9 according to 9th grade high school teachers. The second highest overall mean among four categories is for the category based on the needs and interests according to teachers and the overall mean is 2.33 and it is also low effective, the third highest mean among four categories is for the category concerning grammar teaching and the overall mean for this category is 2.31 and this category is also low effective. The last category among four categories according to overall mean scores is the category regarding aims and the overall mean of this category is 2.15 and this category is also low effective according to teachers. The overall mean scores of per categories

indicate that the coursebook Breeze 9 is low effective according to 9th grade English teachers. Table 4.33 presents the ranks and overall mean of per category.

Table 4.32 The Rank of Per Category for Breeze 9 According to 9th Grade English Teachers

Name of the category	Rank	The overall mean
Communicative activities and presentation	1	2.3439
Needs and interests	2	2.3364
Grammar Teaching	3	2.3167
Aims	4	2.1571

As the table indicates the highest overall mean is for communicative activities and presentation category and it is in the first rank in terms of the effectiveness of Breeze 9 according to 9th grade English teachers for the effectiveness of per category. The second highest overall mean is for needs and interests category and it is in the second rank, the third highest overall mean is for grammar teaching category and it is in the third rank and the last rank is for the aims category and it has the lowest overall mean for the effectiveness of Breeze9 according to 9th grade English teachers. The overall means of per categories indicate that the coursebook Breeze 9 is low effective according to 9th grade English teachers in terms of per category.

The mean scores for per item in this category indicate difference for the needs and interests category according to teachers, table 4.33 presents the mean scores of per item in the needs and interests category according to teachers.

Table 4.33 The Mean Scores for Per Item In Needs and Interests Category for Teachers

Items	N	Mean	Std. Deviation	The overall mean	The overall std. Deviation
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37- The subjects in the coursebook are interesting for students	30	2.0000	1.05045	2.3364	.83119
38- The coursebook is sufficient in terms of giving direction and providing supporting materials	30	2.2667	1.11211	2.3364	.83119
39- Teacher's book is sufficient in terms of teaching techniques	30	2.5333	1.07425	2.3364	.83119
40- The coursebook is flexible	30	2.3667	1.06620	2.3364	.83119
41- The coursebook allows us to use all teacher's roles	30	2.3333	1.02833	2.3364	.83119
42- The coursebook does not disturb students in terms of culture	30	3.2667	1.04826	2.3364	.83119
43- The method that the coursebook uses is appropriate to reach the aims that is determined by me and my students	30	2.1667	1.11675	2.3364	.83119
44- The level of the coursebook is appropriate to the level of students	30	1.5000	.82001	2.3364	.83119
45- The subjects in the coursebook are adequate in terms of diversity	30	2.5000	1.27982	2.3364	.83119
46- The activities in the coursebook are adequate in terms of diversity	30	2.5333	1.13664	2.3364	.83119
47- The activities in the coursebook are authentic and they allow students to use English in reallike situations	30	2.2333	1.22287	2.3364	.83119

As the table indicates the highest mean in this category is 3.26 and it for item 42, the second highest mean is 2.33 and it is for items 39 and 46 and the third highest mean is for item 45 and the mean is 2.50, the lowest mean is 1.50 and it is for item 44. As it is seen the means for items are low and this indicates that the teachers have negative ideas about the items in this category and this effects the overall mean scores of this category and according to the overall mean scores of this category the coursebook Breeze 9 is low effective according to 9th grade English teachers in terms of this category.

The percentages of the responses indicate difference and table 4.34 presents the percentages of the responses for per item in needs and interests category for teachers.

Table 4.34 The Percentages of the Responses for Per Item in Needs and Interests Category for Teachers

Items	Strongly disagree	Diagree	Undecided	Agree	Strongly agree
37- The subjects in the coursebook are interesting for students	40.0%	33.3%	13.3%	13.3%	0%
38- The coursebook is sufficient in terms of giving direction and providing supporting materials	33.3%	23.3%	26.7%	16.7%	0%
39- Teacher's book is sufficient in terms of teaching techniques	20.0%	30.0%	26.7%	23.3%	0%
40- The coursebook is flexible	26.7%	26.7%	30.0%	16.7%	0%
41- The coursebook allows us to use all teacher's roles	26.7%	26.7%	33.3%	13.3%	0%
42- The coursebook does not disturb students in terms of culture	6.7%	16.7%	26.7%	43.3%	6.7%
43- The method that the coursebook uses is appropriate to reach the aims that is determined by me and my students	40.0%	16.7%	30.0%	13.3%	0%
44- The level of the coursebook is appropriate to the level of students	66.7%	20.0%	10.0%	3.3%	0%
45- The subjects in the coursebook are adequate in terms of diversity	33.3%	16.7%	16.7%	33.3%	0%
46- The activities in the coursebook are adequate in terms of diversity	26.7%	16.7%	33.3%	23.3%	0%
47- The activities in the coursebook are	40.0%	20.0%	16.7%	23.3%	0%

authentic and they allow students to use English in reallike situations					
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As the table indicates the percentages for the options strongly disagree and disagree are high, the highest percentage for the option strongly disagree is 66.7% and it is for item 44 and the lowest percentage for the option strongly disagree is 6.7% and it is for item 42. The highest percentage for the option disagree is 33.3% and it is for item 37 and the lowest percentage for the option disagree is 16.7%. The highest percentage for the option undecided is 33.3% and the lowest is 10.0%. The highest percentage for the option agree is 43.3% and the lowest is 3.3%. For the option strongly agree there is only one percentage and it is for the item 42 and the percentage is 6.7% and for other items the percentage is 0%. As the table indicates the highest percentages of the responses are for the options strongly disagree and disagree and this indicates that the 9th grade English teachers have negative ideas about the items in this category and the coursebook is low effective according to 9th grade English teachers in terms of the needs and interests category for teachers.

A coursebook should meet the students needs and interests of students but a coursebook should also meet the needs and interests of teachers to adopt a coursebook.

4.3.5. How effective is the coursebook Breeze 9 in terms of aims, grammar teaching, communicative activities and presentation, needs and interests according to Teachers?

The coursebook Breeze 9 is low effective according to 9th grade English teachers in general, in other words, the coursebook is low effective according to the overall mean score of the aims category, grammar teaching category, communicative activities and presentation category and needs and interests category. Table 4.35 presents the overall mean scores of the four categories for teachers.

Table 4.35 The overall mean scores of the four categories for the effectiveness of Breeze 9 according to 9 th grade high school English teachers

Descriptive Statistics

	N	Mean	Std. Deviation
Total	30	2.2885	.72596
Valid N (listwise)	30		

As the table 4.35 indicates the overall mean of the four categories is 2.28 and the standard deviation is .72596, the overall mean of the four categories indicate that the coursebook Breeze 9 is low effective according 9th grade high school English teachers in general, in other words, the coursebook is low effective according to teachers in terms of the overall mean score of the four categories. The overall mean for the category regarding aims is 2.15 and it is low effective according to teachers and it is in the last rank among the four categories. The overall mean for the category concerning grammar teaching is 2.31 and it is low effective according to teachers and it is in the last rank in terms of the effectiveness of the coursebook according to teachers. The overall mean of the category based on needs and interests is 2.33 and it is low effective and it is in the second rank.

The overall mean for the category regarding communicative activities and presentation is 2.34 and it is low effective and it is in the first rank interms of effectiveness according to teachers. Although the category concerning communicative activities and presentation has the highest overall mean, the coursebook is also low effective according to teachers. In addition to this the overall mean of the four categories indicate that the coursebook Breeze 9 is low effective according to 9th grade high school English teachers. Table 4.36 presents the overall mean of the four categories and the effectiveness of Breeze 9 according to teachers and it also indicates the overeall mean of per category, ranks and their effectiveness.

Table 4.36 The effectiveness of Breeze 9 in terms of the the four categories according to teachers and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean for per category and the effectiveness	The overall mean of the four categories and the effectiveness
Communicative activities and	1	2.3439 low effective	2.2885 low effective

presentation			
Needs and interests	2	2.3364 low effective	2.2885 low effective
Grammar teaching	3	2.3167 low effective	2.2885 low effective
Aims	4	2.1571 low effective	2.2885 low effective
Total		2.2885 low effective	2.2885 low effective

As the table indicates the coursebook is low effective for per categories according to teachers and according to the overall mean score of the four categories the coursebook is also low effective according to teachers.

A coursebook should be effective for both teachers and students. If a coursebook does not meet the needs and interests of learners and teachers then this coursebook may not be the best material for teachers and students and the learning outcome may be negative.

4.4. Results of Teacher and Student Questionnaires

In this part the results of aims category, grammar teaching category, communicative activities and its presentation category and the needs and interests of students and teachers categories which are designed for the evaluation of Breeze 9 the 9th grade English coursebook are presented. In other words, the results of the teacher questionnaire and student questionnaire are compared.

4.4.1. How effective is the coursebook Breeze 9 in terms of its aims according to teachers and students?

The results of the teacher questionnaire indicate that the coursebook Breeze 9 is low effective according to 9th grade English teachers in terms of the category based on aims but the results of the student questionnaire indicate that the coursebook Breeze 9 is high effective according to 9th grade high school students in terms of the category based on aims. Table 4.37 presents the overall mean scores of the the category concerning aims for teachers and students.

Table 4.37 The Overall Mean Scores of 9th Grade English Teachers and Students for the Effectiveness of Breeze 9 in terms of the Aims Category

Descriptive Statistics For Teachers	Descriptive Statistics For Students
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	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Aims	30	2.1571	.90144	Aims	135	3.5007	.79434
Valid N (listwise)	30			Valid N (listwise)	135		

As the table indicates the overall mean of teachers is 2.15 for the category concerning aims and the overall mean of students is 3.50 for the the category regarding aims, as the overall mean scores indicate the overall mean of students is higher than the overall mean score of teachers and this indicates that the coursebook Breeze 9 is high effective according to 9th grade high school students but the coursebook Breeze 9 is low effective according to 9th grade high school English teachers. The coursebook Breeze 9 is low effective according to teachers and among four categories the rank of the aims category for teachers is the last rank but for students the coursebook Breeze 9 is high effective and the rank for this category among four categories is the first rank. Table 4.37 presents the overall mean, rank and the effectiveness of the coursebook Breeze 9 in terms of the category concerning aims for teachers and students.

Table 4.38 The effectiveness of Breeze 9 in terms of the the aims category according to teachers and students and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean of the category and the effectiveness
Aims category for teachers	4	2.1571- low effective
Aims category for students	1	3.5007- high effective

As the table indicates the overall mean for the effectiveness of the category based on aims is 2.15 according to teachers, it is in the last rank and in terms of effectiveness this category is low effective according to teachers. As the table indicates the overall mean for the effectiveness of the category concerning aims for students is 3.50, it is in the first rank among four categories according to students and it is high effective. Although the coursebook is high effective according to students in terms of the category concerning aims, the coursebook is low effective according to students in terms of the category involving aims.

The aims of the teachers and students should not mismatch but instead the teachers and the students should determine the aims of the course together and then they should choose the coursebook together to reach the determined aims.

4.4.2. How effective is the coursebook Breeze 9 in terms of grammar teaching according to teachers and students?

The results of the teacher questionnaire for the category regarding grammar teaching indicate that the coursebook Breeze 9 is low effective according to 9th grade high school English teachers and the results of the student questionnaire indicate that the coursebook Breeze 9 is moderate effective in terms of the category based on grammar teaching according to 9th grade high school students. Table 4.39 presents the overall mean scores of grammar teaching category for teachers and students.

Table 4.39 The Overall Mean Scores of 9th Grade English Teachers and Students for the Effectiveness of Breeze 9 in terms of Grammar Teaching Category

Descriptive Statistics For Teachers				Descriptive Statistics For Students			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Grammar teaching	30	2.3167	.76658	Grammar teaching	135	3.3726	.65443
Valid N (listwise)	30			Valid N (listwise)	135		

As the table indicates the overall mean for the category regarding grammar teaching according to 9th grade high school English teachers is 2.31 and the overall mean of students for this category is 3.37 and this indicates that the overall mean of students for the category involving grammar teaching is higher than the overall mean of teachers for the category based on grammar teaching. According to overall mean scores of teachers and students, the coursebook Breeze 9 is low effective in terms of the category concerning grammar teaching according to 9th grade high school English teachers and the coursebook Breeze 9 is moderate effective in terms of the category based on grammar teaching according to 9th grade high school students.

The rank of the category involving grammar teaching is ranked as the third in terms of its effectiveness among four categories for teachers and it is low effective but the rank

of the category involving grammar teaching is ranked as the last for students among four categories in terms of its effectiveness and it is moderate effective. Although the rank of the category regarding grammar teaching is ranked as the last rank according to students, the coursebook is moderate effective for students in terms of the category concerning grammar teaching.

Table 4.40 presents the overall mean, rank and the effectiveness of the coursebook Breeze 9 in terms of the category regarding grammar teaching for teachers and students

Table 4.40 The effectiveness of Breeze 9 in terms of grammar teaching category according to teachers and students and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean of the category and the effectiveness
Grammar teaching category for teachers	3	2.3167 low effective
Grammar teaching category for students	4	3.3726 moderate effective

As the table indicates the overall mean of the category involving grammar teaching according to 9th grade high school English teachers is 2.31 and it is low effective and it is ranked as the third according to teachers. The overall mean of the category involving grammar teaching for students is 3.37 and it is moderate effective in terms of its effectiveness and it is ranked as the last among four categories according to students. The rank of the category involving grammar teaching changes for students and teachers. Although the rank of the category involving grammar teaching is ranked as the last for students, for teachers it is ranked as the third and the coursebook Breeze 9 is low effective in terms of this category for teachers and it is moderate effective for students.

As the results indicate the coursebook is effective for students in terms of grammar teaching but the coursebook is not effective in terms grammar teaching according to teachers. The students should not think that language learning means learning grammar or they should not think that a coursebook should only include activities for grammar teaching but instead they should seek for the coursebooks that presents communicative activities that integrates grammar teaching.

4.4.3. How effective is the coursebook Breeze 9 in terms of communicative activities and its presentation according to teachers and students?

As the results indicate the coursebook Breeze 9 is low effective according to 9th grade high school English teachers and the coursebook Breeze 9 is moderate effective according to 9th grade high school students in terms of the category based on communicative activities and presentation. Table 4.41 presents the overall mean scores of the category involving communicative activities and its presentation.

Table 4.41 The Overall Mean Scores of 9th Grade English Teachers and Students for the Effectiveness of Breeze 9 in terms of the category regarding communicative activities and presentation

Descriptive Statistics For Teachers				Descriptive Statistics For Students			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Communicative activities and presentation	30	2.3439	.71376	Communicative activities and presentation	135	3.4070	.72148
Valid N (listwise)	30			Valid N (listwise)	135		

As the table indicates the overall mean for the category concerning communicative activities and presentation is 2.34 according to 9th grade high school English teachers and the overall mean for the category based on communicative activities and presentation is 3.40 for 9th grade high school students. The overall mean scores indicate that the coursebook Breeze 9 is low effective in terms of the category regarding communicative activities and its presentation according to 9th grade high school English teachers and the coursebook Breeze 9 is moderate effective in terms of the category involving communicative activities and its presentation according to 9th grade high school students.

The rank of the category based on communicative activities and its presentation among four categories is ranked as the first according to teachers, in other words, the overall mean of the category concerning communicative activities and presentation has the highest overall mean according to 9th grade English teachers but the coursebook is low

effective according to teachers in terms of this category. Although the category has the highest overall mean among four categories for teachers, even this category is low effective according to teachers.

The rank of the category concerning communicative activities and its presentation among four categories is ranked as the third according to students, in other words, the overall mean of the category involving communicative activities and presentation has the third highest overall mean according to 9th grade high school students.

Although this category has the third highest overall mean among four categories for students, the coursebook is moderate effective according to students in terms of this category. The coursebook is low effective according to teachers though it has the highest overall mean among four categories for teachers. Table 4.42 presents the overall mean, rank and the effectiveness of the coursebook Breeze 9 in terms of the category regarding communicative activities and presentation for teachers and students

Table 4.42 The effectiveness of Breeze 9 in terms of communicative activities and presentation category according to teachers and students and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean of the category and the effectiveness
Communicative activities and presentation category for teachers	1	2.3439 low effective
Communicative activities and presentation category for students	3	3.4070 moderate effective

As the table indicates the rank of the category based on communicative activities and presentation among four categories for teachers is ranked as the first and the mean is 2.34, the overall mean indicates that the coursebook is low effective according to teachers in terms of this category, the rank of communicative activities and presentation category among four categories for students is ranked as the third and the mean is 3.40, the overall mean indicate that the coursebook is moderate effective according to 9th grade students in terms of this category.

Coursebooks should present activities that will raise communication in the classroom. The teachers should choose the coursebooks that will raise communication in the classroom so that authentic language learning environments can be created in the classrooms. As the results indicate the coursebook is does not present communicative activities according to teachers so that the teachers may not create a communicative environment with the chosen coursebook.

4.4.4. How effective is the coursebook Breeze 9 in terms of needs and interests of students and teachers?

The results of the category based on needs and interest indicate that the coursebook Breeze 9 is low effective in terms of the needs and interesets of 9th grade high school English teachers and the coursebook Breeze 9 is high effective in terms of the category involving needs and interests of 9th grade high school students. Table 4.43 presents the overall mean scores of the category concerning needs and interests for teachers and students.

Table 4.43 The Overall Mean Scores of 9th Grade English Teachers and Students for the Effectiveness of Breeze 9 in terms of Needs and Interests Category

Descriptive Statistics For Teachers				Descriptive Statistics For Students			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Needs and interests	30	2.3364	.83119	Needs and interests	135	3.4453	.81078
Valid N (listwise)	30			Valid N (listwise)	135		

As the table indicates the overall mean for the category regarding needs and interests is 2.33 according to 9th grade English teachers and the overall mean for the category concerning needs and interests is 3.44 according to 9th grade high school students. The overall mean of the category involving needs and interests indicates that the coursebook Breeze 9 is low effective in terms of this category according to 9th grade English teachers and the overall mean of the category regarding needs and interests indicates that the coursebook Breeze 9 is high effective in terms of this category according

to 9th grade high school students. The overall mean of the category concerning needs and interests for students is higher than the overall mean of teachers for this category.

The rank of the category based on needs and interests is ranked as the second among four categories for 9th grade English teachers and the rank for the effectiveness of Breeze 9 in terms of the category concerning needs and interests for 9th grade high school students is also ranked as the second. Although the category involving needs and interests has the second rank among four categories in terms of the effectiveness of Breeze 9 according to 9th grade high school students and English teachers, the coursebook Breeze 9 is low effective in terms of the category based on needs and interests according to 9th grade high school English teachers and the coursebook Breeze 9 is high effective in terms of the category regarding needs and interests according to 9th grade high school students. In other words the two groups share the same rank in terms of effectiveness but the coursebook is low effective for teachers and the coursebook is high effective for students in terms of the category concerning needs and interests category.

The needs and interests of teachers and learners can be determined together. The teachers can determine what they need from a coursebook and the teachers can also determine what the students need from a coursebook so that a common pathway can be found in adapting a coursebook. If the students and teachers can not find the needs and interests in a coursebook later on the students or the teachers can be demotivated.

Table 4.44 presents the the overall mean, rank and the effectiveness of the coursebook Breeze 9 in terms of needs and intersets category for teachers and students.

Table 4.44 The effectiveness of Breeze 9 in terms of needs and interests category according to teachers and students and the effectiveness of per categories with their ranks

Name of the category	Rank	The overall mean of the category and the effectiveness
Needs and interests category for teachers	2	2.3364 low effective
Needs and interests category for students	2	3.4453 high effective

As the table indicates the overall mean of the category involving needs and interests for 9th grade students is higher than the overall mean of 9th grade high school English teachers. Although the category concerning needs and interests have the same rank among four categories in terms of effectiveness, the coursebook is low effective according to teachers and the coursebook is high effective according to students.

4.4.5. How effective is the coursebook Breeze 9 in terms of aims, grammar teaching, communicative activities and presentation and needs and interests categories according to students and teachers?

The overall mean scores of the four categories indicate that the coursebook Breeze 9 is low effective in general according to 9th grade English teachers, in other words, the coursebook is low effective in terms of four categories according to teachers.

The overall mean scores of the four categories indicate that the coursebook Breeze 9 is high effective in general according to 9th grade high school students, in other words, the coursebook is high effective in terms of four categories according to students. Table 4.45 presents the overall mean scores of the four categories according to teachers and students.

Table 4.45 The overall mean scores of the four categories for the effectiveness of Breeze 9 according to 9th grade high school English teachers and students

Descriptive Statistics For Teachers				Descriptive Statistics For Students			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Total	30	2.2885	.72596	Total	135	3.4314	.64720
Valid N (listwise)	30			Valid N (listwise)	135		

As the table indicates the overall mean is 2.28 for the effectiveness of Breeze 9 in terms of the four categories according to 9th grade high school English teachers and as the table indicates the overall mean is 3.43 for the effectiveness of Breeze 9 in terms of the four categories according to 9th grade high school students. The overall mean of the four categories indicates that the coursebook is low effective in general according to 9th grade English teachers and the coursebook is high effective in general according to students.

The overall mean of the four categories according to teachers is lower than the overall mean of the students in terms of four categories and this indicates that the coursebook is low effective for teachers in general but the coursebook is high effective for students in general. The coursebook is low effective in terms of aims category, grammar teaching category, communicative activities and presentation category, needs and interests category according to 9th grade high school English teachers and the coursebook is also low effective in general according to teachers.

As the results indicate the coursebook is low effective in general according to teachers and this indicates that the teachers have negative ideas about the coursebook, coursebooks are seen as the best materials in teaching a language for many reasons but to get the maximum benefit from a coursebook the teachers should adapt the right coursebook that will meet the needs of teachers and learners. The wrong adoption of a coursebook may cause unsuccessful language teaching and learning.

Although the coursebook is low effective in terms of per category and in general according to teachers, the coursebook is high effective in terms of the categories concerning aims and needs and interests and the coursebook is moderate effective in terms of the categories involving communicative activities and grammar teaching according to 9th grade high school students. Furthermore, the coursebook is high effective in general according to students. The rank for the effectiveness of the coursebook among categories indicate difference. The category concerning aims is ranked as the last among four categories for the effectiveness of the coursebook according to teachers, the category involving grammar teaching is ranked as the third among four categories for the effectiveness of the coursebook according to teachers, the category regarding communicative activities and presentation is ranked as the first among four categories for the effectiveness of the coursebook according to teachers and the category concerning needs and interests is ranked as the second among four categories for the effectiveness of the coursebook according to teachers. According to students the ranking among four categories indicate difference and the category based on aims is ranked as the first among four categories for the effectiveness of the coursebook according to students, the category concerning grammar teaching is ranked as the last among four categories for the effectiveness of the coursebook according to students, the category regarding communicative activities and presentation is ranked as the third among four categories for

the effectiveness of the coursebook according to students and the category concerning needs and interests is ranked as the second among four categories for the effectiveness of the coursebook according to students.

Although the ranking changes among four categories for teachers, the coursebook is low effective in terms of per category and in general according to 9th grade English teachers. Table 4.46 presents the the overall mean of the four categories for teachers and students and the effectiveness of Breeze 9 according to teachers and students and it also indicates the overeall mean of per category, ranks and their effectiveness.

Table 4.46 The overall mean of the four categories for teachers and students and the effectiveness of Breeze 9 according to teachers and students and the overall mean of per category, ranks and their effectiveness according to teachers and students

Name of the category	Rank	The overall mean of the category and the effectiveness
Aims category for teachers	4	2.1571- low effective
Aims category for students	1	3.5007- high effective
Grammar teaching category for teachers	3	2.3167 low effective
Grammar teaching category for students	4	3.3726 moderate effective
Communicative activities and presentation category for teachers	1	2.3439 low effective
Communicative activities and presentation category for students	3	3.4070 moderate effective
Needs and interests category for teachers	2	2.3364 low effective
Needs and interests category for students	2	3.4453 high effective
Total for teachers	-	2.2885 low effective
Total for students	-	3.4314 high effective

As the table indicates the coursebook Breeze 9 is low effective according to 9th grade high school teachers in general but the coursebook Breeze 9 is high effective according to 9th grade high school students in general.

4.5. Independent Sample T-Test Results for Students

In this part Independent Sample T-test results of students is presented. T-test results aim to determine whether there is a difference in the effectiveness of Breeze 9 for per category or not in terms of 9th grade high school students' gender. In other words T test results aim to find whether the effectiveness of the coursebook for per category change or does not change according to 9th grade high school students' gender.

4.5.1. Is there a difference in the effectiveness of Breeze 9 for aims category in terms of students' gender?

The results indicate that there is not a difference in the effectiveness of Breeze 9 for aims category in terms of 9th grade high school students' gender. The coursebook Breeze 9 is high effective according to 9th grade high school students in terms of the aims category and the results of T-test indicate that there is not a significant difference between the two groups. Table 4.47 presents the T-test results for the effectiveness of Breeze 9 for aims category in terms of students' gender.

As the table 4.48 indicates there are 77 female participants and 58 male participant and total there are 135 participants in the study. The mean of female students for the effectiveness of Breeze 9 in terms of aims category is 3.56 and the mean of male students for the effectiveness of Breeze 9 in terms of aims category is 3.41 and the means of the both groups are close to one another. As the results of Levene's test for equality of variances indicate the variability in the two groups are the same, the variability in the two groups is not significantly different, $p \geq 0.05$. In other words sig. (p): $.827 \geq 0.05$ and the group is homogeneous. As the table indicates there is not a difference in the effectiveness of Breeze 9 for aims category in terms of students' gender, $p \geq 0.05$ and there is not a significant difference between the two groups. In other words, sig, (p): $.253 \geq 0.05$ and there is not a significant difference between the groups.

Table 4.47 T-test results for the effectiveness of Breeze 9 for aims category in terms of students' gender

Group Statistics				
Gender	N	Mean	Std. Deviation	Std. Error Mean

Aims	Female	77	3.5688	.77124	.08789
	Male	58	3.4103	.82200	.10793

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Aims Equal variances assumed	.048	.827	1.149	133	.253	.15849	.13794	-.11436	.43133
Equal variances not assumed			1.139	118.558	.257	.15849	.13919	-.11714	.43411

4.5.2. Is there a difference in the effectiveness of Breeze 9 for grammar teaching category in terms of students' gender?

The results indicate that there is not a difference in the effectiveness of Breeze 9 for grammar teaching category in terms of 9th grade high school students' gender. The coursebook Breeze 9 is moderate effective according to 9th grade high school students in terms of grammar teaching category and the results of T-test indicate that there is not a significant difference between the two groups. Table 4.48 presents the T-test results for the effectiveness of Breeze 9 for grammar teaching category in terms of students' gender.

Table 4.48 T-test results for the effectiveness of Breeze 9 for grammar teaching category in terms of students' gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Grammar teaching	Female	77	3.4130	.59213	.06748
	Male	58	3.3190	.73089	.09597

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
dilbilgisiogretimi Equal variances assumed	1.803	.182	.825	133	.411	.09402	.11392	-.13130	.31934
Equal variances not assumed			.801	107.573	.425	.09402	.11732	-.13854	.32658

As the table indicates there are 77 female participants and 58 male participant and total there are 135 participants in the study. The mean of female students for the effectiveness of Breeze 9 in terms of grammar teaching category is 3.41 and the mean of male students for the effectiveness of Breeze 9 in terms of grammar teaching category is 3.31 and the means of the both groups are close to one another. As the results of Levene's test for equality of variances indicate the variability in the two groups are the same, the variability in the two groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.182 \geq 0.05$ and the group is homogeneous. As the table indicates there is not a difference in the effectiveness of Breeze 9 for grammar teaching category in terms of students' gender, $p \geq 0.05$ and there is not a significant difference between the two groups. In other words, sig. (p): $.411 \geq 0.05$ and there is not a significant difference between the groups.

4.5.3. Is there a difference in the effectiveness of Breeze 9 for communicative activities and presentation category in terms of students' gender?

The results indicate that there is not a difference in the effectiveness of Breeze 9 for communicative activities and presentation category in terms of 9th grade high school students' gender. The coursebook Breeze 9 is moderate effective according to 9th grade high school students in terms of communicative activities and presentation category and the results of T-test indicate that there is not a significant difference between the two groups. Table 4.49 presents the T-test results for the effectiveness of Breeze 9 for communicative activities and presentation category in terms of students' gender.

Table 4.49 T-test results for the effectiveness of Breeze 9 for communicative activities and presentation category in terms of students' gender

Group Statistics				
Gender	N	Mean	Std. Deviation	Std. Error Mean
Communicative activities and presentation	77	3.4170	.70601	.08046
Female	58	3.3938	.74753	.09816
Male				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Communicative activities and presentation	Equal variances assumed	.011	.917	.184	133	.855	.02312	.12589	-.22589	.27214
	Equal variances not assumed			.182	119.028	.856	.02312	.12692	-.22819	.27443

As the table indicates there are 77 female participants and 58 male participant and total there are 135 participants in the study. The mean of female students for the effectiveness of Breeze 9 in terms of communicative activities and presentation category is 3.41 and the mean of male students for the effectiveness of Breeze 9 in terms of communicative activities and presentation category is 3.39 and the means of the both groups are close to one another. As the results of Levene's test for equality of variances indicate the variability in the two groups are the same, the variability in the two groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.917 \geq 0.05$ and the group is homogeneous.

As the table indicates there is not a difference in the effectiveness of Breeze 9 for communicative activities and presentation category in terms of students' gender, $p \geq 0.05$

and there is not a significant difference between the two groups. In other words, sig. (p): $.855 \geq 0.05$ and there is not a significant difference between the groups.

4.5.4. Is there a difference in the effectiveness of Breeze 9 for needs and interests category in terms of students' gender?

The results indicate that there is not a difference in the effectiveness of Breeze 9 for the needs and interests category in terms of 9th grade high school students' gender. The coursebook Breeze 9 is high effective according to 9th grade high school students in terms of the needs and interests category and the results of T-test indicate that there is not a significant difference between the two groups. Table 4.50 presents the T-test results for the effectiveness of Breeze 9 for the needs and interests category in terms of students' gender.

Table 4.50 T-test results for the effectiveness of Breeze 9 for needs and interests category in terms of students' gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Needs and interests	Female	77	3.5108	.71901	.08194
	Male	58	3.3582	.91791	.12053

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Needs and interests	Equal variances assumed	6.364	.013	1.083	133	.281	.15258	.14087	-.12606	.43123
	Equal variances not assumed			1.047	105.037	.298	.15258	.14574	-.13639	.44156

As the table indicates there are 77 female participants and 58 male participants and total there are 135 participants in the study.

The mean of female students for the effectiveness of Breeze 9 in terms of needs and interests category is 3.51 and the mean of male students for the effectiveness of Breeze 9 in terms of needs and interests category is 3.35. As the results of Levene's test for equality of variances indicate the variability in two groups is not the same, $p \leq 0.05$, in other words sig. (p). $0.13 \leq 0.05$. Although $p \leq 0.05$ for Levene's test for equality, as the equal variances not assumed row indicates there is not a difference in the effectiveness of Breeze 9 for needs and interests category in terms of students' gender, $p \geq 0.05$ and there is not a significant difference between the two groups. In other words, sig. (p): $.298 \geq 0.05$ and there is not a significant difference between the groups.

4.5.5. Is there a difference in the effectiveness of Breeze 9 for the aims, grammar teaching, communicative activities and presentation, needs and interests categories in terms of students' gender?

The results indicate that there is not a difference in the effectiveness of Breeze 9 for the four categories in terms of 9th grade high school students' gender. The coursebook Breeze 9 is high effective according to 9th grade high school students in terms of the four categories and the results of T-test indicate that there is not a significant difference between the two groups. In other words the coursebook is high effective in general according to students and there is no difference in the effectiveness of Breeze 9 for the four categories in terms of students' gender. Table 4.51 presents the T-test results for the effectiveness of Breeze 9 for the four categories in terms of students' gender.

Table 4.51 T-test results for the effectiveness of Breeze 9 for the four categories in terms of students' gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	Female	77	3.4774	.61422	.07000
	Male	58	3.3703	.68922	.09050

Independent Samples Test

Total	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
total Equal variances assumed	.690	.408	.951	133	.343	.10705	.11256	-.11559	.32970
Equal variances not assumed			.936	114.788	.351	.10705	.11441	-.11957	.33368

As the table indicates there are 77 female participants and 58 male participant and total there are 135 participants in the study. The mean of female students for the effectiveness of Breeze 9 in terms of the four categories is 3.47 and the mean of male students for the effectiveness of Breeze 9 in terms of the four categories is 3.37 and the means of the both groups are close to one another. As the results of Levene's test for equality of variances indicate the variability in the two groups are the same, the variability in the two groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.408 \geq 0.05$ and the group is homogeneous. As the table indicates there is not a difference in the effectiveness of Breeze 9 for the four categories in terms of students' gender, $p \geq 0.05$ and there is not a significant difference between the two groups.

In other words, sig. (p): $.343 \geq 0.05$ and there is not a significant difference between the groups.

4.6. One-Way ANOVA Test Results for Teachers

In this part One Way ANOVA test results for teachers will be presented. There are five experience groups for teachers in the study. The experience groups for teachers are; 1-5 year experience group, 6-10 year experience group, 11-15 year experience group, 16-20 year experience group and 21 year and beyond experience group and the study tries to find out whether there is a difference in the effectiveness of the coursebook Breeze 9 for the

aims category, grammar teaching category, communicative activities and presentation category, needs and interests category in terms of teachers' experience.

4.6.1. Is there a difference in the effectiveness of the coursebook Breeze 9 for the aims category in terms of 9th grade high school English teachers' experience?

The results indicate that there is not a significant difference among the groups in the effectiveness of the coursebook Breeze 9 for the aims category. In other words there is not a significant difference in the effectiveness of the coursebook for the aims category in terms of teachers' experience. The coursebook Breeze 9 is low effective in terms of the aims category according to teachers and ANOVA test results indicate that there is not a significant difference in the effectiveness of the coursebook for aims category in terms of 9th grade English teachers' experience. Table 4.52 presents the ANOVA test results for the effectiveness of the coursebook for the aims category in terms of 9th grade English teachers' Experience.

Table 4.52 ANOVA test results for the effectiveness of the coursebook for the aims category in terms of 9th grade English teachers' experience

Test of Homogeneity of Variances					
Aims					
	Levene Statistic	df1	df2	Sig.	
	2.025	4	25	.122	

ANOVA					
Aims					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.229	4	.557	.653	.630
Within Groups	21.336	25	.853		
Total	23.565	29			

As the result of Levene's test of homogeneity of variances indicate the variability in the five groups are the same, the variability in the five groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.122 \geq 0.05$ and the group is homogeneous. As the ANOVA

test results indicate there is not a significant difference for the effectiveness of the coursebook for the aims category in terms of 9th grade English teachers' experience, $p \geq 0.05$ and there is not a significant difference, in other words, sig: (p) $.630 \geq 0.05$ and there is not a significant difference for the effectiveness of the coursebook for the aims category in terms of teachers' experience.

4.6.2. Is there a difference in the effectiveness of the coursebook Breeze 9 for grammar teaching category in terms of 9th grade high school English teachers' experience?

The results indicate that there is not a significant difference among the groups in the effectiveness of the coursebook Breeze 9 for grammar teaching category. In other words there is not a significant difference in the effectiveness of the coursebook for grammar teaching category in terms of teachers' experience. The coursebook Breeze 9 is low effective in terms of grammar teaching category according to teachers and ANOVA test results indicate that there is not a significant difference in the effectiveness of the coursebook for grammar teaching category in terms of 9th grade English teachers' experience. Table 4.53 presents the ANOVA test results for the effectiveness of the coursebook for grammar teaching category in terms of 9th grade English teachers' Experience.

Table 4.53 ANOVA test results for the effectiveness of the coursebook for grammar teaching category in terms of 9th grade English teachers' experience

Test of Homogeneity of Variances

Grammar teaching

Levene Statistic	Df1	df2	Sig.
1.018	4	25	.417

ANOVA

Grammar teaching	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.549	4	.137	.208	.932
Within Groups	16.493	25	.660		
Total	17.042	29			

As the result of Levene's test of homogeneity of variances indicate the variability in the five groups are the same, the variability in the five groups is not significantly different, $p \geq 0.05$.

In other words, sig. (p): $.417 \geq 0.05$ and the group is homogeneous. As the ANOVA test results indicate there is not a significant difference for the effectiveness of the coursebook for grammar teaching category in terms of 9th grade English teachers' experience, $p \geq 0.05$ and there is not a significant difference, in other words, sig: (p), $.932 \geq 0.05$ and there is not a significant difference for the effectiveness of the coursebook for grammar teaching category in terms of teachers' experience.

4.6.3. Is there a difference in the effectiveness of the coursebook Breeze 9 for communicative activities and presentation category in terms of 9th grade high school English teachers' experience?

The results indicate that there is not a significant difference among the groups in the effectiveness of the coursebook Breeze 9 for communicative activities and presentation category. In other words there is not a significant difference in the effectiveness of the coursebook for communicative activities and presentation category in terms of teachers' experience. The coursebook Breeze 9 is low effective in terms of communicative activities and presentation category according to teachers and ANOVA test results indicate that there is not a significant difference in the effectiveness of the coursebook for communicative activities and presentation category in terms of 9th grade English teachers' experience. Table 4.54 presents the ANOVA test results for the effectiveness of the coursebook for communicative activities and presentation category in terms of 9th grade English teachers' Experience.

Table 4.54 ANOVA test results for the effectiveness of the coursebook for communicative activities and presentation category in terms of 9th grade English teachers' experience

Test of Homogeneity of Variances

Communicative
activities and
presentation

Levene Statistic	df1	Df2	Sig.
.572	4	25	.686

ANOVA

Communicative activities and presentation					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.438	4	.109	.191	.941
Within Groups	14.336	25	.573		
Total	14.774	29			

As the result of Levene's test of homogeneity of variances indicate the variability in the five groups are the same, the variability in the five groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.686 \geq 0.05$ and the group is homogeneous. As the ANOVA test results indicate there is not a significant difference for the effectiveness of the coursebook for communicative activities and presentation category in terms of 9th grade English teachers' experience, $p \geq 0.05$ and there is not a significant difference, in other words, sig: (p), $.941 \geq 0.05$ and there is not a significant difference for the effectiveness of the coursebook for communicative activities and presentation category in terms of teachers' experience.

4.6.4. Is there a difference in the effectiveness of the coursebook Breeze 9 for needs and interests category in terms of 9th grade high school English teachers' experience?

The results indicate that there is not a significant difference among the groups in the effectiveness of the coursebook Breeze 9 for needs and interests category. In other words there is not a significant difference in the effectiveness of the coursebook for needs and interests category in terms of teachers' experience.

The coursebook Breeze 9 is low effective in terms of needs and interests category according to teachers and ANOVA test results indicate that there is not a significant difference in the effectiveness of the coursebook for needs and interests category in terms

of 9th grade English teachers' experience. Table 4.56 presents the ANOVA test results for the effectiveness of the coursebook for needs and interests category in terms of 9th grade English teachers' Experience.

Table 4.55 ANOVA test results for the effectiveness of the coursebook for needs and interests category in terms of 9th grade English teachers' experience

Test of Homogeneity of Variances

İhtiyacveilgialanları

Levene Statistic	df1	df2	Sig.
.814	4	25	.528

ANOVA

İhtiyacveilgialanları

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.950	4	.237	.311	.868
Within Groups	19.086	25	.763		
Total	20.036	29			

As the result of Levene's test of homogeneity of variances indicate the variability in the five groups are the same, the variability in the five groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.528 \geq 0.05$ and the group is homogeneous. As the ANOVA test results indicate there is not a significant difference for the effectiveness of the coursebook for needs and interests category in terms of 9th grade English teachers' experience, $p \geq 0.05$ and there is not a significant difference, in other words, sig: (p), $868 \geq 0.05$ and there is not a significant difference for the effectiveness of the coursebook for needs and interests category in terms of teachers' experience.

4.6.5. Is there a difference in the effectiveness of the coursebook Breeze 9 for the aims, grammar teaching, communicative activities and presentation and needs and interests categories in terms of 9th grade high school English teachers' experince?

The results indicate that there is not a significant difference among the groups in the effectiveness of the coursebook Breeze 9 for aims, grammar teaching, communicative

activities and presentation and needs and interests categories. In other words there is not a significant difference in the effectiveness of the coursebook for aims, grammar teaching, communicative activities and presentation and needs and interests categories in terms of teachers' experience.

The coursebook Breeze 9 is low effective in terms of aims, grammar teaching, communicative activities and presentation, needs and interests categories in total according to teachers and ANOVA test results indicate that there is not a significant difference in the effectiveness of the coursebook for the four categories in terms of 9th grade English teachers' experience. Table 4.56 presents the ANOVA test results for the effectiveness of the coursebook for aims, grammar teaching, communicative activities and presentation and needs and interests categories in total in terms of 9th grade English teachers' Experience.

Table 4.56 ANOVA test results for the effectiveness of the coursebook for aims, grammar teaching, communicative activities and presentation, needs and interests categories in terms of 9th grade English teachers' experience

Test of Homogeneity of Variances

T

Levene Statistic	df1	df2	Sig.
.962	4	25	.446

ANOVA

t

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.466	4	.116	.197	.938
Within Groups	14.818	25	.593		
Total	15.283	29			

As the result of Levene's test of homogeneity of variances indicate the variability in the five groups are the same, the variability in the five groups is not significantly different, $p \geq 0.05$. In other words, sig. (p): $.446 \geq 0.05$ and the group is homogeneous. As the ANOVA test results indicate there is not a significant difference for the effectiveness of the coursebook for aims, grammar teaching, communicative activities and needs and interests

categories in terms of 9th grade English teachers' experience, $p \geq 0.05$ and there is not a significant difference, in other words, $\text{sig: } (p), 938 \geq 0.05$ and there is not a significant difference for the effectiveness of the coursebook for needs and interests category in terms of teachers' experience.

4.7. Results of Open-ended Questions for Teachers

In this section the results of open-ended questions for 9th grade English teachers are presented. In open-ended questions section there are four questions, every category has one question and from this questions the researcher got qualitative data for the study.

4.7.1. Results of Open-ended Questions for Aims Category

The results of open-ended questions for aims category indicate that the coursebook Breeze 9 is not the right coursebook to reach the determined aims and it does not match with the aims of teachers and students. Of the twenty four teachers indicated that the coursebook is not suitable to manage the aims of students and teachers and they claimed that the coursebook is beyond the levels of their students.

Of the seventeen teachers indicated that the coursebook is not suitable to the levels of the students, the book does not match with the levels of the students and they claimed that the topics and activities in the coursebook are higher than the levels of the students. The levels of the students is a problem according to teachers and they also stated that the coursebook has too many topics to cover and the teachers claimed that it is difficult for them to cover all these topics in one year with this English class hour.

The results also indicated that the teachers think that the sequencing of the topics that have to be covered are too complex to cover, it means that the coursebook is not well organised in terms of the lay out of the coursebook. The teachers recommended that the coursebook must be revised to match with the aims of teachers and students by taking into consideration the levels of the students and they recommended that the weekly course hour must be doubled to cover the determined topics.

In short the results of open ended questions indicated that the coursebook does not match with the aims of teachers and students and the levels of the students is the biggest problem to accomplish the determined aims.

4.7.2. Results of Open-ended Questions for Grammar Teaching Category

Results of open-ended questions for grammar teaching category indicated that the coursebook Breeze 9 is not effective in terms of grammar teaching. Of the twenty one teachers indicated that the coursebook is ineffective in terms of grammar teaching and they claimed that the grammar tasks in the coursebook are higher than the levels of the students and they indicated that the grammar tasks in one unit are too much but the activities for these grammar tasks are not enough. One teacher gave one example and she indicated that the coursebook has more than one grammar topic in a unit, and she wrote that in a unit the coursebook tries to teach reported speech, passives and if clauses in one unit.

The teachers recommended that the levels of the students must be taken into consideration and they recommended that the exercises for the given grammar task must be diversified. In short the teachers think that the coursebook is not effective in terms of grammar teaching for the tasks are higher than the levels of the students, for the tasks in one unit are too much and for the exercises given for a grammar task is not enough.

4.7.3. Results of Open-ended Questions for Communicative Activities and Presentation

Results of open ended questions for communicative activities and presentation category indicated that the Breeze 9 is ineffective in terms of communicative activities and presentation according to 9th grade English teachers. Of the twenty two of the teachers indicated that the coursebook Breeze 9 is ineffective in terms of communicative activities and presentation. Even some teachers showed positive attitudes towards the communicative activities and presentation of the coursebook even they claimed that the activities are too heavy for the levels of the students. The teachers also indicated that the activities in the coursebook for communicative activities do not have equal distribution in terms of culture, the results indicated that the coursebook has much more examples from the target culture for communicative activities.

The results also indicated that the teachers think that the communicative activities are not authentic and interesting for students. The results also indicated that the coursebook focuses on grammar too much in one unit and the teachers claimed that this prevents them from having communicative activities.

4.7.4. Results of Open-ended Questions for Needs and Interests Category

Results of open-ended questions for needs and interests category indicated that the the coursebook Breeze 9 is ineffective in terms of the needs and interests of students and teachers. Of the twenty two teachers indicated that the coursebook is ineffective in terms of the needs and interests of teachers and students. The teachers claimed that the coursebook Breeze 9 is not interesting and they claimed that the activities and the tasks in the coursebook are boring, not suitable to the levels of students and not authentic activities. The teachers claimed that the coursebook focuses on grammar too much and they claimed that this de-motivates their students. The results indicated that the coursebook does not provide accompanying materials such as a CD. The teachers recommended that the coursebook should have activities and tasks that will be interesting for both teachers and students and they want accompanying materials.

In addition to this they recommended that the coursebook should not only focus on grammar but also the four skills equally and they recommended that the coursebook should be flexible and more colorful to attract the students.

CHAPTER FIVE

CONCLUSIONS

5.1. Introduction

This chapter presents the conclusions and implications made for teachers and students with the light of the results gained from the study. The conclusions and implications are presented with the light of the results of teachers and students. The suggestions for teachers and students and the Ministry of National Education are covered and the suggestions for further studies are presented in this chapter.

5.2. Conclusions and Implications for Students and Teachers

According to Evans and St John (1998) materials are used in every field of teaching and the materials are the most important tools for teaching.

As Evans and St John (1998) indicate materials keep very important role in teaching, this is also acceptable for language teaching. In language teaching the most important material is the coursebook. The term “coursebook” means, a textbook of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course, therefore from above definition one can get that a coursebook must have at least being available in the hand of students and teachers, and used systematically in a course of study and this course refers to an English course of study (Nemati, 2009, p. 91) As Nemati (2009) points out coursebooks are very important tools for language learning both for teachers and students. Coursebooks should meet the needs of students and teachers, according to Cunningsworth (1995) coursebooks are the best tools to achieve the aims and objectives that have been set to achieve the needs of the learners. 7

All these ideas indicate that coursebooks are very important in language learning for students and for teachers and they help students and teachers to meet the needs and to achieve the determined objectives. If a student or a teacher want to achieve the determined objectives, they should find the right coursebook that will meet their needs, so that both the

students and teachers must be satisfied with their coursebooks to achieve their objectives in a language course. In this study the aim was to determine whether the coursebook Breeze 9 is effective or not in terms of aims of the coursebook, grammar teaching of the coursebook, communicative activities and presentation of the coursebook, needs and interests of students and teachers according to 9 th grade high school students and teachers.

The results of the study indicate that the 9 th grade high school students find the coursebook Breeze 9 high effective in terms of aims category and this category is in the first rank in terms of effectiveness among the four categories. The students find the coursebook high effective in terms of aims category but the teachers find the coursebook low effective in terms of aims category and this category is in the last rank among four categories according to 9 th grade high school teachers. These results indicate that the coursebook is effective for students but for teachers it is not effective.

The reason why the coursebook is high effective for 9 th grade high school students and the reason why the coursebook is low effective for 9 th grade high school English teachers might be that; the students may not know what they want in that course or they may not exactly determine their objectives for the course but the teachers may be able to determine the aims of the course and can understand whether a coursebook can help for a teacher or a student to reach the determined objectives in that course, because teachers have the pedagogical knowledge for how to determine the aims and to reach the aims so that a teacher can find the right coursebook to reach the determined aims better than the students. This does not mean that teachers should neglect students in determining the language course aims and in selecting coursebooks but instead teachers should be able to elicit information from students to determine the aims and in selecting coursebooks.

In a similar study Atay and Kurt (2006) found that while students found coursebooks satisfactory, teachers did not find the coursebooks satisfactory and they concluded the reason might be that the students did not meet or they did not have the chance to meet better books in their courses (Atay and Kurt, 2006, p. 60 cited in Özdemir, F.E., 2007, p. 52).

In a similar study carried out by Güreli (2008) it is aimed to evaluate the 9 th grade and 10 th grade elementary level English coursebook named as “New Bridge to Success” which is published by the MONE and it was evaluated according to students and teachers perspectives. In the study carried out by Güreli (2008) it was assumed that both teachers

and students were aware of their needs and aims, lacks, wants from an ideal coursebook and it was found in the study that this coursebook was not suitable for that school in terms of the language background of learners, needs of learners and teachers.

As this study indicates sometimes the chosen or given coursebook from the MONE cannot help teachers to reach the determined aims. In this study Breeze 9 was also given by the MONE and it was compulsory to use this coursebook in language classes but the teachers were not satisfied with that coursebook in general and also to reach the determined aims.

However, the students were satisfied with that coursebook and they thought that this coursebook is high effective in terms of reaching the determined aims. Compulsory language coursebooks give students and teachers very little freedom so that some teachers and some students might think that the given coursebooks are the best materials ever given but if they were free to choose the coursebook for the language course both teachers and students can meet many kinds of coursebooks and they can find the right coursebook together that will be effective for both teachers and students in terms of the needed aspects. Mc Grath (2002, p. 13) makes a citation from Harmer (1991) and Cunningsworth (1995) and says that if you want to select the coursebook in a secure way you should try it with the students and it is desirable where large scale or long term adoptions are involved, when two or more coursebooks are being considered it is possible to organise a short term comparative trial.

As Mc Grath (2002) indicates if a teacher wants to find the right coursebook teachers and students should choose the coursebook together and he indicates that instead of using one coursebook teachers can try two coursebooks to find the right coursebook, but in our country the language coursebook is compulsory and it is given by the MONE and in choosing the right language coursebook MONE does not take the opinions of the target teachers and students so not to involve in the target teachers and students in choosing the right coursebook process can be a reason why the teachers think this coursebook is low effective in general and low effective in terms of reaching aims and why the students think this coursebook is high effective in general and high effective in terms of reaching aims.

If the teachers make their students aware of what they need and what they exactly want from a language course and also if the teachers give them freedom to determine what they want and need from a language course it will be easy to choose the most effective

coursebook for a language course and there won't be a dilemma as in this study between teachers and students. For the selection of coursebooks Cunningsworth (1995, p: 5) says that firstly the instructor should identify the aims and objectives of teaching programme, secondly the instructor should analyse the learning, teaching situation, thirdly the instructor should sum up a list of potential coursebooks and he/she should ask for advice from experienced colleagues.

Later on the instructor should put the potential coursebooks; the potential coursebooks should be up to five books, into in-depth evaluation by using the criteria which are most relevant to the needs of teachers and learners.

As Cunningsworth (1995) points out the instructor should determine the aims and objectives for teaching programme and then the teacher should analyse the learning teaching situation and the the teacher should find the potential coursebooks and the teacher can decide the right coursebook by taking expert opinions and by using criteria that includes the needs of teachers and students. Determining the aims and objectives before choosing a coursebook and involving in the students and expert opinions in the selection process can help teachers to find the most effective coursebooks both for teachers and students.

In Turkey, however, no expert opinions are taken and students and teachers are not involved in the selection process so that as in this study teachers can find the given coursebook ineffective and students can find it effective.

Richards (n.d.) claim that coursebooks are one of the most important sources for much of the language input learners receive and the language practice that occurs in the classroom, coursebooks can provide a source for the content of the lessons, the balance of skills taught and kinds of language practice the students take part in.

Cunningsworth (1984) claims that coursebooks can provide a source for grammar for it has a structural perspective. As Richards (n.d.) and Cunningsworth (1984) points out coursebooks are good sources for grammar so that a coursebook should teach grammar items and tasks that a student and a language teacher need. In this study the results indicate that the students think Breeze 9 the 9th grade high school English coursebook is moderate effective and 9th grade highschool English teachers think that Breeze 9 the 9th grade high school English coursebook is low effective in terms of grammar teaching. As in the aims category the students find the coursebook effective but the teachers find it ineffective. In a

similar study carried out by Kayapınar (2009) the aim was to find out the teachers' views on the quality of beginner and intermediate level widely used foreign language coursebooks for preparatory classes in twenty five different high schools.

In order to administrate this study two coursebooks were chosen and with the light of the literature the questionnaire was prepared. According to the results of this study carried out by Kayapınar (2009) it was found that in general the coursebook packages do not meet and represent the expectations of teachers and also they do not meet the needs of learners. As it is indicated in the study carried out by Kayapınar (2009) even the widely used coursebooks may not meet your needs as a teacher and your students needs in a language course. In this study the students think that the coursebook is moderate effective for grammar teaching but the teachers find the coursebook low effective in terms of grammar teaching, this indicates that there is a dilemma between teachers and students for the effectiveness of the coursebook.

The reason why the teachers find the coursebook low effective for grammar teaching and aims of the coursebook might be the level of the coursebook. In open ended questions section most of the teachers wrote that “the coursebook Breeze 9 is not suitable to the levels of students and it is not a good material to manage the aims and to teach the needed grammar tasks for its level is higher than the levels of the students”.

The teachers also claim that “the coursebook Breeze 9 tries to teach too many grammar tasks, in another way, it focuses on grammar too much but, although it focuses on grammar too much it does not give enough activities for that grammar task in a unit”. In the choice of topics coursebooks can sometimes be smooth or culturally inappropriate in addition to this units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all (Harmer, 2001, p. 304).

As Harmer (2001) points out coursebooks can sometimes choose wrong topics and can have an unrelenting format so that the teachers and the students can be de-motivated for the coursebook repeats it self all the time and this can be a reason why the teachers find the coursebook Breeze 9 low effective in terms of grammar teaching and aims of the coursebook.

As it is mentioned Richards (n.d.) claim that the coursebooks can be the best source for language input and language practice and it can also be a source for the content of the lesson, the balance of the skills taught. In this study teachers find grammar teaching of the

coursebook low effective and they claim that “the coursebook focuses on grammar too much”. If a coursebook focuses on just one skill than how students can learn the other skills.

The students find the coursebook moderate effective in terms of its grammar teaching, but they may not know what they need to learn the grammar of a language and they may not know learning a language does not mean only learning grammar.

According to Cunningsworth (1984, p: 5) coursebooks can be a medium for the communication between people for it has communicative or functional perspective. Tomlinson (2008) points out that materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively but if they do not provide such texts and they do not stimulate the learners to think and feel the materials may not manage their objectives. As Tomlinson (2008) points out materials should raise communication and as a material coursebooks should be communicative. Cunningsworth (1984) indicates that the coursebooks have communicative or functional perspective.

The coursebooks must be communicative so that learners can communicate each other, in other words, if a coursebook is communicative it will give learners to use the target language in an authentic context. The topics that the coursebook has must be interesting and communicative both for teachers and students, the activities in the course should raise communication in the classroom.

As Harmer (2001) indicates the topics in the coursebooks should be given in the right format and should be interesting for students and teachers, in other words, the coursebook should attract teachers and students, the sequencing of the topics should be given in the right format, it should not de-motivate students. In the study it was found that the coursebook Breeze 9 is moderate effective in terms of communicative activities and presentation according to 9th grade high school students and it was found that the coursebook Breeze 9 is low effective according to teachers in terms of communicative activities and its presentation in the coursebook.

As Cunningsworth (1984) indicates coursebooks have communicative or functional perspective but the teachers in this study think that the coursebook Breeze 9 is low effective in terms of communicative activities and presentation of the coursebook. In the open ended questions section the teachers indicate that “the coursebook Breeze 9 is not

suitable to the levels of the students and they indicate that the topics in the coursebook are not interesting and there are not opportunities to use the language with authentic activities”. If a coursebook want to be communicative it should be suitable to the levels of students and it should match with the needs of students and teachers. In addition to this a coursebook should have interesting topics and authentic activities that will raise communication in the classroom. If the coursebook does not have interesting activities and if it is not suitable to the levels of the students and if it does not meet the needs of teachers and students for communicative activities in the classroom it may de-motivate students and teachers. In this study the teachers found the coursebook low effective but the students found the coursebook moderate effective for communicative activities and presentation.

The students may not know how to differentiate traditional coursebooks and communicative coursebooks. Grant (n.d.) makes a distinction between traditional coursebooks and communicative coursebooks and he indicates that the traditional coursebooks are the ones which emphasises the forms or patterns of language more than the communicative functions of language and they tend to focus on reading and writing activities rather than listening and speaking activities. On the other hand, communicative coursebooks emphasises communicative functions of language not just the forms and they try to reflect the students’ needs and interests and these coursebooks are activity based for they emphasises the use of skills not just the forms.

The students in this study may think that the coursebook is communicative by thinking just the reading, writing, grammar activities in the coursebook but a communicative coursebook should not only have limited number of grammar, reading, writing activities but also a communicative coursebook should have a number of listening, speaking and different types of authentic activities. The students meet very limited number of communicative activities and they may not know what they need to have a communicative coursebook so that they may find the coursebook moderate effective.

The term ‘coursebook’ means, a text book of which the teacher and each student has a copy and which is in principle to be followed systematically as the basis for a language course, therefore from above definition one can get that a coursebook must have at least being available in the hand of students and teachers, and used systematically in a course of study and this course refers to an English course of study. (Nemati, 2009, p. 91) As Nemati (2009) points out teachers and students use a coursebook in English courses

but the most important thing is to find the right coursebook that will meet the needs of the learners and teachers. If a coursebook does not meet the needs of the learners and teachers a coursebook can de-motivate students and teachers and as a result learning and teaching process can be inefficient. According to Nemati (2009, p: 91) the problem arises when we speak about selecting coursebooks, a book which must be used in homogeneous class or in the worst situation for a heterogeneous class in a course of study, so which quality must that book have to meet the needs of every single individual member of the class? In order to answer this question a careful selection is needed, this means a careful evaluation of coursebooks is needed to find the right coursebook which meets the needs of the learners and teachers.

According to Mc Grath (2002, p: 12) for teachers getting familiarised to a coursebook in other words getting used to a coursebook takes considerable investment of time, if this problem is taken into consideration, teachers will normally be very reluctant to change books the following year, even if they were allowed to do so, this means that teachers have to make careful selection of coursebooks in other words they have to make a very good evaluation of coursebooks, if they do not evaluate coursebooks, teachers have to change not only the coursebooks but also the accompanying materials.

This means that the teachers should find the right coursebook that will meet the needs of the learners and teachers. In this study the students think that the coursebook Breeze 9 is high effective in terms of needs and interests category but according to teachers the coursebook Breeze 9 is low effective in terms of needs and interests category. A coursebook should meet not only the needs of students but also the needs of teachers, and the tasks should be interesting for both teachers and students. The teachers think that the coursebook is low effective in terms of needs and interests of teachers and students.

The level of the coursebook may be a reason why the teachers think that the coursebook is low effective in terms of the needs and interests category and another reason may be the coursebook is grammar oriented, in other words, for the coursebook focuses on grammar too much the teachers may think that for language teaching the coursebook can not meet the needs of teachers and students. In addition to this, another reason can be the accompanying materials, in open-ended questions section the teachers claimed that “the coursebook does not provide accompanying materials for students and teachers”.

A coursebook should meet the needs of both learners and teachers and it should be interesting for both teachers and students otherwise it can de-motivate learners and teachers, as Mc Grath (2002) indicates a coursebook is a compass for teachers and students. If teachers and students can find the right coursebook this will help learners and teachers to find the right way in language learning.

There are thousands of coursebooks in the market but the important thing is to find the coursebook that will meet the needs of students and teachers. Mc Donough and Shaw (1993, p: 59) divides teachers into two categories; teachers who has a large amount of choice for materials selection and teachers who do not have a large amount of choice for materials selection, in the first category teachers can choose which materials they want, they can do it by themselves or by colleagues or with a director of studies but in the second category teachers can have a very limited choice or maybe they do not have any other alternative, the books can be given by the ministry of education (MONE) or by the director. In Turkey at public high schools foreign language coursebooks are given by the MONE and teachers have no any other options and the MONE does not involve in the target teachers and students to the coursebook selection process.

This means that the MONE can prepare or select a coursebook that may not meet the needs of learners and teachers and in this study the teachers find the coursebook Breeze9 low effective in terms of needs and interests category. In a similar study conducted by Alamri (2008) to evaluate the quality of the sixth grade English coursebook which is prepared by the ministry of education for the first time, it was found that the teachers have general consensus about the accompanying materials and objectives of the coursebook, this means that the teachers found that coursebook effective interms of the needs of learners and teachers. The students in this study found the coursebook high effective in terms of needs and interests category but their teachers found the coursebook low effective in terms of this category.

The students may not exactly know what they want and there must be a consensus between teachers and students about the needs and interests for a coursebook. Cunnigsworth (1995, p:15) claims that coursebooks should correspond to learners' and teachers' needs and they should match the aims and objectives of the language learning programme and in addition to this he indicates that the coursebooks should facilitate the learning and teaching process, without dogmatically imposing a rigid method. This

indicates that for the success of a coursebook it should meet not only the needs of students but also the needs of teachers.

In general the coursebook Breeze 9 is high effective according to 9th grade high school students and the coursebook is low effective according to 9th grade high school English teachers. There is a dilemma between teachers and students about the effectiveness of the coursebook, but to benefit from a coursebook there must be a consensus between teachers and students about the effectiveness of the coursebook. In the use of coursebooks Grant (2002) defines the teacher's role:

- 1- to assess the students' aims, and learning styles, their likes and dislikes, their strengths, and their weaknesses;
- 2- to decide what methods and materials are most appropriate, given the aims of the syllabus;
- 3- to decide whether to use, adapt, replace, omit or supplement the methods and materials used in the textbook. (Grant, 2002, p.16)

If there is not a consensus then how a teacher can use these roles or if the teachers are not happy with a coursebook this can de-motivate them from using the coursebook. Teachers have pedagogical knowledge to determine the effectiveness of a coursebook but students may not know anything about how to determine the effectiveness of the coursebook. In this study students may not know exactly what they need or as Atay and Kurt (cited in Özdemir (2007, p: 52) points out students did not meet better books. For they did not meet better books students may find the coursebook effective, maybe if they were free to meet different types of coursebooks or if they were involved in the coursebook selection process, they may find the coursebook ineffective.

Although students think that the coursebook is effective the teachers think that the coursebook is ineffective. The teachers have more pedagogical knowledge to evaluate a coursebook than students and the students may not exactly know what they want or they can not evaluate a coursebook in different aspects as teachers can do. For this reason the results of teachers are very important in this study and also the results of students are very important but the results of students indicate that students need to have knowledge about what they exactly want from a coursebook and what they need from a coursebook.

The results indicate that there is not a difference for the effectiveness of the coursebook in terms of students' gender and there is not a difference for the effectiveness of the coursebook in terms of teachers' experience.

5.3. Suggestions for Teachers, Students, MONE

The teachers should make their students aware of what they need and what they want in an English language course. This means that the teachers should involve the students in the coursebook selection process.

The teachers should also value expert opinions, in order to elicit information about the needs and interests of students, in adapting a coursebook teachers can value the expert opinions .

The teachers should carry a needs analysis for students and also the teachers should determine their needs beforehand in order to select a coursebook that will meet the needs of both teachers and students.

The selected coursebook should be flexible, the coursebook should help teachers in addressing visual, auditory, kinesthetic learners in the classroom and it should allow teachers to use different methods in the classroom.

The teachers should take into consideration the levels of students in the coursebook selection process in order to select the right coursebook.

The teachers should find a consensus between themselves and students in the selection of the right coursebook to maximize the learning outcomes. The right selection of the coursebook will motivate students and will engage students in the course.

The teachers should select coursebooks that will promote communication and authenticity in the classroom.

The teachers should improve their knowledge as to elicit information about their students' opinions for a coursebook in the coursebook selection process.

The MONE should value expert opinions, the criticisms of the experts should be valued by the MONE in the selection or preparation process of a coursebook.

The MONE should involve the target teachers and students in the coursebook selection process by doing this the MONE can obtain information about the needs of teachers and students.

The MONE should not impose strict constraints on the use of materials. The selected materials should be flexible, the coursebook should provide different activities and different choices for teachers to address auditory, visual, kinesthetic learners. .

If the MONE prepares or select a coursebook, the coursebook should meet the needs of students and teachers.

The levels of students should be taken into consideration in the selection process of coursebook by the MONE.

The MONE should prepare or select coursebooks that focus on productive skills (speaking, writing) receptive skills (reading, listening) not just grammar.

The MONE should update the coursebooks in use in a systematic way in order to maximize the learning outcome.

The students should define exactly what they want and what they need from an English course.

The students should provide ideas to teachers or MONE about how the coursebook should be. The views of students and teachers should not be overlooked.

The students must be aware of the fact that language learning does not only mean learning grammar.

5.4. Suggestions for Further Studies

The coursebook can be evaluated in different aspects with a greater number of population.

The coursebook can be evaluated at the all high schools in Turkey.

Instead of evaluating one coursebook the whole program could be evaluated.

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APPENDINCIES

APPENDIX 1

The Student Questionnaire

A. KİŞİSEL BİLGİLER:

Okulun

adı:.....

Sınıf:.....

Yaş:.....

Cinsiyet: (K)..... (E).....

B. YÖNERGELER:

Sevgili öğrenciler,

Bu anket 2011- 2012 eğitim öğretim yılında devlet liselerinde okutulan 9. sınıf İngilizce ders kitabı Breeze 9'u değerlendirmeye yönelik hazırlanmıştır. Anket 4 bölümden oluşmaktadır. İlk bölümde kitabın amacı ile ilgili sorular, ikinci bölümde dilbilgisi öğretimi ile ilgili sorular, üçüncü bölümde iletişim aktiviteleri ve sunumu ile ilgili sorular, dördüncü bölümde ise ihtiyaç ve ilgi alanları ile ilgili sorular bulunmaktadır.

Bu anketten elde edilecek veriler bir yüksek lisans tezinde kullanılacaktır.

Lütfen anketteki maddeleri dikkatlice okuyup size en uygun gelen seceneğin altındaki kutuya (X) işareti koyunuz.

Yaptığımız değerli katkılar için teşekkürler.

C. ANKET:

5: Kesinlikle katılıyorum 4: Katılıyorum 3: Kararsızım 2: Katılmıyorum

1: Kesinlikle katılmıyorum

	1	2	3	4	5
A) AMAÇ					
1. Kitabın amacı benim İngilizce dersinde belirlediğim amaçlarla örtüşmektedir.					

2. Kitap detaylı bir ders planı sunmaktadır bu sayede İngilizce dersinde her üniteye hangi konuları işleyip neleri öğrenmeyi amaçladığımızı anlamaktayım. (örn. 1. üniteye grammar konusu olarak “to be” fiilinin öğrenilmesi, konuşma konusu olarak “nasıl selamlama yapılacağı”nın öğrenilmesi vs.)					
3. Ders kitabı, kitapta öğrenmeyi amaçladığımız konuları öğrenip öğrenmediğimizi kitaptaki alıştırmalarla, periyodik testlerle veya ünite sonu sınavlarla ölçme imkanı sunmaktadır.					
4. Ders kitabı her üniteye belirlenen amaca uygun aktiviteler sunmakta ve her üniteye amaç bir sonraki üniteye tekrar etme maksadıyla karşımıza çıkmaktadır.					
5. Kitabın amaçları bizlerin seviyesine uygun amaçlardır.					
B) DİLBİLGİSİ ÖĞRETİMİ					
6. Ders kitabı temel dilbilgisi konularını öğretmektedir.					
7. Dilbilgisi konuları kolaydan zora doğru gitmektedir ve konuların zorluk derecesi seviyemize uygundur.					
8. Öğrenilen dilbilgisi konuları kitapta farklı ünitelerde tekrar edilmektedir ve bu sayede zorlandığım bir dilbilgisi konusunu tekrar etme şansını kitapta bulmaktayım.					
9. Öğrendiğimiz dilbilgisi konularını yazma, konuşma becerilerini kullandığımda etkin bir şekilde kullanabilmekteyim.					
10. Kitap dilbilgisi konularını otantik aktivitelerle ve gerçeğe benzer durumlar sunarak öğretmektedir. (örn. Fiillerin ikinci hallerini trende yolculuk yapan bir insanın hikayesini geçmiş zamanda anlatarak öğretmektedir)					
11. Kitap dilbilgisi kurallarını öğretirken öğrencilerin konuları daha iyi özümsemeleri için bir çok aktivite yaptırarak kuralları öğrencilerin bulmasını sağlamaktadır.					
12. Dilbilgisi konuları öğretilirken kitap yeterli sayıda aktivite sunmaktadır.					
13. Kitapta işlenen dilbilgisi konuları ilgimizi çekmektedir.					
14. Her ünite sonunda öğrendiğim dilbilgisi konularını ne kadar öğrendiğime dair kontrol listeleri bulunmaktadır bu sayede her üniteye hangi dilbilgisi konusunda eksik kaldığımı görmekteyim.					
15. Her üniteye yeterli sayıda dilbilgisi konusu öğretilmektedir ve aşırıya kaçılmamaktadır.					
C) İLETİŞİM AKTİVİTELERİ VE SUNUMU					
16. Kitaptaki iletişim aktiviteleri öğrencilerin İngilizceyi etkin bir şekilde kullanmalarını sağlamaktadır.					

17. Kitaptaki iletişim aktiviteleri ilginizi çeken aktivitelerdir.					
18. Kitaptaki iletişim aktiviteleri otantik konulardan ve gerçek hayat konularına benzer konulardan oluşmaktadır.					
19. Ders kitabındaki aktiviteler ikili çalışmaya ve grup çalışmasına imkan vermektedir.					
20. Kitaptaki iletişim aktiviteleri sırasında okuma, yazma, konuşma ve dinleme becerilerinin hepsini kullanılmaktadır.					
21. Kitaptaki iletişim aktiviteleri sınıf içinde yaratıcılığımızı kullanmamıza izin vermektedir.					
22. Kitaptaki iletişim aktiviteleri tamamen öğretmenin kontrolüyle devam etmektedir.					
23. Kitaptaki İletişim aktiviteleri, aktivite sırasında yapılan hatalarda eş düzeltmesine izin vermektedir. (örn. Aktivite sırasında hata yaptığımızda gruptaki bir arkadaşımızın veya yanınızda oturan arkadaşımızın hatanızı düzeltmesi)					
24. Kitaptaki iletişim aktiviteleri konu çeşitliliği bakımından yeterlidir.					
25. Kitaptaki iletişim aktiviteleri seviyemize uygundur.					
26. Kitaptaki iletişim aktiviteleri konuları kendi kültürümüzden ve İngiliz kültüründen konular içermektedir.					
27. Kitaptaki iletişim aktiviteleri İngilizce telaffuzumuzun gelişmesine imkan vermektedir.					
28. Kitapta iletişim aktiviteleri için kullanılan yönlendirici cümleler yeterince açıktır ve aktivitede neler yapacağımızı açık bir şekilde anlatmaktadır.					
29. Kitapta iletişim aktiviteleri tek bir bölümde verilmektedir ve sadece bu bölümde sınıf içi iletişim olmaktadır.					
30. Kitapta tüm aktivitelerde sınıf içi iletişim olmaktadır. (örn. Okuma pasajından önce ve sonra sınıf içinde iletişim olmaktadır)					
31. Kitaptaki iletişim aktiviteleri yalnızca sınıf içinde değil sınıf dışında da birbirimizle etkileşim halinde olmamızı sağlamaktadır (örn. Sınıf dışında bir konu hakkında grup çalışması yapmak)					
32. Kitaptaki iletişim aktiviteleri tüm duyularımızı kullanmamıza izin vermektedir (örn. Görsel, duyuşal, hareket etme)					
33. Kitaptaki iletişim aktiviteleri sınıf içinde ve dışında bizleri sorumluluk almaya yönlendirmektedir.					
34. Kitaptaki iletişim aktiviteleri İngilizce konuşma isteğimi arttırmaktadır.					

D) İHTİYAÇ VE İLGİ ALANLARI					
35. Kitaptaki konular ilgimi çekmektedir.					
36. Kitapta İngilizce öğrenmek için tüm ihtiyaç duyduğum konuları bulmaktayım.					
37. Kitap seviyeme uygundur					
38. Kitap konuları öğretirken birden fazla duyuma hitap etmektedir					
39. Kitap beni İngilizce öğrenmeye motive etmektedir					
40. Ders kitabı bir önceki ders kitabıma göre benim yeni konular öğrenmeme imkan vermektedir.					
41. Kitaptaki konular çeşitlilik açısından yeterlidir.					
42. Kitaptaki konular gerçek hayattaki konular üzerinden anlatılmaktadır ve buda ilgi çekicidir.					
43. Kitap her iki kültürden de örnekler içermektedir.					

APPENDIX B**The Teacher Questionnaire****A. KİŞİSEL BİLGİLER:****Okulun****adı:.....****Öğretmenlik deneyimi (yıl): 1-5 yıl (.....) 6-10 yıl (.....) 11-15 yıl (.....) 16-20 (.....) yıl 21 yıl ve üstü (.....)****Yaş:.....****Cinsiyet: (K)..... (E).....****Mezun olunan****okul/bölüm.....****B. YÖNERGELER:****Değerli öğretmenler,****Bu anket 2011- 2012 eğitim öğretim yılında devlet liselerinde okutulan 9. sınıf****İngilizce ders kitabı Breeze 9'u değerlendirmeye yönelik hazırlanmıştır. Anket 4****bölümden oluşmaktadır. İlk bölümde kitabın amacı ile ilgili sorular, ikinci bölümde****dilbilgisi öğretimi ile ilgili sorular, üçüncü bölümde iletişim aktiviteleri ve sunumu ile****ilgili sorular, dördüncü bölümde ise ihtiyaç ve ilgi alanları ile ilgili sorular****bulunmaktadır.****Bu anketten elde edilecek veriler bir yüksek lisans tezinde kullanılacaktır.****Lütfen anketteki maddeleri dikkatlice okuyup size en uygun gelen seçeneğin altındaki****kutuya (X) işareti koyunuz.****Yaptığımız değerli katkılar için teşekkürler.****C. ANKET:****5: Kesinlikle katılıyorum 4: Katılıyorum 3: Kararsızım 2: Katılmıyorum****1: Kesinlikle katılmıyorum**

	1	2	3	4	5
A) AMAÇ					
1. Kitabın amacı ile müfredatın ve öğrencilerin dil öğrenme amaçları örtüşmektedir.					
2. Kitabın amacı ile öğretmen olarak öğrencilerim için belirlediğim amaçlar örtüşmektedir.					

3. Kitap detaylı bir ders planı sunmaktadır bu sayede hangi ünite hangi konuların işlenip nelerin amaçlandığı açıkça ortaya konmaktadır.					
4. Kitap sayesinde öğrencilerin belirlenen amaçlara ulaşım ulaşmadığını periyodik testlerle veya ünite sonu sınavlarla ölçebilmekteyim.					
5. Ders kitabı öğrencilere her ünite belirlenen amaca uygun aktiviteler sunmakta ve bu amaçlar farklı ünitelerde tekrar edilmektedir.					
6. Kitabın amaçları öğrencilerin seviyelerine uygundur.					
7. Bu kitap öğrenciler için belirlediğim amaçlara ulaşım için doğru bir kaynaktır.					
B) DİLBİLGİSİ ÖĞRETİMİ					
8. Ders kitabı öğrenciler için gerekli temel dilbilgisi konularını öğretmektedir.					
9. Dilbilgisi konuları kolaydan zora doğru gitmektedir ve öğrencilerin seviyelerine uygundur.					
10. Öğrenilen dilbilgisi konuları farklı ünitelerde tekrar edilmektedir ve bu sayede öğrenciler öğrenilen konuları farklı ünitelerde tekrar etme şansı bulmaktadırlar					
11. Öğrenciler öğrendikleri dilbilgisi konularını yazma, konuşma becerilerini kullandıklarında etkin bir şekilde kullanabilmektedirler.					
12. Kitap dilbilgisi konularını öğrencilere otantik aktivitelerle ve gerçeğe benzer durumlar sunarak öğretmektedir.					
13. Kitap bir dilbilgisi konusunu öğrencilere farklı aktiviteler yaptırarak öğretip bir dilbilgisi kuralını öğrencilerin bulmasını sağlamaktadır.					
14. Dilbilgisi konuları öğretilirken kitap yeterli sayıda aktivite sunmaktadır.					
15. Kitapta işlenen dilbilgisi konuları öğrencilerin ilgilerini çekmektedir.					
16. Kitap öğrencilere kontrol listesi sunarak öğrencilerin hangi dilbilgisi konusunda eksik yönlerinin bulunduğunu görme fırsatı vermektedir.					
17. Her ünite yeterli sayıda dilbilgisi konusu öğretilmektedir ve aşırıya kaçılmamaktadır.					
C) İLETİŞİM AKTİVİTELERİ VE SUNUMU					
18. Kitaptaki iletişim aktiviteleri öğrencilerin İngilizceyi etkin bir şekilde kullanmalarını sağlamaktadır.					
19. Kitaptaki iletişim aktiviteleri öğrencilerin ilgilerini çekmektedir.					
20. Kitaptaki iletişim aktiviteleri otantik konulardan ve gerçeğe benzer konulardan oluşmaktadır.					

21. Ders kitabındaki aktiviteler öğrencilerin ikili çalışmasına ve grup çalışması yapmalarına imkan vermektedir.					
22. Kitaptaki iletişim aktiviteleri öğrencilerin okuma, yazma, konuşma, dinleme becerilerini kullanmasına izin vermektedir.					
23. Kitaptaki iletişim aktiviteleri öğrencilerin yaratıcılıklarını kullanmasına izin vermektedir.					
24. Kitaptaki iletişim aktiviteleri tamamen öğretmenin yönlendirmesiyle yapılabilmektedir.					
25. İletişim aktiviteleri aktivite sırasında eş düzeltmesine imkan vermektedir.					
26. Kitaptaki iletişim aktiviteleri konu çeşitliliği bakımından yeterlidir.					
27. Kitaptaki iletişim aktiviteleri öğrencilerin seviyelerine uygundur.					
28. Kitaptaki iletişim aktiviteleri her iki kültürü de eşit şekilde yansıtmaktadır.					
29. Kitaptaki iletişim aktiviteleri öğrencilerin telaffuzlarını geliştirmelerine imkan sunmaktadır.					
30. Kitapta iletişim aktiviteleri için kullanılan yönlendirici cümleler yeterince açıktır ve öğrencilerin aktivitede neler yapacağını açıkça anlatmaktadır.					
31. Kitapta iletişim aktiviteleri tek bir bölümde verilmektedir ve iletişim aktiviteleri sadece bu bölümde yapılmaktadır.					
32. Kitapta tüm aktivitelerde sınıf içi iletişim olmaktadır.					
33. Kitaptaki iletişim aktiviteleri öğrencilerin yalnızca sınıf içinde sınıf dışında da birbirleriyle etkileşim halinde olmalarını sağlamaktadır.(örn. Sınıf dışında bir konu hakkında grup çalışması yapmak)					
34. Kitaptaki iletişim aktiviteleri öğrencilerin tüm duyularını kullanmasına izin vermektedir.					
35. Kitaptaki iletişim aktiviteleri öğrencileri hem sınıf içinde hem de sınıf dışında sorumluluk almaya yönlendirmektedir.					
36. Kitaptaki iletişim aktiviteleri öğrencilerin İngilizce konuşma isteklerini arttırmaktadır. D) İHTİYAÇ VE İLGİ ALANLARI					
37. Kitaptaki konular öğrencilerin ilgisini çekmektedir.					
38. Öğretmen kitabı yönlendirme açısından ve yardımcı materyal sunma açısından yeterlidir. (örn. Dinleme becerisinin gelişmesi için CD'ye sahip olması).					
39. Öğretmen kitabı öğretme teknikleri açısından					

yeterlidir.					
40. Ders kitabı esnektir					
41. Kitap öğretmen rollerinin tümünü kullanmama imkan vermektedir.					
42. Kitap kültür yönünden öğrencileri rahatsız etmemektedir.					
43. Kitabın kullandığı metot benim ve öğrencilerimin ders için belirlediği hedeflere ulaşmak için uygundur.					
44. Ders kitabı öğrencilerin seviyesine uygundur.					
45. Kitaptaki konular çeşitlilik açısından yeterlidir.					
46. Kitaptaki aktiviteler çeşitlilik açısından yeterlidir.					
47. Kitaptaki aktiviteler otantik ve öğrencilerin İngilizceyi gerçek hayatta karşılaştığımız olaylara benzer durumlarda kullanmalarına imkan vermektedir.					

1. Sizce ders kitabı Öğrencilerin ve Öğretmenlerin amaçlarına uygun mudur? Uygun ise veya uygun değilse nedenlerini ve varsa çözüm önerilerinizi en fazla 4 madde ile belirtiniz.

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2. Sizce ders kitabı dilbilgisi öğretimi yönünden yeterli midir? Yeterli ise veya yetersiz ise nedenlerini ve varsa çözüm önerilerinizi en fazla 4 madde ile belirtiniz?

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3. Sizce ders kitabı iletişim aktiviteleri ve sunumu açısından yeterli midir? Yeterli ise veya yetersiz ise nedenlerini ve varsa çözüm önerilerinizi en fazla 4 madde ile belirtiniz?

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4. Sizce ders kitabı öğretmenlerin ve öğrencilerin ihtiyaçlarını ve ilgi alanlarını karşılayabilme açısından yeterli midir? Yeterli ise veya yetersiz ise nedenlerini ve varsa çözüm önerilerinizi en fazla 4 madde ile belirtiniz.

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